

Burks Elementary Annual Plan (2020 - 2021)

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**[G 1] All Means All**

The student to school connection will be strengthened by decreasing the yearly average student chronic absenteeism by 0.8%. Burks will provide a well rounded comprehensive approach to help meet the needs of the whole child through the following student supports: Social-emotional and behavioral Physical health Family & community engagement/communication Safety and climate

**Performance Measure**

Chronic absenteeism will decrease by 0.8% annually Discipline data will be reviewed quarterly School based clinic visits by students and teachers will be reviewed to determine effectiveness on attendance rates Participation and surveys from family engagement events will be reviewed after each event RTI2B data will be analyzed to determine effectiveness quarterly Best Group data will be analyzed to determine effectiveness each semester

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Social-Emotional and Behavior</b> Burks will support students' social-emotional and behavioral growth and their abilities to navigate their social worlds through interactions with adults and peers.</p> <p><b>Benchmark Indicator</b> Suspension Referrals will be reviewed monthly by administration and show a decline from the previous month. An annual comparison will be used to measure previous year data. Absenteeism rates due to suspensions will be reviewed monthly to ensure suspensions rates do not increase chronic absenteeism percentage.</p>	<p><b>[A 1.1.1] BEST Groups</b> Small group counseling will be held for students who have experienced traumatic loss in their life.</p>	<p>Marcy Milligan/ John Wright</p>	<p>05/21/2021</p>		
	<p><b>[A 1.1.2] Centerstone</b> Counseling for students identified as in need will be available from Centerstone. Burks currently has 14 students receiving services.</p>	<p>Marcy Milligan/ John Wright</p>	<p>05/21/2021</p>		
	<p><b>[A 1.1.3] Behavior Supports</b> Burks will implement a Tiered behavior support system with all teachers being trained on its implementation.</p>	<p>Anita Odle</p>	<p>05/21/2021</p>		

<p><b>[S 1.2] Physical Health</b> Burks will establish a support team that will strive to aid the student's physical health and well-being. The school understands that physical health can be a challenge for students who are chronically absent due to chronic illnesses, such as asthma and diabetes. Other physical health factors to consider include nutrition, vision, dental care, physical activity, drug abuse and prevention. Burks will continue to implement strategies to address the physical health of our students.</p> <p><b>Benchmark Indicator</b> The attendance of students with chronic illnesses will be reviewed monthly by our school nurse and reported to school administration, anticipating a decline from the previous month. Absenteeism rates due to chronic illnesses will be reviewed monthly to ensure attendance rates do not increase the chronic absenteeism percentage.</p>	<p><b>[A 1.2.1] Nurse</b> The school Nurse will assist parents in meeting the medical needs of students while here at school.</p>	Kelsea Whittenburgh	05/21/2021		
	<p><b>[A 1.2.2] Health Screenings</b> Health Screenings will be conducted for all students in grades PK,K,2,4, and 6.</p>	Kelsea Whittenburgh	01/29/2021		
	<p><b>[A 1.2.3] COVID-19 Response</b> Burks will utilize PPE supplies, equipment and signage for our school and personnel..</p>	Anita Odle	05/21/2021		
<p><b>[S 1.3] School, Family &amp; Community Engagement and Communication</b> Effective and inclusive school, family &amp; community engagement and communication is an integral step in meeting the needs of all students. By engaging schools, students, their families and community organizations, Burks will develop well-rounded and aligned strategies that support the learning for all students.</p> <p><b>Benchmark Indicator</b> Participation in Family Engagement events will increase by 2%.</p>	<p><b>[A 1.3.1] Back to School Night</b> Burks Elementary will share resources available with parents and strategies that can help them in working with their children to deal with social, emotional, and physical health issues. The Parent Compact and annual Title 1 meeting will be shared/held at this event.</p>	Kathy Elrod	08/03/2020		

	<p><b>[A 1.3.2] Reading and Math Night</b> Families will participate in Reading and Math activities along with their children in order to support academics.</p>	Kathy Elrod	10/02/2020		
	<p><b>[A 1.3.3] Health Night</b> Families will participate in healthy body activities in order to promote a healthy lifestyle.</p>	Kathy Elrod	03/12/2021		
	<p><b>[A 1.3.4] COVID-19 Dashboard</b> Burks will input data daily into the COVID-19 dashboard that updates the numbers of positive cases and quarantined students. This is available to all families through the PCSS web site.</p>	Kelsea Whittenburgh	05/21/2021		
<p><b>[S 1.4] School Safety and Climate</b> Students learn best when they are in an environment in which they feel safe, supported, challenged, and accepted. Burks will review and revise policies to ensure chronically absent students are supported and re-engaged in school rather than further excluded from class through punitive discipline practices.</p> <p><b>Benchmark Indicator</b> Attendance rates will be reviewed monthly by attendance secretaries and administration to show a decline from the previous month. An annual comparison will be used to measure previous year data. Absenteeism rates due to school climate issues will be reviewed monthly to ensure absenteeism rates do not increase chronic absenteeism percentage. 100% of school SERT team members will participate in required trainings to increase a positive school climate</p>	<p><b>[A 1.4.1] SRO</b> Burks will utilize our full time SRO to provide safety resources for the school, develop positive relationships with our students and parents, and protect our students safety and well being.</p>	Randy Brown	05/21/2021		
	<p><b>[A 1.4.2] Safety Plan</b> Burks will utilize Navigate Prepared to update our annual Safety Plan.</p>	Anita Odle/Randy Brown	09/01/2020		
	<p><b>[A 1.4.3] SERT Team</b> SERT Team members will be continually trained throughout the year on the latest procedures to</p>	Anita Odle/Randy Brown	05/21/2021		

	implement when engaging in a safety drill or real event.				
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**[G 2] Improve College and Career Readiness**

Burks will increase the number of students participating in College and Career Exploration opportunities.

**Performance Measure**

The number of Career and College opportunities will increase by 10% at Burks. 100% of students at Burks will participate in at least one Career and College exploration opportunity.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Increase ACT Awareness</b> The school will provide ACT exposure opportunities to our students.</p> <p><b>Benchmark Indicator</b> Benchmark Indicator Information will be shared through guidance classes about the ACT and why it is important. Attendance rates and sign in sheets will verify that all students are able to participate.</p>	<p><b>[A 2.1.1] Career Awareness Classes</b> Classes will be held by our Guidance teachers to share and discuss career opportunities. College entrance requirements will also be shared.</p>	<p>Marcy Milligan/John Wright</p>	<p>05/21/2021</p>		
	<p><b>[A 2.1.2] Career Day</b> Career Day will be held at Burks involving the school, community, and parents. Different career options will be presented and discussed that day.</p>	<p>Marcy Milligan</p>	<p>05/14/2021</p>		
<p><b>[S 2.2] Incorporate Extended Learning Opportunities</b> The school will incorporate instructional opportunities to improve student achievement outside the regular school day.</p> <p><b>Benchmark Indicator</b> Benchmark Indicator At-Risk students will be targeted and enrolled to attend our Extended Learning Program.</p>	<p><b>[A 2.2.1] Career Coaches</b> The district Career Coaches will be used to work with students in the extended learning program.</p>	<p>Nathan Twitty</p>	<p>05/14/2021</p>		

**[G 3] Educator Development and Support**

Support all educators, teachers, and administrators with professional learning and resources that stimulate academic achievement.

**Performance Measure**

Participation in high quality professional learning will align with teacher Refinement areas. Growth and observation scores will be in alignment for the 2020-21 year as determined by the TDOE with less than 10% misalignment. 100% of new employees will score at expectations or above on their overall Level of Effectiveness (LOE).

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Invest in educator development and support opportunities for all employees that support teaching and learning.</b> Provide all school personnel with focused, ongoing, high-quality professional learning that is aligned to our school goals and focuses. School expectations of PL are that teachers will collaborate with colleagues to share and disseminate learning. Teachers are also expected to implement learned strategies in classroom instruction and self reflect on the effectiveness of the implementation.</p> <p><b>Benchmark Indicator</b> TEAM Observation data will be used to determine professional learning needs and opportunities. IPG data will be used to guide PL planning. The Burks PL Plan will be written and aligned to the data.</p>	<p><b>[A 3.1.1] Professional Learning Plan</b> Create and update throughout the year the PL Plan for Burks.</p>	Anita Odle	05/21/2021		
	<p><b>[A 3.1.2] Grade Level PLC's</b> Provide high quality Professional Learning throughout grade level PLC's during the school year utilizing the Literacy and Math Coaches.</p>	Odle/Comer/Cook/Painter/Children	05/21/2021		
	<p><b>[A 3.1.3] Vertical PLC's</b> Meet quarterly in Vertical PLC for Math and Reading to engage in high quality professional learning using the Literacy/Math Coaches.</p>	C. Harris/Goolsby/Cook/Comer/Painter	04/09/2021		
	<p><b>[A 3.1.4] Leadership Coach</b> Burks will utilize the leadership coach as needed.</p>	Maynard/Odle	05/21/2021		
<p><b>[S 3.2] Increase Growth and Achievement Scores</b> Provide appropriate and meaningful training, resources, and guidance to teachers and administrators to help increase the number of teachers who score at or above expectations in Growth and Achievement measures.</p>	<p><b>[A 3.2.1] TEAM Refreshers</b> TEAM Refreshers will be held each semester to coach teachers on how to better meet the rubric indicators.</p>	Anita Odle	04/09/2021		

<p><b>Benchmark Indicator</b> Growth scores will exceed a Level 3 in ELA and Math composites and AMO's will be met or exceeded in ELA and Math. IPG data will be gathered each semester to look at classroom trends showing a 5% increase in scores in Core action 2.</p>					
<p><b>[S 3.3] New Teacher Mentoring</b> The school will support and promote the growth and development of new teachers in ways that will help them demonstrate competency with the professional performance standards; and therefore, have a significant impact on student learning.</p> <p><b>Benchmark Indicator</b> Mentor meeting agendas, sign in sheets, observations, and mentor/mentee visits.</p>	<p><b>[A 3.3.1] Monthly Mentoring Sessions</b> All teachers new to Burks will participate in monthly mentoring sessions for two years.</p>	Gerri Reese	05/07/2021		
<p><b>[S 3.4] Recruit, Retain, Reward</b> Recruit, retain, and reward high quality employees who feel valued and respected.</p> <p><b>Benchmark Indicator</b> TNEd Survey will be completed and show 90% job satisfaction rate. Retention will be at 95% or higher for Faculty.</p>	<p><b>[A 3.4.1] Appreciation Meals/ Jean Coupons/ TOY Award</b> Burks will provide meals to the faculty multiple times during the school year by our Adopters. Jeans coupons are handed out as a reward several times per year. The Teacher of the Year award is voted on by the Faculty each December.</p>	Kevin Maynard	05/14/2021		
<p><b>[G 4] Academic Success for All</b> To support teachers in delivering strong instruction and having high expectations for all students with the use of engaging, grade-appropriate tasks and assignments in all subject areas. Student annual performance will reflect both increased achievement and growth as a result of strengthened instruction.</p> <p><b>Performance Measure</b> The school will meet or exceed the AMO targets for the Success Rate in the in the "All Student" and four accountability subgroups, BHN, ED, EL, and SWD, in applicable subject areas. The school will meet or exceed the AMO target for the Success Rate in Math of 46.7% and in ELA will meet or exceed the AMO target of 35.6%. The school will meet or exceed level 3 or above growth as measured by TVAAS in Reading and Math.</p>					
<p><b>Strategy</b></p>	<p><b>Action Step</b></p>	<p><b>Person Responsible</b></p>	<p><b>Estimated Completion Date</b></p>	<p><b>Funding Source</b></p>	<p><b>Notes</b></p>
<p><b>[S 4.1] Appropriate and Differentiated Interventions</b> Provide and implement appropriate interventions</p>	<p><b>[A 4.1.1] Universal Screener given 3 times per year.</b> The school will use the MAP assessment as our</p>	Kevin Maynard	05/14/2021		

<p>and differentiated instruction in all content areas and at all grade levels to meet individual student needs identified through the Universal Screener and other assessment tools. The school will use assessment tools to determine skills gap/acceleration for all students in Tier I, II, and III according to the school RTI2 plan.</p> <p><b>Benchmark Indicator</b> Multiple data points including WIDA, MAP, Easy CBM, Dibbles, and attendance. The Literacy/Reading coaches will assist in developing, planning, and delivering instruction through modeling of lessons, fidelity checks, and individual collaboration.</p>	<p>universal screener in grades K-6 (Math) and 3-6 (ELA) to allow for the collection of longitudinal data as learning gaps are addressed. DIBELS will be given as the screener for K-2 in ELA.</p>				
	<p><b>[A 4.1.2] Extended Learning Opportunities</b> Extended learning time through LEAPS will be available before and after school for our student population.</p>	Nathan Twitty	05/14/2021		
	<p><b>[A 4.1.3] WIDA</b> WIDA performance definitions and Can-Do do statements are used to provide a guide for differentiating for EL students. Our EL teachers will share best practices from these during grade level PLC's twice per year.</p>	Anita Odle	05/07/2021		
	<p><b>[A 4.1.4] SWD ELA Interventions</b> A skills-based ELA intervention, such as S.P.I.R.E. Reading Intervention or an Orton Gillingham methodology based lesson, is provided to students with disabilities in grades K-6. The special education teachers are trained on the Orton Gillingham methodologies of teaching reading and receive ongoing support from a consulting teacher with their implementation through coaching and modeling of strategies. The intervention will be provided in addition to the student's core curricula and progress monitored for effectiveness. Students will receive support in their core curricula classes through inclusive services from the special education teachers. SE teachers will work with the general education teachers to differentiate and</p>	Adkins/Smith	05/21/2021		

	scaffold support for students to successfully master the curriculum being taught and support gap closure. SE teachers will work with the general education teachers to differentiate and scaffold support for students to successfully master the curriculum being taught and support gap closure.				
	<p><b>[A 4.1.5] SWD Interventions Math</b></p> <p>Burks will provide interventions using Do the Math, TransMath, and Do the Math Now! for SWDs in grades 3-6. The intervention will be provided in addition to the student's core curricula and progress monitored for effectiveness. Students will receive support in their core curricula classes through inclusive services from the special education teachers. SE teachers will work with the general education teachers to differentiate and scaffold support for students to successfully master the curriculum being taught and support gap closure.</p>	Adkins/Smith	05/21/2021		
	<p><b>[A 4.1.6] RTI2 Math/ELA</b></p> <p>Appropriate interventions, such as Lexia, mClass, Corrective Reading, Wilson Reading, Do the Math and iReady, will be put into place for students in need of Tier 2 or Tier 3 interventions based upon multiple data points including MAP, TCAP, WIDA, Dibels, and classroom data. <a href="https://www.evidenceforessa.org/programs/reading/burst-reading">https://www.evidenceforessa.org/programs/reading/burst-reading</a><a href="https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading">https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading</a><a href="https://www.evidenceforessa.org/programs/reading/elementary/corrective-reading-elementary">https://www.evidenceforessa.org/programs/reading/elementary/corrective-reading-elementary</a><a href="https://www.ccsd.net/UserFiles/Servers/Server_645402/File/Do%20the%20Math%20Program%20Evaluation%20final.pdf">https://www.ccsd.net/UserFiles/Servers/Server_645402/File/Do%20the%20Math%20Program%20Evaluation%20final.pdf</a><a href="https://www.evidenceforessa.org/programs/reading/wilson-reading-system">https://www.evidenceforessa.org/programs/reading/wilson-reading-system</a></p>	Eads/Hitchcock	05/21/2021		
	<p><b>[A 4.1.7] Amplify Language Studio</b></p> <p>Burks will use a supplemental Tier I support Language Studio for all EL students in grades K-5. The district will ensure high quality materials are being used to support the EL subgroup.</p>	Gerri Reese	05/21/2021		

	<p><b>[A 4.1.8] Easy CBM</b> Burks will utilize the paid version of Easy CBM for progress monitoring.</p>	Eads/Hitchcock	05/21/2021		
	<p><b>[A 4.1.9] PCG Identify and Intervene</b> Burks will use PCG's Identify and Intervene to ensure equity in intervention services and programs for all students with a goal of full implementation in the 21-22 school year.</p>	Eads/Hitchcock	06/30/2021		
<p><b>[S 4.2] Professional Learning for Gap Closure</b> Provide Professional Learning opportunities to assist teachers in closing student achievement gaps, understanding student needs, and increasing student achievement. In addition, provide all district personnel with focused, ongoing, high-quality professional learning that is aligned to our district goals and instructional focus.</p> <p><b>Benchmark Indicator</b> Agendas, sign-sheets, MLP follow-up, IPG walk throughs, and progress monitoring will be monitored quarterly to ensure fidelity. IPG walkthroughs will show continued improvement in Core Action 2 (from 2.4 to 3.0) and Core Action 3 (from 2.0 to 2.5).</p>	<p><b>[A 4.2.1] Instructional Coaches</b> Instructional, EL, and literacy coaches will meet with teachers at Burks monthly or as needed to provide best practices, resources, collaboration, and shared planning.</p>	Comer, Painter, Cook, Childers, Bowman	05/21/2021		
<p><b>[S 4.3] Resource Specific Professional Learning for District Curriculum</b> Teachers will attend ongoing professional learning to support teachers to create grade appropriate assignments and provide strong instruction using the district curriculum and resources.</p> <p><b>Benchmark Indicator</b> Attendance will be tracked in MLP to ensure participation in provided opportunities. At least 60% of Faculty will attend one PL session that correlates to their area of refinement on the TEAM rubric.</p>	<p><b>[A 4.3.1] Support and Training for CKLA for PK-6</b> Teachers will participate in ongoing training by the Literacy Coaches to successfully implement the Core Knowledge curriculum into Tier 1 ELA. This professional learning is structured to assist educators to help build student knowledge through the use of rigorous read-aloud texts and foundational skills necessary for student success.</p>	Odle, Comer, Painter, Cook	05/21/2021		
	<p><b>[A 4.3.2] Curriculum Associates Math K-8</b> Teachers will continue to collaborate with the District Wide Math Specialist on best practices and creating common assessments.</p>	Odle, Childers	05/21/2021		

<p><b>[S 4.4] Pathways for Individual Learning</b> Personalized student-centered learning is a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students so they are able to achieve at the highest level including, but not limited to the use of technology, student centers, data, dual enrollment, dual credit, AP, IB, blended-learning, Work Based Learning, and career exploration.</p> <p><b>Benchmark Indicator</b> Participation; blended/flipped classroom data; individualized program data, instructional technology resources, regular benchmark data, district universal screener (MAP/Dibels), and the use of the IPG instructional tool will be reviewed quarterly. IPG walkthroughs will show continued improvement in Core Action 2 (from 2.4 to 3.0) and Core Action 3 (from 2.0 to 2.5). The number of teachers using personalized strategies in their classrooms will increase by 10%.</p>	<p><b>[A 4.4.1] Personalized Learning Opportunities</b> The school will continue to implement a variety of opportunities to meet individualized/personalized learning needs for students through various teaching strategies.</p>	Kevin Maynard	05/14/2021		
	<p><b>[A 4.4.2] One to one devices for grades 2-6</b> The school will continue to purchase Chromebooks in order to meet the goal of getting a device for each student in grades 2-6. This will allow for another strategy to use in Personalizing the Learning for each student.</p>	Kevin Maynard	05/21/2021		
	<p><b>[A 4.4.3] Remote Learning-COVID 19</b> Students that choose to stay home for part or all of this academic year or are quarantined will be taught via remote learning due to the COVID-19 pandemic.</p>	Kevin Maynard	05/21/2021		
<p><b>[S 4.5] Standards Aligned Core Instruction</b> Align evidence-based curriculum, instruction and assessment with the state's academic content standards.</p>	<p><b>[A 4.5.1] Professional Learning</b> Burks faculty will participate in professional learning on applicable Tennessee Standards.</p>	Kevin Maynard	05/21/2021		

<p><b>Benchmark Indicator</b> Agenda's from grade level PLC's will show a focus on standards. IPG walkthroughs will show continued improvement in Core action 2 and Core action 3.</p>					
	<p><b>[A 4.5.2] Grade appropriate assignments and tasks</b> Administration and academic coaches will continue to work with teachers during grade level PLC's to analyze assignments and student tasks to make sure they meet the complexity and rigor of the Tennessee standards.</p>	Anita Odle	05/21/2021		
	<p><b>[A 4.5.3] Amplify Reading K-6</b> Burks will utilize the newly purchased Amplify Reading program in ELA to supply Tier 1 instruction.</p>	Kevin Maynard	05/21/2021		
	<p><b>[A 4.5.4] Mystery Science</b> Burks will use Mystery Science for grades K-4 due to the district opting not to purchase a Science curriculum this year. This program will ensure that students have standards-based Science instruction.</p>	Kevin Maynard	05/21/2021		
<p><b>[S 4.6] Early Literacy</b> Burks will promote involvement and student reading through Parent Engagement Nights, Ready for Kindergarten classes and our Summer Reading Program.</p> <p><b>Benchmark Indicator</b> Progress will be tracked through sign-in sheets, reading logs, goal setting, and other sources.</p>	<p><b>[A 4.6.1] 20 minutes a day reading</b> Burks will continue to emphasize the importance of reading 20 minutes each day in order to help build background knowledge, vocabulary, and the skills necessary to read for understanding.</p>	Kathy Elrod	05/21/2021		
	<p><b>[A 4.6.2] Birth to 5/Ready for Kindergarten</b> Burks will continue to encourage parents of our PreK students to participate in the Ready for Kindergarten program. The classes will be held at least four times throughout the school year.</p>	Thompson, Greeson	05/21/2021		
	<p><b>[A 4.6.3] Summer Reading</b> Burks will partner with the Monterey Public Library</p>	Kathy Elrod	06/23/2021		

	to offer a Summer Reading Program in the month of June.				
	<b>[A 4.6.4] Free Books</b> Burks will offer free books to students at various events including our Summer Reading program and Parent Engagement Nights.	Kathy Elrod	05/21/2021		
	<b>[A 4.6.5] Words on Wheels Bus</b> Burks will utilize the W.O.W. Bus at Parent involvement events and during our Summer Reading Program.	Kathy Elrod	06/23/2021		
	<b>[A 4.6.6] PreK</b> Burks will continue to offer a PreK class to address the needs of at risk early learners.	Jessica Thompson	05/21/2021		
	<b>[A 4.6.7] Reading/Math Nights</b> Family events will be held at least two times per year to involve parents in their child's Reading and Math Curriculum.	Kathy Elrod	03/09/2021		
<p><b>[S 4.7] District Instructional Specialists and Coaches</b> The district will provide Literacy Coaches and Instructional Specialists for teacher supports.</p> <p><b>Benchmark Indicator</b> Agendas, sign-sheets, MLP follow-up, IPG walk throughs, progress monitoring will be reviewed quarterly to ensure fidelity. IPG walkthroughs will show continued improvement in Core Action 2 (from 2.4 to 3.0) and Core Action 3 (from 2.0 to 2.5).</p>	<p><b>[A 4.7.1] Literacy Coaches, ELA and Math Specialist Professional Development</b> Burks will utilize 3 Literacy Coaches, 1 EL Coach, 1 ELA Specialist and 1 Math Specialist provided by the district who will lead and support teachers through the following five-part coaching cycle: learn and plan, apply, reflect, refine or extend, and evaluate. In addition, the coaches will continue to lead student growth portfolios for PK-K, CKLA implementation for the district, as well as, lead PLC's in the elementary schools. The district instructional specialists will hold monthly PreK-8 grade band PLCs for school specialists and educators providing opportunities for shared best-practices, resources, planning for each nine weeks, and with collaboration and reflection aligned to curriculum practices; providing classroom support for grade-level and individual educators through monitoring, modeling, and planning using the instructional rubric as a guide; implementing peer coaching cohorts Pre-K-12 within schools; and provide data support and collaboration using district tools such as MAP data,</p>	Anita Odle	05/21/2021		

	WIDA data, Curriculum Associates, and ELA adopted curriculum.				
	<b>[A 4.7.2] Remote Learning Facilitator</b> Burks will inform the remote learning facilitator of students that are placed in quarantine due to COVID-19.	Kevin Maynard	05/21/2021		
	<b>[A 4.7.3] COVID-19 Remote Learning Facilitators</b> Burks teachers will work with the remote learning facilitators team to provide instruction during a student's quarantine period due to COVID-19.	Kevin Maynard	05/21/2021		
<b>[S 4.8] Technology Support</b> Burks will continue to move toward a 1:1 ratio of students and devices to support learning both in school and at home.  <b>Benchmark Indicator</b> InventoryTechnology home surveys	<b>[A 4.8.1] Technology Support Evidence</b> Burks will be using Title I school allocations, and School Improvement Funds (local level) to purchase devices for students.	Kevin Maynard	12/18/2020		
	<b>[A 4.8.2] Devices</b> Burks will continue to purchase devices to help support learners both in school and remote.	Kevin Maynard	12/18/2020		
	<b>[A 4.8.3] Connectivity</b> Burks will continue to ensure connectivity for students who are remote learners and have no reliable internet access.	Kevin Maynard	05/21/2021		