

McKinney Independent School District
Burks Elementary
2018-2019 Campus Improvement Plan



Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

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: 63% Hispanic; 20% white, and 13% African American and 3% other. Additionally, 79% 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 four instructional coaches all of which help teachers and students learn and progress.

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 2017 STAAR test, Burks met standards in the areas: Student Performance, School Progress and Closing Gaps. All areas improved this year, however, Writing continues to show a strong need for improvement.

Student Achievement Strengths

Closing achievement gaps is the greatest area of strength.

School Culture and Climate

School Culture and Climate Summary

A key component of every successful school is a safe and order environment. Burks will continue to apply our schoolwide common area Positive Behavior and Intervention Support (PBIS) program. 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.

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 3e churches 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, volunteering hours to spruce up the school in the spring 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, curriculum events, carnival and chili cook-off. 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, iStation, MAP, DRA, informal assessments, district unit assessments and quick checks.

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 last year we saw an increase in parent involvement through the establishment of our Team Burks parent organization. We have been adopted by two churches through the McKinney 3e program - 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. This group volunteers frequently, meets monthly, organizes staff appreciations and designed our first Culture Night. Our partnership with 3e provides us relationships with two churches who proactively work with us to meet the needs of our 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 60+ years. Over the decades it has seen many changes in the community it serves. Burks is a Title 1 bilingual campus that serves approximately 450 students and encompasses 3 major ethnic groups: Hispanic, White and African American. Additionally approximately 79% 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 in Classrooms 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. This 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 implement the CHAMPs program 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

All classrooms have SmartBoards, four student computers, access to Ipads and internet connectivity including WiFi. Students also have access to Mac Book airs with charging stations for grade 3-5 and K-2 iPads. Our campus has equitable technology with the district.

Technology Strengths

Staff continue to explore new and different 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 begin the producers of technology content to show what they have learned.

Technology is also used in assessments including Istation, 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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices





Goals

Goal 1: Safe and Collaborative Culture: Burks will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

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

Evaluation Data Source(s) 1: Survey results will show an improvement in all areas of parent, student and staff survey and greater improvement will be shown specifically on HRS leading indicator 1.5.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Opinion data collected from teachers and staff are collected, shared, and archived. Reports of opinion data from teachers and staff are regularly generated, reviewed and shared.	Al Conley and Patricia Gerig	Survey results show an improvement in teacher, student and parent perception data.				
2) 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 implemented in every classroom to establish specific expectations of student behavior.	All staff: teachers, support personnel, office personnel, paraprofessionals, cafeteria personnel, and custodial personnel.	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.				
3) A variety of methods will be utilized to positively impact and transform behaviors so that referrals to DAEP will be reduced by at least 50%	All certified staff and administration	Referrals to DAEP will be reduced by 50% from the 2017-18 school year.				
4) RtI interventions will be progress monitored monthly during RtI 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 thereby reducing the number of students that DNQ.	RtI coordinator, administration and classroom teachers.	Reduction of students on RtI Tier 2 & 3. Decrease in DNQ of Special Education referrals.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 2: Teaching and Learning by Design: Burks will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: All students will: meet or exceed expectations on local and state assessments, 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 grades and iStation in K-5 grades.

Evaluation Data Source(s) 1: At Burks Elementary all classes are highly engaged, and when they are not, teachers make every possible effort to redesign the pattern of activity in the classroom so that more students are engaged. So that, by June 2019, 100% of all students in all student groups will make at least one year's growth in all subjects as measured by state and local assessments including Istation, district assessments, MAP, DRA, TELPAS, IEP goals and STAAR and at least 80% of 3-5 grade student 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.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Weekly planning and design sessions for each grade level for Math, ELAR and Science/SS integration. The purpose of these sessions will be for teachers, instructional coaches, the campus Media Resource Specialist to collaborate using the 4 questions of Professional Learning Communities to develop a deeper understanding of the student learning objectives..	Grade level teachers, Instructional coaches, MRS and Administration	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.				
Funding Sources: 199 General Funds - 200.00						
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.	All bilingual and ESL teachers, administration, instructional coaches.	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.				
3) Instructional staff will be trained in 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.	Admin, Coaches, classroom teachers.	Classrooms will demonstrate evidence of the strategies through anchor charts and lessons that demonstrate the use of GLAD strategies. An environment that fosters the use of high level vocabulary will be evident during professional learning walks.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 2: Teaching and Learning by Design: Burks will engage students in rigorous and relevant learning experiences that 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 Source(s) 2: Students will show at least one year's growth in ELAR, Math, Science and Language acquisition as shown on iStation, MAP, STAAR, TELPAS and District Assessments. At least 80% of 3-5 grade students will meet expectations on the STAAR assessments.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Professional Development plan will support the T-TESS goals developed by teachers as well as instructional strategies as identified by data review.	Administration, Instructional Coaches and certified staff.	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.				
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.	All certified staff, administration and paraprofessionals.	Improved scores on district and state assessments. Student work samples will be used throughout the PLC process to guide teachers.				
3) The campus Coordinated Health Committee will meet monthly to align campus activities to the district coordinated health plan.	Assistant Principal, Counselor, Nurse and PE Coach	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.				
4) PLC sessions will focus on research-based best instructional practices, intervention, vertical alignment and common formative assessment.	Grade Level Teachers, Instructional Coaches and Admin	Met Standard % rates will be equal to or greater than comparable schools and 5th grade STAAR met standard % will be above 50%.				
5) Teachers will plan with district coordinators as needed with admin support to ensure alignment with standards.	Grade level teachers, instructional coaches, district coordinators and admin.	Lessons delivered are 100% aligned and designed to increase rigor for students to meet expectations on local and state assessments.				
6) Vertical teams will be established and utilize Lead Forward vertical alignment tools to ensure instruction K-5 is aligned.	Coaches, grade level teachers, admin	Instruction will demonstrate alignment through classroom observation. Increased performance on assessments.				
7) Science in 5th grade will be enriched through attending 5th grade camp.	Admin and 5th grade teachers	Enriched curriculum through hands-on exploration of science.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Our school community will be a vital and active force in the success of Burks Elementary. Parents and community members will know they are welcome and invited into our school. Our church partners will be an integral part of meeting all the needs of our students and families.

Performance Objective 1: Consistent, timely and accurate communication between school and home will ensure that parents are aware of 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 Source(s) 1: End of year parent survey will have at least 50% participation from parents. Additionally, suggestions for improvement of communication will be shared and implemented as appropriate.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Parent Survey will be given to all families at the end of the year.	all staff	At least 50% parent surveys completed returned.				
2) 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).	Teachers and Administration.	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.				
3) Staff will conduct parent surveys throughout the year for feedback to support continuous improvement.	Instructional coaches and admin.	Feedback from surveys will inform decisions on various issues throughout the year.				










= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 3: Our school community will be a vital and active force in the success of Burks Elementary. Parents and community members will know they are welcome and invited into our school. Our church partners will be an integral part of meeting all the needs of our students and families.

Performance Objective 2: During the 2018-2019 school year, Burks Elementary will actively engage and involve our parent community through a variety of avenues and activities.

Evaluation Data Source(s) 2: 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.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Organizing and executing curriculum nights and family fun events including: Back to School Parent Academy, Title 1 Parent Meeting and Curriculum Events; Fall Carnival; Annual Chili Cook-Off; Culture Night; Fine Arts Evenings.	Grade level teachers, support staff, administration.	At least 50% of Burks families will attend family events.				
Funding Sources: Title IA Funds - 2500.00						
2) Organizing and implementing a school booster organization.	Admin and CIS	Burks will organize and implement TEAM Burks and have at least 25% of families as active members.				
3) Establishing physical presence in the communities of our students through Home Visits and informational brochures/flyers sent home throughout the year.	Teachers, support staff and administration.	Home visits conducted in a timely manner. Brochures and flyers sent home.				
Funding Sources: Title IA Funds - 150.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

District 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
3	2	1	Money for materials to send home with parents, supplies for Chili Cook-Off, snacks for various family events, carnival games/prizes/events		\$2,500.00
3	2	3	informational flyers to send home and hand out in the community		\$150.00
Sub-Total					\$2,650.00
Grand Total					\$2,850.00