

McKinney Independent School District

Burks Elementary

2023-2024 Improvement Plan



Mission Statement

We invest in our future by providing a safe environment to engage, educate and empower every student, every day.

Vision

EVERY STUDENT, EVERY DAY!

Core Beliefs

We believe:

- In our students
- Everyone has inherent value and deserves to be treated with dignity and respect in a safe learning environment
- Learning is an active process involving students and parents to ensure that every student has an excellent education
- Every student needs an avenue to be engaged with their campus activities
- In recruiting and retaining the best staff for our students
- Staff is our greatest resource
- All staff should focus on student outcomes
- In creating an environment that fosters authentic partnerships with the whole community
- In providing open and honest two-way communication that builds trust toward creating a thriving learning environment
- Financial stewardship ensures a tomorrow for education

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Burks Elementary is an established learning community with a 60+year history in McKinney ISD. Our student population make up includes: 68% Hispanic; 11% white, and 16% African American and 5% other. Additionally, 80% of our students are eligible for free/reduced food programs. Our classes average in size at about 18-19 children per teacher. Additionally, we have four bilingual teaching assistants, and three instructional coaches all of which help teachers and students achieve their potential.

Demographics Strengths

Our families have strong bonds within our community. They work together to assist children and families. Our front office personnel establish a welcoming environment from the moment all our families enter the building. We have classroom aides and instructional coaches to support our diverse needs.

Student Achievement

Student Achievement Summary

For the 2022-2023 state accountability ratings, Burks is waiting to receive an official rating. The previous rating was a C. Burks saw an increase in the areas of reading and math. On STAAR our school is at 74% of the students at approaching standard on reading, 65% approaching standard in math, 33% approaching standard in science. Literacy and Science will continue to be areas of focus.

Student Achievement Strengths

The area of strength for our campus continues to be student growth. Burks has increased averages in Math and Reading.

School Culture and Climate

School Culture and Climate Summary

A key component of every successful school is a safe and orderly environment. Burks will continue to apply our schoolwide common area Positive Behavior and Intervention Support (PBIS) program and Restorative Practices. These expectations ensure a safe environment throughout the building, during lunch and recess as well as entering and leaving the building. Individual classrooms will implement CHAMPs expectations that outline specific behavior expectations for various instructional settings in the classroom. CHAMPs is an acronym that stands for: Communication - what level of talking should we be at; Help - how do students get help; A - activity, what success looks like during specific times; Movement: level of movement during the specific time period; and Participation - what behaviors show students are successful. Burks embraces the Live Kind initiative along with all MISD schools and will continue to refine and take Live Kind to the next level. Burks will continue High Reliability Schools Level 1 to address school safety as it relates to student health.

Staff will be actively involved in various committees throughout the school year to ensure that communication is timely, efficient and accurate so that everyone is prepared and knowledgeable about events throughout the year. Communication from administration to staff will be timely and accurate and convey specific expectations of staff.

School Culture and Climate Strengths

Our church partners continue to be a strong and consistent presence throughout the year. The churches help by mentoring, tutoring, reading with students, handing out weekend backpacks of snacks, contributing gifts and food at holidays, and generally being there when a need arises such as mattresses for a family that was sleeping on the floor.

Staff participates in several family events throughout the year including: parent academy, culture night and curriculum events. Staff members are celebrated monthly with special tokens of appreciation. The Sunshine Committee will support staff throughout the year with various treats as well as support for staff members in need of help.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of teaching staff, inclusive of paraprofessionals, are highly qualified. Professional Development opportunities are aligned to the various needs of teachers to meet the demands of student needs for learning and progress. Mentors are assigned to first year teachers for two years through the district's mentor program. Additionally, we assign mentors to teachers new to MISD or Burks.

Staff Quality, Recruitment, and Retention Strengths

We have a stable staff with little turn over. Staff consistency allows us to continue moving forward with things such as the implementation of the PBIS and CHAMPs program, building our PLC groups and improving the planning process to strengthen instruction and increase student achievement.

Teachers help and support each other in order to meet the needs of all students. All staff know the importance of what they do and are willing to go the extra mile to help each other and our students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Grade level teams plan together each week. Through the PLC process our teachers are taking their learning to a deeper level of what students must know and be able to do, develop common assessments that ensure students learn and discussions about how to help those students who struggle. Burks staff are committed to providing a quality education for all students that meet them where they are and move them at least one year along by year end. For students who are more than a year behind, we expect more than a year's growth in order for them to close their achievement gap and be on grade level. Progress of student improvement is monitored through teacher observation, MAP, informal assessments, district unit assessments and quick checks. Our staff completed the Reading Academy certification process on the Science of Teaching Reading.

Curriculum, Instruction, and Assessment Strengths

PLC meetings provide teachers additional time to dig deeper into the curriculum in order to have a better understanding of learning expectations and how to utilize best teaching practices to meet the needs of students. Weekly PLC meetings allow teams to work collaboratively to plan appropriate lessons to meet the learning expectation of the TEKS, as well as, incorporate design elements to make learning more engaging.

Parent and Community Engagement

Parent and Community Engagement Summary

Burks is a community of diverse ethnic and socioeconomic groups. Our parents are willing to help when asked or invited, and we observed an increase in parent involvement since the establishment of our Team Burks parent organization. We have been adopted by two churches - St. Andrew's and St. Peter's Episcopal churches. These relationships provide a variety of services from mentoring to assisting teachers and providing resources.

Parent and Community Engagement Strengths

Team Burks is our parent organization and they have had a great impact on the campus. The group of volunteers meets monthly, organizes staff appreciations and plans Culture Night. Our churches help us meet the needs of students and families throughout the year. Communities in School (CIS) also assist us in serving the needs of our families when school is in session and during school breaks.

School Context and Organization

School Context and Organization Summary

Burks has been part of the MISD for 70+ years. Over the decades it has seen many changes in the community it serves. Burks is a Title 1 bilingual campus that serves approximately 350 students and encompasses 3 major ethnic groups: Hispanic, White and African American. Additionally approximately 80% of our students are eligible for free or reduced meals.

Because of its 60+ year history, Burks is fortunate to have a strong alumni community and we are excited to have children and even grandchildren of former Burks students attend our school.

School Context and Organization Strengths

We serve many students through our backpack program that provides nutritious snacks for the weekends. This number will grow as we are able to secure appropriate resources. We will continue the Breakfast program in which all students have the opportunity to have a healthy and nutritious breakfast every day regardless of their participation the free/reduced meal program. The breakfast program has had a positive impact on student attendance and the reduction of tardies and visits to the nurse due to lack of a nutritious breakfast at home.

Our PBIS expectations has improved the overall climate in our common areas around the school. Teachers will continue CHAMPs to establish the same common language and similar expectations for classroom activities. Research shows that a consistent set of expectations and common language supports students in understanding how to be successful. We are fortunate to have CIS to support our families and students.

Technology

Technology Summary

This year all MISD students have access to a device. Third grade and above will be assigned personal laptops to use. Second graders will also have access to laptops with PK-1st graders having I Pads to use. Teachers have access to Smartboard technology and online platforms to assist with learning. Our campus has equitable technology with the district.

Technology Strengths

Staff continue to explore innovative ways to integrate technology with learning. Technology is not just the hardware but is more about the way in which technology is used through the students being the producers of technology content to show what they have learned.

Technology is also used in assessments including MAP and district assessments. The Aware system in Eduphoria allows teachers and staff to quickly gather data to inform instructional and intervention decisions.





Technology remains current at Burks and all classrooms have access to up-to-date technology. Technology training for teachers is relevant to current needs and opportunities are provided for continued growth.

Goals

Goal 1: Burks will ensure the school is safe and secure.

Performance Objective 1: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Evaluation Data Sources: Survey results will show parents, students and staff view the school as safe and secure as demonstrated through HRS leading indicator 1.5 feedback.

Strategy 1 Details		Reviews		
Strategy 1: Opinion data is collected from staff, shared, and archived. Reports of opinion data from teachers and staff are regularly generated, reviewed and shared. Strategy's Expected Result/Impact: Survey results show parents, students and staff view the school as safe and secure. Staff Responsible for Monitoring: Admin ESF Levers: Lever 3: Positive School Culture		Formative		Summative
		Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Burks will ensure the school is safe and secure.

Performance Objective 2: Burks will continue to support the Live Kind initiative.

Evaluation Data Sources: Live Kind initiative is evident in the building through artifacts and through student conversations. Kindness is celebrated with students.





Strategy 1 Details	Reviews		
Strategy 1: Teach and promote kindness through direct lessons while celebrating kindness across the campus. Strategy's Expected Result/Impact: Students feeling a sense of belonging as a member of the campus. Staff Responsible for Monitoring: Counselor and Admin ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 1: Burks will ensure the school is safe and secure.

Performance Objective 3: Burks will have structures and systems in place to ensure optimal instruction occurs while students are provided skills to become productive citizens.

Evaluation Data Sources: Systems, structures and processes are defined on campus for; planning, intervention, positive behavior supports and celebrations.

Strategy 1 Details		Reviews		
Strategy 1: Positive Behavior Intervention and Support (PBIS) will continue. Expectations for schoolwide common areas including: hallways, restrooms, cafeteria and recess will continue to be taught, practiced, reviewed and recognized throughout the year. Additionally, CHAMPs will be maintained in every classroom to ensure specific expectations of student behavior is aligned. Strategy's Expected Result/Impact: Reduction in number of office referrals translates to more time on task and learning for all students. Assessment results will show growth throughout the year for all students. Survey results will show improved perceptions of school and classroom safety by students, parents and staff. Staff Responsible for Monitoring: All staff: teachers, support personnel, office personnel, paraprofessionals, cafeteria personnel, and custodial personnel. ESF Levers: Lever 3: Positive School Culture		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
Strategy 2: A variety of methods will be utilized to positively impact and transform behaviors so that referrals to the Discipline Alternative Education Placement (DAEP) are minimal. Strategy's Expected Result/Impact: Referrals to DAEP will remain low. Staff Responsible for Monitoring: All certified staff and admin ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy		Formative		Summative
		Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: MTSS interventions will be progress monitored routinely during MTSS meetings with the instructional specialist to ensure that students are given appropriate assistance and that all referrals for additional Special Education and/or dyslexia testing are appropriate. Strategy's Expected Result/Impact: Students will demonstrate progress on individual goals as monitored through MTSS. Staff Responsible for Monitoring: MTSS coordinator, admin, ICs and classroom teachers. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Burks will continue to celebrate and promote diversity among staff, volunteers, parents and students. Strategy's Expected Result/Impact: Evidence of recognizing and celebrating the diversity of the campus through school-events, programs and artifacts. Staff Responsible for Monitoring: Admin team ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 2: Burks will use data decision decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.





Performance Objective 1: All students will: meet or exceed their growth measure on STAAR, and make at least one year's growth as measured by the MAP assessment in K-5.

High Priority

HB3 Goal

Evaluation Data Sources: At Burks Elementary classes are highly engaged. Teachers make every possible effort to design the pattern of activity in the classroom so that students are engaged. By June 2024, 100% of students in all student groups will make at least one year's growth in all subjects as measured by state and local assessments including MAP, interim/district assessments, mClass, TELPAS, IEP goals and STAAR and at least 80% of 3-5 grade students meet state expectations on the STAAR assessments. Teachers intentionally design work they provide the students in ways that reflect attention to building in those qualities that show the most promise of increasing engagement at the learning expectation level written in the TEKS. Teachers consistently work together to analyze the Students Learning Expectations in the TEKS and characteristics of the work they are providing to students, select appropriate assessment strategies and provide each other assistance and advice regarding ways of making the work more engaging to students. They seek advice and help from other sources and continually work on improving the quality of their design processes and products.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
<p>Strategy 1: PLC design time will be provided for each grade level to ensure support for the PLC process. The purpose of these sessions will be for teachers, instructional coaches, the campus Media Resource Specialist to collaborate using the questions of Professional Learning Communities to develop a deeper understanding of the student learning objectives, design assessments, analyze data, share instructional strategies and participate in action research to improve student success.</p> <p>Strategy's Expected Result/Impact: Teachers have a clear understanding of student learning expectations and plan specific learning experiences as well as interventions for students who need more support or enrichment. Deeper understanding of student learning and common expectations of student success will ensure all students are learning at an appropriate level and when needed, receive appropriate interventions/enrichment.</p> <p>Staff Responsible for Monitoring: Grade level teachers, Instructional coaches, MRS and Administration</p> <p>Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Books by Richard DuFour and Jackie Walsh - 199 General Funds - \$200</p>			

Strategy 2 Details		Reviews		
Strategy 2: District and state content standards are used in a systematic manner to guide curriculum development for both languages of instruction. ELPs objectives are bundled with content objectives to ensure that both academic and language needs are addressed. Strategy's Expected Result/Impact: Classrooms will have language and content objectives posted and students refer to these to monitor their learning. Lessons include appropriate instructional strategies that help students access and acquire the content. Staff Responsible for Monitoring: All bilingual and ESL teachers, administration, instructional coaches. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
Strategy 3 Details		Reviews		
Strategy 3: Instructional staff will continue implementing Guided Language Acquisition Design (GLAD) strategies and will utilize the strategies with students to develop language at a high level in order to meet the rigor of the state standards. Marzano's 6 Steps Vocabulary Process will be added to support Tier 2 and Tier 3 vocabulary development. Strategy's Expected Result/Impact: Classrooms will demonstrate evidence of the strategies through anchor charts and lessons that demonstrate the use of Marzano's vocabulary process. An environment that fosters the use of high level vocabulary will be evident during professional learning walks. Staff Responsible for Monitoring: Admin, Coaches, classroom teachers. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Burks will use data decision decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 2: Professional Learning Communities (PLC) will focus on discussing what student learning and achievement is as defined by the TEKS. Teams will develop skills in creating quality questions that promote critical thinking and support student learning.

Evaluation Data Sources: Students will show at least one year's growth in ELAR, Math, Science and Language acquisition as shown on MAP, STAAR, TELPAS. At least 80% of 3-5 grade students will meet expectations on the STAAR assessments.

Strategy 1 Details	Reviews		
Strategy 1: Professional Development plan will support the T-TESS goals developed by teachers as well as instructional strategies as identified by data review. Strategy's Expected Result/Impact: Teachers will achieve their professional goal and provide evidence during their end of year conference. Data review will find evidence of student achievement and growth. Staff Responsible for Monitoring: Administration, Instructional Coaches and certified staff. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: School wide focus on celebrating and sharing learning. The alignment of curricular units by the district will guide our focus as a campus. Student learning will be displayed throughout the building and will serve as the guide and evidence for the PLC process. Strategy's Expected Result/Impact: Improved scores on district and state assessments. Student work samples will be used throughout the PLC process to guide teachers. Staff Responsible for Monitoring: All certified staff, administration and paraprofessionals. Title I: 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		Summative
	Nov	Feb	June





Strategy 3 Details		Reviews		
Strategy 3: The Campus Coordinated Health Committee will meet quarterly to align campus activities to the District Coordinated Health Plan. Strategy's Expected Result/Impact: Students will make healthy food choices at lunch and bring healthier snacks to school. Families will be involved with various events including family fun run. Students will be able to explain why it's important to live a healthy lifestyle. Staff Responsible for Monitoring: Assistant Principal, Counselor, Nurse and PE Coach Title I: 2.4 - ESF Levers: Lever 3: Positive School Culture		Formative		Summative
		Nov	Feb	June
Strategy 4 Details		Reviews		
Strategy 4: PLC sessions will focus on research-based best instructional practices, intervention, data analysis, vertical alignment and common formative assessment. Strategy's Expected Result/Impact: Met Standard % rates will be equal to or greater than comparable schools. Staff Responsible for Monitoring: Grade Level Teachers, Instructional Coaches and Admin Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
Strategy 5 Details		Reviews		
Strategy 5: Teachers will plan with district coordinators as needed with admin support to ensure alignment with standards. Strategy's Expected Result/Impact: Lessons delivered are 100% aligned and designed to increase rigor for students to meet expectations on local and state assessments. Staff Responsible for Monitoring: Grade level teachers, instructional coaches, district coordinators and admin. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June

Strategy 6 Details	Reviews		
Strategy 6: Vertical teams will be established and utilize Lead Forward vertical alignment tools to ensure instruction K-5 is aligned. Strategy's Expected Result/Impact: Instruction will demonstrate alignment through classroom observation. Increased performance on assessments. Staff Responsible for Monitoring: Coaches, grade level teachers, admin Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		Summative
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>			

Goal 3: Burks will continue to recruit, recognize, develop, and retain high quality and effective staff.

Performance Objective 1: Burks will ensure clearly defined induction processes are in place and align with school's vision, mission and goals.

Evaluation Data Sources: Mentor handbook, mentor/mentee meeting agendas.





Strategy 1 Details	Reviews		
Strategy 1: Burks will assign and train mentors to new staff to assist with onboarding and support throughout the year for new staff. Strategy's Expected Result/Impact: 100% of our new staff know the resources available, campus procedures and policies and respond that they feel supported. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Burks staff will be recognized for utilizing effective strategies. Strategy's Expected Result/Impact: Effective strategies will be shared and peer experts will be identified to support PD across the campus. Staff will have ways to feel appreciated as a part of the campus culture. Staff Responsible for Monitoring: Admin and Instructional Leadership Team. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Burks will intentionally focus on maintaining a culture that is inclusive of students, staff, and community.

Performance Objective 1: During the 2023-2024 school year, Burks Elementary will actively engage and involve our parent community through a variety of avenues and activities.

Evaluation Data Sources: Parent involvement will grow as evidenced by the number of parent volunteers present at school during the day, increased family attendance at evening events and positive feedback on the end of year survey.





Strategy 1 Details	Reviews		
Strategy 1: Organizing and executing curriculum nights and family fun events including: Back to School Parent Academy, Title 1 Parent Meeting and Curriculum Events; Culture Night; Fine Arts Evenings. Strategy's Expected Result/Impact: At least 50% of Burks families will attend family events. Staff Responsible for Monitoring: Grade level teachers, support staff, administration. Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Money for materials and resources for families to use. - Title IA Funds - \$2,500	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Continue partnering with and promoting our school booster organization, Team Burks. Strategy's Expected Result/Impact: Burks will have a volunteer presence at campus events. Team Burks meetings will have representatives of our diverse population sharing in making decisions and supporting the campus. Staff Responsible for Monitoring: Admin and CIS Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: Establishing physical presence in the communities of our students through Home Visits and informational brochures/flyers sent home throughout the year. Strategy's Expected Result/Impact: Home visits conducted in a timely manner. Brochures and flyers sent home. Staff Responsible for Monitoring: Teachers, support staff and administration. Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Funding Sources: informational flyers to send home and hand out in the community - Title IA Funds - \$150	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 5: Burks will ensure that communication internally and externally is consistent, accurate, and timely.

Performance Objective 1: Consistent, timely and accurate communication between school and home will ensure that parents are aware of school events, school expectations, how they are able to access resources of the school to help their children, and other pertinent information related to their child's education.

Evaluation Data Sources: Attendance at campus events will represent our diverse population. Calls to the office with questions addressed in teacher newsletters will decrease. Campus social media following will increase.

Strategy 1 Details	Reviews		
Strategy 1: Burks "SOAR" communication folders will be utilized by all students. Folders will include: SOAR expectations (behavioral), school schedule, behavior communication sheet (each student will strive to achieve SOAR expectations each day), and student goal sheet. Strategy's Expected Result/Impact: Improved communication between home and school. Parent surveys indicate they are communicated within a timely and efficient manner and they have a good understanding of what their children are expected to do each day. Staff Responsible for Monitoring: Admin and Teachers Title I: 2.4 - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Staff will solicit feedback to support continuous improvement. Strategy's Expected Result/Impact: Feedback from parents will inform decisions on various issues throughout the year. Staff Responsible for Monitoring: Admin and Instructional Coaches Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Burks will ensure that communication internally and externally is consistent, accurate, and timely.

Performance Objective 2: Staff will have formal and informal ways to obtain internal information and provide feedback.





Evaluation Data Sources: Common language spoken throughout the campus on policies and procedures.

Strategy 1 Details	Reviews		
Strategy 1: Staff handbook, mentor handbook, emergency operation plan, campus newsletter and text communication applications will be aligned and utilized to ensure information shared is accurate and timely. Strategy's Expected Result/Impact: Staff will have communication necessary to fulfill their roles. Staff will know where to locate information and where to go if they need information about internal operations. Staff Responsible for Monitoring: Admin and Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Staff surveys will be used to gain information on some campus decisions and internal operations. Leadership Team agendas are shared to provide opportunities for input on campus decisions. Strategy's Expected Result/Impact: Staff input is solicited to make campus decisions. Staff Responsible for Monitoring: Admin and Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		Summative
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 5: Burks will ensure that communication internally and externally is consistent, accurate, and timely.

Performance Objective 3: Staff celebrate success by sharing appreciations and honors in the campus newsletter. Leadership Team agendas are shared to provide opportunities for input on campus decisions. Staff surveys will be used to gain information on some campus decisions and internal operations.

Evaluation Data Sources: Surveys, newsletters and agendas.

Strategy 1 Details	Reviews		
Strategy 1: Staff have the opportunity to share appreciations and honors in the campus newsletter. Staff members are recognized each month for service.	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Staff recognize students through daily SOAR awards, Eagle Leader of the Month recognition, Principal Award Winners and positive referrals to admin for recognition of goal achievement. Strategy's Expected Result/Impact: A culture of celebration for adults and students across the building. Staff Responsible for Monitoring: Admin and Teachers ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: Burks will continue to be fiscally responsible and efficient with district resources.

Performance Objective 1: Burks will demonstrate continuous financial transparency.


Strategy 1 Details		Reviews		
Strategy 1: Staff and stakeholders are made aware of how the campus budget is derived. Budget reports will be provided and reviewed by the instructional leadership team to ensure expenditures align with campus goals and instructional needs. Strategy's Expected Result/Impact: Financial transparency and opportunities for input. Staff Responsible for Monitoring: Admin and Secretary ESF Levers: Lever 1: Strong School Leadership and Planning		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				


Goal 6: Burks will continue to be fiscally responsible and efficient with district resources.


Performance Objective 2: Ensure training is provided to support campus staff on budgetary processes.


Evaluation Data Sources: Balanced budget created and monitored that ensures all instructional needs and building needs are met.

Strategy 1 Details	Reviews		
Strategy 1: Annual training will be provided to the staff on creating the campus budget. The Instructional Leadership Team will use a needs assessment to determine budget allocations. Burks will utilize resource management processes to ensure resources are organized and provided to prevent unnecessary expenditures. Strategy's Expected Result/Impact: Balanced budget. Processes to obtain instructional resources are utilized across campus. Purchases remain aligned with instructional needs. Staff Responsible for Monitoring: Admin and Secretary ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		Summative
	Nov	Feb	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Professional Books by Richard DuFour and Jackie Walsh		\$200.00
Sub-Total					\$200.00
Title IA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Money for materials and resources for families to use.		\$2,500.00
4	1	3	informational flyers to send home and hand out in the community		\$150.00
Sub-Total					\$2,650.00