

Burkburnett Independent School District
Burkburnett Middle School
2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Mission of Burburnett Independent School District

An environment of exploration where WE: discover the value of learning, increase passion, and maximize potential.

Vision of Burburnett Independent School District

Transforming learning to inspire ALL students in an ever-changing world.

Vision

Vision of Burburnett Middle School

Collaboratively working to inspire a culture of success for ALL.

Core Beliefs

At Burburnett Middle School, we strive to create a culture where our students feel safe and engaged in their learning. Working in partnership with you, we will prepare our students for any challenges they may face. We know that at BMS all students can achieve when provided the means to do so.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Burkburnett Middle School has an enrollment of 712 students encompassing grades 6-8. The student population consist of 1% American Indian, 1% Asian, 5.3% African American, 70.5% White, 15.4% Hispanic/Latino, 0.1% Pacific Islander, and 6.6% two or more races. BMS is 46.5% Economically Disadvantaged, 17.6% Special Education, 9.8% Gifted and Talented, and 43.1% At-Risk. We serve 82 504-students, 12 EL students, and 98 military connected students.

The campus staff consist of 5.4% African American, 2.6% Hispanic, 90.3% White, and 1.8% American Indian for a total of 70 staff members.

Demographics Strengths

About one-third of our BMS students are affiliated with Sheppard Air Force Base.

Problem Statements Identifying Demographics Needs

Problem Statement 1: BMS has a high student mobility rate. **Root Cause:** Many students come from military families associated with Sheppard Air Force Base.

Student Learning

Student Learning Summary

MAP growth tests for Spring 2021-2022 indicated the following achievement data based on normed comparative reports.

Math:

- 6th - 86% at Approaches or higher
- 7th - 84% at Approaches or higher
- 8th - 82% at Approaches or higher
- Algebra I - 95% at Approaches or higher

Reading

- 6th - 75% at Approaches or higher
- 7th - 78% at Approaches or higher
- 8th - 71% at Approaches or higher

Language Use (Writing)

- 6th - 76% at Approaches or higher
- 7th - 86% at Approaches or higher
- 8th - 78% at Approaches or higher

Science

- 6th - 90% at Approaches or higher
- 7th - 90% at Approaches or higher
- 8th - 84% at Approaches or higher

Student Learning Strengths

BMS is focusing on data driven instruction in order to make informed instructional decisions. This school year will focus on core subjects using data meetings to inform instructional decisions by allowing CTMs to determine when data meetings are scheduled due to their specific units/course/grade levels. Giving teachers the flexibility to plan data meetings that fit their units will allow for data meetings to be more effective and timely for instructional purposes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Learning gaps in students' foundational skills. **Root Cause:** Due to recent pandemic, students still have many gaps in educational skills that will be an area of focus for core teachers.

School Processes & Programs

School Processes & Programs Summary

BMS programs that have been implemented:

- *Collaboration among both students and staff to increase the level of instruction
- *Grade level meetings for teachers to have opportunities to discuss instructional strategies across different subjects.
- *Project-based learning - try to increase cross-curricular projects.
- *CTM - more flexibility on data meetings and instructional strategies/lesson planning.

School Processes & Programs Strengths

- *Collaborative teaming within departments and grade levels
- *PBL
- *RTI built into the school day
- *HB4545 Accelerated Learning Instruction
- *CTM

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Revamping CTM meetings and procedures to put a greater focus on data driven instruction for student learning. Teachers will have more flexibility on when data meetings and instructional meetings are held with each CTM. **Root Cause:** To help teachers use the data from assessments to make more informed instructional decisions with meetings set to fit units of instruction.

Perceptions

Perceptions Summary

BMS puts a great emphasis on collaboration and building relationships with students. CTM is used as a weekly time for teachers to work together to build instructional activities, planning and using data to inform instructional practices. We have a strong belief that ALL students can learn and have the ability to be successful. Focus on rebuilding character education within our students and focus on emotional and social education to support a well-rounded student.

Perceptions Strengths

- *CTM time is scheduled into the school day for core subjects - meetings are held weekly.
- *Relationship building with students to ensure they have a safe and secure learning environment.
- *Instructional decisions are guided by student data.
- *Emphasis on ensuring that students are socially and emotionally supported.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Overall, students are lacking in emotional development and social skills. BMS will have an emphasis on teaching character education to students through guidance lessons and incentive programs on campus. **Root Cause:** Students have fallen behind both socially and emotionally in maturity due to the recent pandemic and social distancing within the last couple of years.

Priority Problem Statements

Problem Statement 2: Revamping CTM meetings and procedures to put a greater focus on data driven instruction for student learning. Teachers will have more flexibility on when data meetings and instructional meetings are held with each CTM.

Root Cause 2: To help teachers use the data from assessments to make more informed instructional decisions with meetings set to fit units of instruction.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 1: Overall, students are lacking in emotional development and social skills. BMS will have an emphasis on teaching character education to students through guidance lessons and incentive programs on campus.

Root Cause 1: Students have fallen behind both socially and emotionally in maturity due to the recent pandemic and social distancing within the last couple of years.

Problem Statement 1 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback



Goals






Goal 1: Use student data to guide instructional planning and collaboration among grade level/content teachers to implement effective instructional strategies within CTM time each week.

Performance Objective 1: All core subjects use formative and summative assessments to determine instructional planning based on the needs of students to ensure that essential learning targets are mastered.

High Priority

Evaluation Data Sources: DMAC common formative and summative assessments, MAP testing, previous year STAAR testing, exit tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Use data sheet questions from CTM binders to analyze formative/summative assessments to plan re-teach lessons based on students level of understanding.</p> <p>Strategy's Expected Result/Impact: Increased student learning</p> <p>Staff Responsible for Monitoring: Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely, Andrew Bowers Core Content Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools -</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.</p> <p>Strategy's Expected Result/Impact: Close the gaps in student's foundational skills.</p> <p>Staff Responsible for Monitoring: Content area teachers Principal Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math - - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
				






Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.</p> <p>Strategy's Expected Result/Impact: Using district vertical alignment meetings for core subjects and CTMs, teachers will identify essential learning targets to guide their instruction.</p> <p>Staff Responsible for Monitoring: Tiffany Ballard, Principal Taniqua Blakely and Andrew Bowers, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Use student data to guide instructional planning and collaboration among grade level/content teachers to implement effective instructional strategies within CTM time each week.

Performance Objective 2: In 7th advanced math classes and 8th grade math classes, purchase additional graphing calculators to improve the use of calculator skills in math to help with student growth on Math TEKS.

HB3 Goal






Evaluation Data Sources: Purchase of calculators

Strategy 1 Details	Reviews			
<p>Strategy 1: Current graphing calculators are needing to be replaced to be in good working condition for students to learn their proper use and functionality.</p> <p>Strategy's Expected Result/Impact: Students knowledge of how to effectively use needed technology within math classroom setting to prepare for more advanced math classes in both middle school and high school level.</p> <p>Staff Responsible for Monitoring: Principal: Tiffany Ballard Math department teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: Use STAAR from previous school year and MAP data to guide instructional decisions in order for students to show growth over the course of the school year.

Performance Objective 1: CTMs will be used to disaggregate data after MAP testing, formative assessments, and/or unit assessments.



Evaluation Data Sources: DMAC common formative and summative assessments will be created using district guidelines for writing assessments, MAP testing data, exit tickets, etc.






Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use results from data disaggregation to identify students needing reteaching and/or intervention for all core content areas. Data can be pulled from CFAs, exit tickets, and informal assessments.</p> <p>Strategy's Expected Result/Impact: Increased identification of students needing additional instruction.</p> <p>Staff Responsible for Monitoring: Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers Core Content Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: Use STAAR from previous school year and MAP data to guide instructional decisions in order for students to show growth over the course of the school year.

Performance Objective 2: BMS will provide a system of effective, timely and additional support services that removes barriers to student success for students in at-risk situations and in advanced academic programs.

Evaluation Data Sources: Math and Reading scores of At-Risk students. HB4545 accelerated instruction placement






Strategy 1 Details	Reviews			
<p>Strategy 1: Provide extended learning opportunities using fundamental classes for At-Risk students who failed math and reading STAAR tests for grades 6-8.</p> <p>Strategy's Expected Result/Impact: Increased assessment success for at-risk students and improved daily grades. Improved math and reading scores of at-risk students.</p> <p>Staff Responsible for Monitoring: Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers Fundamental math and ELA teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: BMS will continue to utilize Response to Intervention (RTI) in the daily schedule for students identified as struggling.</p> <p>Strategy's Expected Result/Impact: RTI documentation per student, reduced failure rates, and improved foundational skills for students.</p> <p>Staff Responsible for Monitoring: Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers All staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: BMS will hold before and/or after school tutorials and use Activity Period for identified students that will be targeted and content specific.</p> <p>Strategy's Expected Result/Impact: Increased student grades, increased completion of outside assignments</p> <p>Staff Responsible for Monitoring: All certified staff Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 3: Provide students with resources and strategies to promote physical, mental, and social health.

Performance Objective 1: Physical education classes, health classes, and athletics will be used to promote physical health and well-being for all students. Mental and social health will be addressed during guidance lessons provided by the counselors each six weeks to all students.






Evaluation Data Sources: Students' active participation in physical activity during PE classes and athletics. Overall knowledge of students in learning about how to maintain healthy lifestyle. Information from counselors regarding student referrals for mental and social well-being of students will be used to evaluate students mental and social health.

Strategy 1 Details	Reviews			
<p>Strategy 1: Presentations of during guidance lessons each six weeks focusing on mental and social health and coping skills for students.</p> <p>Strategy's Expected Result/Impact: Increased coping skills for students in social situations.</p> <p>Staff Responsible for Monitoring: Counselors: AnnMarie McMillan and Kristi Miller Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 3: Provide students with resources and strategies to promote physical, mental, and social health.

Performance Objective 2: To increase attendance rate for all students by 1% for the 2022-2023 school year.






Evaluation Data Sources: Attendance report

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will implement a student incentive program to improve attendance, tardies, discipline, and academic achievement.</p> <p>Strategy's Expected Result/Impact: Reduction in absences, tardies, discipline referrals, and missing assignments.</p> <p>Staff Responsible for Monitoring: Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 3: Provide students with resources and strategies to promote physical, mental, and social health.

Performance Objective 3: Improve students' social health with programs stressing character and bullying education as well as coping skills. Decreasing the number of bullying cases.





Evaluation Data Sources: Percentage of students reporting bullying and unkind behavior.

Strategy 1 Details	Reviews			
<p>Strategy 1: Promoting and highlighting positive student interactions among peers. Have grade level assemblies throughout the school year to promote and discuss character education by teaching pillars of education and focusing one pillar for each grading period.</p> <p>Strategy's Expected Result/Impact: Teach students character education and proper interactions among peers.</p> <p>Staff Responsible for Monitoring: Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers All BMS Staff that interact with students</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 4: BMS will provide parent/community partnerships to provide educational learning opportunities for parents on how to protect their students in a digital world.

Performance Objective 1: Evening parent meeting will be provided in the Fall and Spring to provide parents with resources about how to help their child be successful academically and how student interactions have changed and ways to help teach students character education and improve mental health.






Evaluation Data Sources: Parent turnout and outreach to parents.

Strategy 1 Details	Reviews			
<p>Strategy 1: Educate parents on what schools are seeing regarding mental health of our students in regards to social media, character education, and overall social skills among students.</p> <p>Strategy's Expected Result/Impact: Create a partnership with parents in teaching students proper uses of social media, strong character education traits, and overall positive social skills among peers.</p> <p>Staff Responsible for Monitoring: Counselors: AnnMarie McMillan and Kristi Miller Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Educate parents on how to use Google Classroom, Skyward to check students grades, lunch account balance, tardies, absences, etc. and other online programs that students use in the classrooms.</p> <p>Strategy's Expected Result/Impact: To help equip parents with the resources needed to better support their child's education.</p> <p>Staff Responsible for Monitoring: Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers Technology department</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 5: Provide staff development which will enhance the quality of teaching, develop highly trained teachers, and retain quality staff members. Increase retention rate by 2% for next school year.

Performance Objective 1: Improve content area knowledge and communication through faculty meetings, department meetings and CTM.

Evaluation Data Sources: Sign in sheets and agendas from campus professional development. End of year survey data. Vertical alignment and teacher retention rates.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve content area knowledge and communication through department meetings and CTMs.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Department heads and Design Team members</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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State Compensatory

Budget for Burkburnett Middle School

Total SCE Funds: \$94,270.00

Total FTEs Funded by SCE: 300

Brief Description of SCE Services and/or Programs

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Personnel for Burkburnett Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
AnnMarie McMillan	Counselor	NaN
Kristi Miller	Counselor	NaN
Larissa Parkey	Paraprofessional	NaN
Lori Moore	Paraprofessional	NaN

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chavaz Jackson	Math Teacher	Math Fundamentals - 7th & 8th Grade	1.0
Coby Johnson	ELAR Teacher	RTI	0.25
Donna Brewster	ELAR Teacher	RTI	0.125
Erin Williams	ELAR Teacher	RTI	.25
Kaleena Jenkins	ELAR Teacher	LLI	0.125
Kari Harden	Math Teacher	Math Fundamentals - 6th Grade	.375

Campus Improvement Team

Committee Role	Name	Position
Administrator	Tiffany Ballard	Principal
Classroom Teacher	Donna Brewster	ELA Teacher
Classroom Teacher	Savannah Mass	Social Studies Teacher
Classroom Teacher	Emily Birk	Science Teacher
Classroom Teacher	Bailey Welvaert	Math Teacher
Classroom Teacher	Robin Amos	Elective Teacher
Classroom Teacher	Lindsey Thompson	Special Populations Teacher
Non-classroom Professional	Jill Morris	Diagnostician
District-level Professional	Audrey Ash	Asst Superintendent of Curriculum and Instruction
Parent	Lana Hefton	Parent
Parent	Marcela Regispani	Parent
Business Representative	Aaron King	Business Representative
Business Representative	Lisa Burdick	Business Representative
Community Representative	Stephanie Gentry	Community Representative
Community Representative	Ralf Taylor	Community Representative