



Rightsizing Community Engagement Feedback from Burbank HS 8/18/23



Overall Themes



Below is a list of some of the major themes to emerge from the feedback. The following slides contain a summary for each and some examples.

- Prioritizing Students
- Valuing Staff
- Promise of Exceptional Programs
- Ensuring Equity
- Facility Planning for our Future
- Strategic Planning for Transportation
- Anchored in our Thriving Profiles
- Community Values
- Fidelity to the Rightsizing Process
- Transparent Communication
- Other

Prioritizing Students

Serving family and students is most important. Meeting diverse needs of students by offering choices in educational programs and career paths will prepare them for the job market and their future.

Excerpts:

- Serving families and students. Choice for students and teachers is very important and glad that it is going to happen. (green)
- Classroom - make them relevant to work experiences and job market. Equipment/technology. (pink)
- Culturally relevant instruction. (purple)
- Wants to see experiences out of the classroom. (pink)
- Students - must be aware of the world of employment.

Valuing Staff

Communicate how exactly all staff will be valued and served in a non-biased and equitable manner. Effectiveness of staff should be considered in new assignments.

Excerpts:

- Will I see ISD consider moving to a 4-day school week so that teaching staff can have one full dedicated day for PD, lesson planning, grading, parent conf. Etc. IAs would be providing child care on Fridays for all students.
- Stand by staff class sizes / support
- Faculty investment is big, facility capacity
- Teachers to cover programs

Promise of Exceptional Programs

Strengthening existing programs and bringing in new programs will help us build thriving schools for all children.

Excerpts:

- Fine Arts Academy, similar to Edgewood. Expand extracurriculars. (purple)
- Ensure services for acceleration or intervention. (green)
- Robotics (purple) Choice Schools in all areas of the district and close to other district boundaries. (purple) How do schools link with post-secondary education or certifications? (purple)
- Support other programs like Burbank FFA. (blue)

Ensuring Equity

How is equity considered in the Rightsizing plan? What exactly does equity mean?

Excerpts:

- Equity-center the community voice. Importance of “why” (green)
- Community members. Equity needs to address college readiness such: high expectations, ratio advisors to students, variety of college readiness programs. (green)
- Most important driving toward equity to make sure all kids receive the same services. (green)
- How do we envision equity across 1882 versus traditional? They have so much more money. (green)
- SAISD Foundation - careful with “equity” it infers criteria equal versus equitable. (green)

Facility Planning for our Future

It is important to have a plan for building utilization after rightsizing that benefits the entire community and does not result in abandoned buildings. Great ideas for consideration for empty buildings were shared.

Excerpts:

- Great idea of utilizing the building for 0-3. (Pre-K) (green)
- Early headstart (0-3) is important. Use this for abandoned buildings. (green)
- Important to upgrade the facility to the newest technology. (green)
- Utilize the abandoned buildings for 0-3 headstart.
- Utilize the abandoned buildings to support the community. (green) Ensuring the abandoned buildings are utilized for the betterment of the community. (green)

Strategic Planning for Transportation

What are the plans that consider accessibility, adequate parking, pickup/drop off and traffic flow? What is the plan for students who will be attending a new school next year as a result of Rightsizing?

Excerpts:

- Transportation availability, specifically for walkers at school changes. (purple)
- Consider adequate parking, pickup/dropoff traffic flow of too many additional students, could be a nightmare. Bus transportation. Adequate space planning. Technology needs. (purple)
- Transportation needs to be expanded. Keep in mind the times of pickup and drop off. (green)
- Providing more transportation for the consolidated campuses. (yellow)
- Will the transportation available for these being transferred to another campus? Need to ensure resources are available for those being moved from their home campus. (pink)
- Pay attention to distance to school > transportation and attendance. (green)

Anchored in our Thriving Profiles

The thriving profiles are a great start to creating thriving schools for our children, staff and community. How will teachers be supported in their work to create thriving students, classrooms and schools?

Excerpts:

- Profile are amazing. Feels that ultimately it will fall on teachers. They need support from the district. (Pink)
- School leader profile. How do you maintain consistency with leaders being focused on “A Growth Mindset”. (pink)
- Thriving Profiles. Consistency among profiles is significant. (pink)
- Student thriving. Add focus on collaborative. Skills for working w/others. (pink)
- Thriving profiles - is an excellent start. (pink)
- Values M.I. Thriving schools.
- Thriving profiles. This is almost ideal. (pink)

Community Engagement/Involvement

Community involvement and collaboration is important to us. We are centered in high expectations and equity for students and repurposing buildings that will be empty as a result of Rightsizing.

Excerpts:

- District. Need a district that is a community involved and aware that collaborates across jurisdictional lines. Ex. Workforce Alamo - collaborate with Texas Workforce commission. Free childcare assistance. (pink)
- Equity-center the community voice. Importance of “why” (green)
- Ensuring the abandoned buildings are utilized for the betterment of the community. (green)
- Community members. Equity needs to address college readiness such: high expectations, ratio advisors to students, variety of college readiness programs. (green)

Fidelity to the Rightsizing Process

There is an appreciation for the criteria being utilized in Rightsizing. Questions about additional criteria being considered were posed.

Excerpts:

- These are excellent criteria. Removes emotion from decision to do what is best for the kids. (blue)
- Geographic distance. Natural barriers. Teacher. (blue)
- Very user friendly. I enjoyed finding unique school data to my school. (orange)
- So far on target. (pink)
- We need to keep commute times for families down. (green)
- Distance. Commute. (purple)

Transparent Communication

The website has great information and the community appreciates the opportunity to provide feedback on the Rightsizing process via community engagement meetings. There are questions about the website and accessibility.

Excerpts:

- FAQs really helpful. Love the pop-ups. (orange)
- Want to suggest adding the hyperlink for the addresses of the meetings similar to how the address is linked in the 'contact us' (orange)
- Would like to have written updates from Jaime. Note: for those of us who would rather read. (orange)
- Put more pictures, icons. Some vocabulary is difficult to understand. Instead of contact us, can we call a number and leave a voicemail? Include how decisions would affect the schools. (orange)
- How quickly will information be loaded to the website so that everyone can see and then ask their questions? (orange)

Other

Excerpts:

- Assure there are mentors to keep us on track, especially single parents. (green)
- Leaders - be aware of parts - school opportunity - education and/or work. Community awareness.
- Demographics: US Demographics. Want SAISD Demographics not US Demographics. Christina refers to demographics of the US. Suggest for deck sources. (pink)
- Have we been working with the city to stop exempting businesses in downtown from taxes? Teacher. (blue)

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