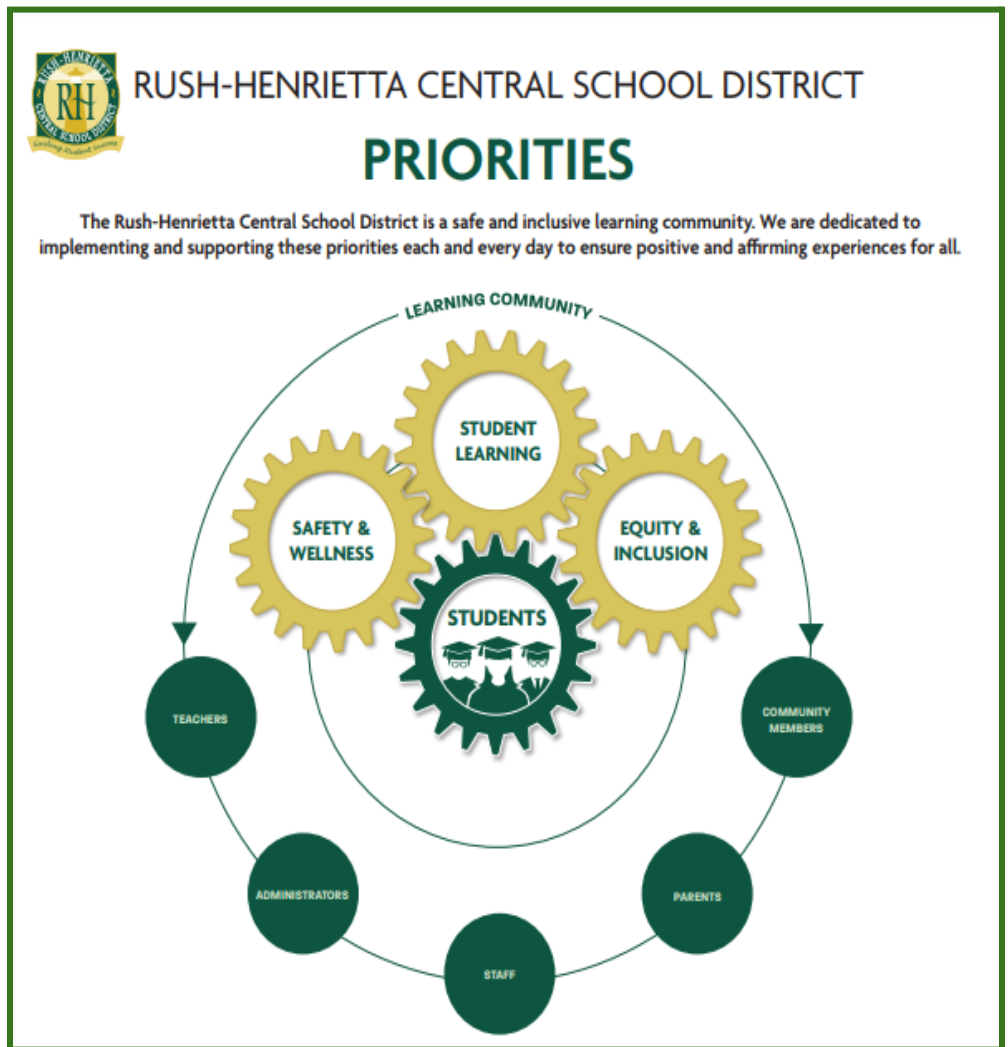


**Henry V. Burger
Junior High School
Improvement Plan
Beginning of Year Report
2022-2023**



Burger JHS School Improvement Plan 2022-2023

District Priority: Student learning

Goal: At Burger Junior High School, we must assess student gains in reading, writing, mathematics, and Regents Level Science courses through progress monitoring to appropriately determine intervention support and enrichment opportunities to advance student learning in all courses.

Target: 65% of all Grade 7 and 8 students will score a 61% or higher on NWEA MAPS Reading and score 3 or higher on the NYS ELA Assessment.

Improvement Actions:

- In all classrooms, incorporate multiple opportunities for students to plan, draft, and revise writing across all disciplines and model think-aloud related to writing prompts, and provide examples when appropriate.
- In all classrooms, provide 1:1 or small group conferencing for student writing and comprehension feedback.
- In ELA 7, teachers will model close reading strategies, practice text annotation, and actively pursue vocabulary acquisition.
- In ELA 8, Teachers will identify strategies to help students better understand key ideas and details of a text and help students determine the meaning of words and phrases used figuratively to impact the meaning or tone in a text (i.e., analogies and allusions).

Monitor:

- Monitor students' quarterly progress in ELA on their Required Course Assessments and writing prompts, as well as their Fall and Winter NWEA MAP achievement.

Impact: Measures of Academic Progress (MAP) (Reading)

Proficiency rates for NWEA MAP assessments for the 2022-23 school year are reported below. Prior year proficiency rates (2021-2022) appear in parentheses. Expected proficiency rates appear as targets (percent of students scoring at or above the 61% percentile**).

NWEA Reading	Fall	Winter	Spring	Target	Gap**	Trend***
MAP 7: CCR	58% (62%)	____% (59%)	____%(60%)	65%	-7%	
MAP 8: CCR	53% (56%)	____% (52%)	____% (44%)	65%	-12%	

61% places a student above the national norm average, which aligns with the required level of proficiency on NYS assessments

**Gap is the percentage of the current administration to the target.

***Trend shows overall growth from fall administration.

See Appendix for subgroup data

Impact: NYS English Language Arts Assessment (ELA)

NYS ELA Assessment	2022	2021	2019	Target	Gap	Trend
ELA 7		56%	38%	65%	-9%	+
ELA 8		53%	44%	65%	-12%	+

See Appendix for subgroup data

Reflection: Burger JHS students in grade 7 proficiency remained steady throughout the year. The Economically Disadvantaged cohort is one we will monitor in Grade 8 ELA. In Grade 8 last year, the cohort showed a statistically significant decline from the Fall to Spring. Closely monitor and provide responsive intervention as needed for attention to Economically Disadvantaged and Black or African American cohorts this school year:

- Economically Disadvantaged students proficiency (Fall 7 39%, Fall 8 41%, Winter %, Spring%)
- Black or African American students I (Fall 7 47%, Fall 8 Winter %, Spring %)

As for the NYS English Language Arts Assessment, our proficiency rates above place Burger JHS 6th out of 18 districts in Grade 7 ELA and 8th in Grade 8 ELA across school districts in Monroe County.

Target: 65% of all students will score 61% or higher and score 3 or higher on the NYS Math Assessment.

Improvement Actions:

- Math entrance or exit tickets will be used to provide more practice for students in known areas of deficiencies.
- Conference with students on Fall and Winter MAP - Teachers and students will work together to set achievable growth goals for future test administrations.
- Increased administrator's walk-throughs during math to monitor the implementation of components of the Eureka math program.

Monitor:

- Monitor students' quarterly progress in mathematics on the Required Course Assessments and the Fall and Winter NWEA MAP achievement and design appropriate interventions as necessary

Impact: Measures of Academic Progress (MAP) Math

Proficiency rates for NWEA MAP assessments for the 2021-22 school year are reported below. Prior year proficiency rates (2019-2021) appear in parentheses. Expected proficiency rates appear as targets (percent of students scoring at or above the 61%percentile**).

Math	Fall	Winter	Spring	Target	Gap**	Trend***
MAP 7: CCR	52% (55%)	_____% (50%)	_____% (57%)	65%	-	
MAP 8: CCR	52% (48%)	_____% (46%)	_____% (52%)	65%		

*61% places a student above the national norm average which aligns with the required level of proficiency on NYS assessments

**Gap is the percentage difference of the current administration to the target.

***Trend shows overall growth from fall administration

See Appendix for subgroup data

Impact: NYS Mathematics Assessment (Math)

NYS ELA Assessment	2022	2021	2019	Target	Gap	Trend
Math 7		50%	53%	55%	-5%	-
Math 8		38%	32%	42%	-4%	+

See Appendix for subgroup data

Reflection: This year will work with all students to set individual growth goals on NWEA Maps assessment and establish a classroom environment where students do their best to demonstrate their math abilities when taking the Winter and Spring MAP assessment.

- Economically Disadvantaged students proficiency (Fall 7 32%, Fall 8 32%, Winter %, Spring%)
- Black or African American students I (Fall 7 31%, Fall 8 32%, Winter %, Spring %

As for the NYS Mathematics Assessment, our proficiency rates above place Burger JHS 7th out of 18 districts in Grade 7 and 3rd in Math 8 across school districts in Monroe County.

Target: 80% of all students will score 65% or higher on the NYS Regents Earth Science exam.

Improvement Actions:

- Use Q1 data to identify at-risk students to be monitored.
- Promote component retesting in Earth Science for at-risk cohorts.
- Meet monthly with Earth Science teachers to initiate appropriate interventions.
- Increased administrator's walk-throughs during Earth Science to monitor student progress
- Use of key terms vocabulary comprehension

Monitor:

- Monitor students' quarterly progress in Earth Science on the Required Course Assessments

Impact: Passing rates for NYS Earth Science Regents Exam are reported below.

NYS Earth Science	2022	2021	2020	2019	Target	Gap ²	Trend
Grade 9		72%	76%	81%	80%	-8	-

See Appendix for subgroup data

Reflection: We need more students to earn Earth Science Credit in Grade 8. We will pay close attention to Black or African American cohorts next school year:

- Economically Disadvantaged proficiency on NYS E.S. Exam 55%
- Black or African American proficiency on NYS E.S. Exam 48%

Burger JHS School Improvement Plan 2022-2023

District Priority: Equity and Inclusion

Goal: At Burger JHS, all students will learn within environments that are welcoming, affirming, and culturally responsive. Students will learn to advocate for themselves and each other, value and celebrate differences, and become independent learners.

Target: To increase student voice and agency in our school community by developing a Student Advisory Board.

Improve student response rate to 90% or higher on the Our School survey question, "I work well with my peers who are different than me in my classes."

Improvement Actions:

- "Our School" student Survey will be administered three times this year.
- Develop a student advisory group that meets monthly to discuss what's going well in our school community, what we can do differently, and how we can accomplish that in our school community.
- Use school-based data and anecdotal feedback from the student advisory team to develop school-based action steps with our staff and student body.
- Utilize student advisory board at faculty meetings
- Student satisfaction and staff and family survey data.

Monitor:

Impact: The Our School Student Survey will be given in the Fall, Winter, and Spring of the 2022-2023 school year. Last year's data will appear in parentheses in the table below.

Survey Question	Fall	Winter	Spring	Trend
I work well with my peers who are different than me in my classes.	74% (93%)	____(n/a)	____(70%)	-

Reflection: Last spring, 70% of our students indicated that they could not work well with their peers who were different from them. That represented a 23% decline from the fall of 2021. Students commented they were frustrated by their peer's behaviors that disrupted classroom learning.

Target: Decrease referral rates for all students across the Burger school community.

Improvement Actions:

- Building administrators are to be trained in restorative disciplinary practices.
- Develop, share and implement a framework for minor behavior infractions with appropriate responses toward creating a more safe and orderly school environment.
- Change In School Suspension to Alternate to Suspension with different expectations and protocols.
- Work with Mental health staff, teachers, and families to support our student's growth in the SEL competencies of maintaining healthy relationships and effective decision-making.

Monitor:

- Review referral data quarterly for all students and subgroups.

Impact: The chart below represents the number of overall referrals written last year by subgroup. The number in parentheses represents the percentages of referrals by subgroup. It also shows the numbers generated last year in two targeted areas identified for reduction, which are insubordination and violent conduct.

Referrals	All	Asian	Black or African American	Hispanic	Multi-Racial	White	ELL
Grade 7	89	6 (7%)	32 (36%)	6 (7%)	6 (7%)	33 (37%)	6 (7%)
Grade 8	111	9 (8%)	29 (26%)	14 (13%)	3 (2%)	56 (50%)	2 (1%)
Grade 9	60	6 (10%)	12 (20%)	15 (35%)	8 (13%)	14 (23%)	5 (8%)
Insubordination	134 referrals in 21-22			Violent Conduct	60 referrals in 21-23		

Reflection: We will monitor our referral data across all grade levels and as well as look to decrease the number of referrals written for insubordination (134 referrals last year) and violent conduct (62 referrals last year).

Burger JHS School Improvement Plan 2022-2023

District Priority: Safety and Wellness

Goal: At Burger JHS, we must ensure that we are expanding our mental health supports and services to address existing and emerging needs of students and staff in the areas of mental wellness and social-emotional well-being. This is especially important as we seek to create a safer, equitable, and inclusive learning environment.

Target: At Burger, we want to provide students safety and wellness to be a top priority. This year we will improve the student response rate on the RH District Student Satisfaction Survey to 90% for the following question:

When I have a problem, there is at least one adult at my school with who I can talk.

This year we will work to improve the student response rate on the RH District Student Satisfaction Survey to 50% for the following question:

Students in this school respect one another.

Improvement Actions:

- Provide "Our School" student Survey and administer it three times per year.
- Student Advisory Team and Burger School Leadership team review and develop plan action steps.
- Be Kind, Be Proud, Be Burger

Monitor:

- Review data for improvements and adjust as necessary.

Impact: Below is the data reported in the District Student Satisfaction Survey. 98% of our students completed this survey in June 2022.

Question from 2022 Student Satisfaction District Survey	Strongly Agree	Agree	Total	Target
When I have a problem, there is at least one adult at my school with who I can talk.	28%	45%	73%	90%
Students in this school respect one another.	3%	27%	30%	50%

Reflection: We like to have more of our students identify that there is at least one student at school that they can turn to in time of need. As a school community, we want to see that number be 90% or higher. Society, in general, has become uncouth. We would like to increase the number of students who report that students in our school are respectful towards each other.

APPENDIX B - NWEA MAP Data

ELA Proficiency

ELA: Proficiency rates for the NWEA MAP ELA assessments (Fall/Winter/Spring) are below by cohort. Number of students in parentheses.

Year	Sch...	Gr	ALL			GE			SE		
			F	W	S	F	W	S	F	W	S
2020-2021	BURGER	7	28 (58)	28 (58)	17 (48)	31 (49)	34 (47)	21 (38)	11 (9)	0 (11)	0 (10)
2021-2022	BURGER	7	62 (208)	59 (211)	60 (198)	68 (188)	65 (191)	66 (180)	5 (20)	0 (20)	0 (18)
2020-2021	BURGER	8	0 (19)	0 (18)	0 (16)	0 (12)	0 (11)	0 (8)	0 (7)	0 (7)	0 (8)
2021-2022	BURGER	8	56 (195)	51 (201)	44 (191)	59 (181)	55 (186)	47 (178)	14 (14)	7 (15)	8 (13)

Year	Sch	Gr	Not ELL			ELL			Not Economically Disadvantaged			Economically Disadvantaged		
			F	W	S	F	W	S	F	W	S	F	W	S
2021-2022	FYLE	0	null	58 (89)	69 (89)	null	23 (22)	35 (23)	null	61 (67)	70 (63)	null	36 (44)	51 (49)
2021-2022	CRANE	0	null	51 (69)	62 (66)	null	18 (11)	30 (10)	null	50 (52)	69 (48)	null	39 (28)	39 (28)
2021-2022	LEARY	0	null	57 (101)	63 (105)	null	25 (20)	30 (20)	null	59 (88)	64 (92)	null	33 (33)	39 (33)
2021-2022	WINSL...	0	null	39 (93)	61 (92)	null	17 (12)	33 (12)	null	39 (69)	65 (65)	null	31 (36)	46 (39)
2021-2022	CRANE	1	42 (79)	36 (78)	39 (76)	0 (6)	0 (6)	0 (6)	55 (42)	47 (38)	54 (37)	23 (43)	22 (46)	22 (45)
2021-2022	WINSL...	1	57 (97)	46 (97)	51 (99)	20 (10)	40 (10)	27 (11)	57 (74)	53 (64)	57 (65)	45 (33)	35 (43)	36 (45)
1 - 75 / 75 < >														
2021-2022	VOLLMER Total		0 (1)	50 (629)	51 (279)	null	14 (50)	35 (37)	null	59 (38...	60 (162)	0 (1)	32 (290)	38 (154)

ELA: Proficiency rates for the FALL NWEA MAP ELA assessments are below by ethnicity. Number of students in parentheses.

Year	School	Gr	Asian	Black or African American	Hispanic	Multi-Racial	White
2021-2022	BURGER	7	62 (29)	39 (31)	40 (10)	55 (11)	69 (127)
2021-2022	BURGER	8	70 (33)	43 (30)	67 (12)	62 (13)	53 (107)
2022-2023	BURGER	7	42 (45)	47 (30)	35 (20)	56 (16)	60 (121)
2022-2023	BURGER	8	56 (32)	35 (34)	57 (14)	50 (10)	65 (124)
2021-2022	BURGER Total		66 (62)	41 (61)	55 (22)	58 (24)	62 (234)

ELA Growth

ELA: Growth rates for the FALL NWEA MAP ELA assessments are below by cohort. Number of students in parentheses.

Year	School	Gr	ALL	GE	SE
2020-2021	BURGER	9	50 (2)	null	50 (2)
2018-2019	BURGER	9	50 (8)	0 (1)	57 (7)
2020-2021	BURGER	8	47 (17)	64 (11)	17 (6)
2020-2021	BURGER	7	48 (56)	50 (48)	38 (8)
2018-2019	BURGER	7	51 (190)	52 (176)	36 (14)
2018-2019	BURGER Total		51 (376)	52 (347)	38 (29)

Year	School ❶ ▲	Gr ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2018-2019	BURGER	7	50 (185)	80 (5)	null	null
2019-2020	BURGER	7	59 (205)	71 (7)	64 (143)	51 (69)
2020-2021	BURGER	7	47 (55)	100 (1)	41 (32)	58 (24)
2021-2022	BURGER	7	57 (185)	40 (5)	57 (131)	56 (59)
2022-2023	BURGER	7	63 (208)	50 (10)	63 (128)	62 (90)
2018-2019	BURGER Total		51 (367)	56 (9)	null	null

ELA: Growth rates for the FALL NWEA MAP ELA assessments are below by ethnicity. Number of students in parentheses.

Year	School ❶ ▲	Gr ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
2018-2019	BURGER	7	71 (21)	61 (33)	50 (12)	29 (17)	48 (107)
2019-2020	BURGER	7	56 (27)	38 (21)	56 (16)	63 (16)	64 (130)
2020-2021	BURGER	7	75 (8)	27 (11)	null	50 (2)	49 (35)
2021-2022	BURGER	7	58 (26)	50 (24)	50 (8)	50 (10)	59 (122)
2022-2023	BURGER	7	55 (42)	68 (28)	59 (17)	67 (15)	65 (116)
2020-2021	BURGER Total		73 (11)	38 (13)	25 (4)	67 (3)	45 (44)

Math Proficiency

Math: Proficiency rates for the FALL NWEA MAP Math assessments are below by cohort. Number of students in parentheses.

Year	School ❶	Gr...	ALL	GE	SE
2021-2022	BURGER	7	55 (207)	60 (187)	5 (20)
2022-2023	BURGER	7	52 (232)	57 (209)	9 (23)
2021-2022	BURGER	8	48 (197)	52 (183)	0 (14)
2022-2023	BURGER	8	52 (216)	56 (195)	10 (21)
2021-2022	BURGER	9	20 (30)	29 (21)	0 (9)
2021-2022	BURGER Total		49 (434)	54 (391)	2 (43)

Year	School ❶	Gr ❷	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2021-2022	BURGER	7	56 (199)	13 (8)	63 (142)	35 (65)
2022-2023	BURGER	7	55 (222)	0 (10)	66 (140)	32 (92)
2021-2022	BURGER	8	49 (192)	0 (5)	57 (141)	27 (56)
2022-2023	BURGER	8	54 (209)	0 (7)	64 (134)	32 (82)
2021-2022	BURGER	9	19 (26)	25 (4)	27 (15)	13 (15)
2021-2022	BURGER Total		51 (417)	12 (17)	58 (298)	29 (136)

Math: Proficiency rates for the FALL NWEA MAP Math assessments are below by ethnicity. Number of students in parentheses.

Year	School ❶ ▲	Gr ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
2021-2022	BURGER	7	65 (31)	29 (31)	50 (10)	45 (11)	60 (124)
2022-2023	BURGER	7	56 (45)	32 (31)	20 (20)	47 (15)	62 (121)
2021-2022	BURGER	8	50 (36)	37 (30)	55 (11)	31 (13)	52 (107)
2022-2023	BURGER	8	61 (33)	31 (35)	36 (14)	33 (9)	58 (125)
2021-2022	BURGER	9	0 (6)	0 (5)	100 (2)	0 (2)	27 (15)
2021-2022	BURGER Total		52 (73)	30 (66)	57 (23)	35 (26)	54 (246)

Math Growth

Math: Growth rates for the FALL NWEA MAP Math assessments are below by cohort. Number of students in parentheses.

Year	School ❶ ▲	Gr...	ALL	GE	SE
2021-2022	BURGER	7	61 (192)	62 (175)	47 (17)
2022-2023	BURGER	7	71 (217)	72 (196)	52 (21)
2021-2022	BURGER	8	20 (20)	15 (13)	29 (7)
2022-2023	BURGER	8	50 (206)	50 (185)	52 (21)
2021-2022	BURGER	9	36 (11)	17 (6)	60 (5)
2021-2022	BURGER Total		56 (223)	58 (194)	45 (29)

Math: Growth rates for the FALL NWEA MAP Math assessments are below by ethnicity. Number of students in parentheses.

Year	School ❶ ▲	Gr ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2021-2022	BURGER	7	61 (185)	71 (7)	64 (133)	54 (59)
2022-2023	BURGER	7	71 (207)	50 (10)	71 (129)	69 (88)
2021-2022	BURGER	8	17 (18)	50 (2)	18 (11)	22 (9)
2022-2023	BURGER	8	50 (200)	50 (6)	52 (128)	47 (78)
2021-2022	BURGER	9	50 (8)	0 (3)	33 (6)	40 (5)
2021-2022	BURGER Total		56 (211)	50 (12)	59 (150)	49 (73)

Math: Growth rates for the FALL NWEA MAP Math assessments are below by ethnicity. Number of students in parentheses.

Year	School ❶ ▲	Gr ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
2021-2022	BURGER	7	74 (27)	48 (25)	75 (8)	50 (10)	61 (122)
2022-2023	BURGER	7	78 (41)	69 (29)	56 (18)	79 (14)	70 (115)
2021-2022	BURGER	8	0 (3)	20 (5)	null	null	25 (12)
2022-2023	BURGER	8	45 (31)	58 (33)	33 (12)	67 (9)	50 (121)
2021-2022	BURGER	9	0 (4)	100 (1)	null	null	50 (6)
2021-2022	BURGER Total		59 (34)	45 (31)	75 (8)	50 (10)	57 (140)

NYS Regents Science

Proficiency rates for the New York State Science Regents Exams are below by cohort. Number of students in parentheses.

	Year ① ▲	Exam ② ▲	All	General Education	Special Education
Passing	2020-2021	Earth Science	76 (n=51)	78 (n=49)	50 (n=2)
	2020-2021	Living Environment	98 (n=64)	98 (n=63)	100 (n=1)
	2021-2022	Earth Science	71 (n=196)	76 (n=182)	14 (n=14)
	2021-2022	Living Environment	94 (n=216)	95 (n=206)	60 (n=10)
CCR	2020-2021	Earth Science	69 (n=51)	69 (n=49)	50 (n=2)
	2020-2021	Living Environment	89 (n=64)	90 (n=63)	0 (n=1)
	2021-2022	Earth Science	54 (n=196)	57 (n=182)	7 (n=14)
	2021-2022	Living Environment	80 (n=216)	82 (n=206)	40 (n=10)

	Year ① ▲	Exam ② ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
Passing	2020-2021	Earth Science	78 (n=50)	0 (n=1)	82 (n=33)	67 (n=18)
	2020-2021	Living Environment	98 (n=64)	null	98 (n=50)	100 (n=14)
	2021-2022	Earth Science	73 (n=191)	0 (n=5)	79 (n=131)	55 (n=65)
	2021-2022	Living Environment	94 (n=210)	67 (n=6)	97 (n=143)	86 (n=73)
CCR	2020-2021	Earth Science	70 (n=50)	0 (n=1)	73 (n=33)	61 (n=18)
	2020-2021	Living Environment	89 (n=64)	null	90 (n=50)	86 (n=14)
	2021-2022	Earth Science	55 (n=191)	0 (n=5)	63 (n=131)	35 (n=65)
	2021-2022	Living Environment	82 (n=210)	17 (n=6)	85 (n=143)	71 (n=73)

Proficiency rates for the New York State Science Regents Exams are below by ethnicity. Number of students in parentheses.

	Year ❶ ▲	Exam ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
Passing	2020-2021	Earth Science	89 (n=9)	25 (n=4)	100 (n=3)	100 (n=2)	75 (n=32)
	2020-2021	Living Environment	100 (n=7)	100 (n=7)	100 (n=2)	100 (n=5)	98 (n=43)
	2021-2022	Earth Science	78 (n=37)	48 (n=29)	79 (n=14)	55 (n=11)	76 (n=105)
	2021-2022	Living Environment	92 (n=37)	95 (n=22)	88 (n=16)	86 (n=14)	95 (n=125)
CCR	2020-2021	Earth Science	89 (n=9)	25 (n=4)	67 (n=3)	100 (n=2)	66 (n=32)
	2020-2021	Living Environment	71 (n=7)	86 (n=7)	100 (n=2)	80 (n=5)	93 (n=43)
	2021-2022	Earth Science	54 (n=37)	28 (n=29)	57 (n=14)	45 (n=11)	61 (n=105)
	2021-2022	Living Environment	73 (n=37)	68 (n=22)	75 (n=16)	79 (n=14)	85 (n=125)

