



# School Improvement Plan 2020-2021

## Burnett Elementary School

Mr. Devetrion Caldwell-Board Member  
District 1



***Mission:*** Burnett Elementary School’s “what” is to provide a rigorous learning environment that encourages high expectations for all students through a positive and supportive school community. We believe it is every child’s civil right to a quality educational experience that will prepare them for post-secondary opportunities, **REGARDLESS** of their exceptionality. In doing so, students are afforded opportunities to globally compete in this 21<sup>st</sup> Century market.

**Vision:** Burnett Elementary School’s “why” submits we are manifesting innovators and thinkers that are successful in life and enrich the lives of others.

We are...

- Creative problem solvers
- Driven to take initiative and ready to roll up our sleeves to get the job done
- Resilient and unafraid to fail...Try – Fail – Learn – Try Again!
- Self-reliant
- Ethical, honest, and trustworthy
- *Committed to every child and will promote a Standard of Excellence*



## Demographical Data:

**Burnett serves approximately 416 students.**

## Race

- Black: 75%
- Hispanic: 11%
- White: 8%
- Multi-racial: 3%
- Asian Pacific: 3%

## Sub-groups

- Economically Disadvantaged: 60%
- Students with Disabilities: 10%
- English Language Learners: 13%



Burnett's teachers are dedicated, hard working, perseverant, and mission-driven. The entire faculty collaborates in reviewing our teaching practices and examining student learning and growth through periodic data summits. We ask each other if students are achieving or exceeding the standards, what to do when students struggle, and what to do when students need a diverse approach to learning through culturally responsive teaching. It is this deliberate, collegial work that allows us to reach all students.

### **Teaching Experience:**

0-3 Years of Experience-15%

4-6 Years of Experience-24%

7-10 Years of Experience-15%

10 Years and Beyond-35%



# Celebrations from 2019-2020

## Celebration 1

This year Burnett researched, purchased, and implemented the Bookworms Reading and Writing comprehensive program. This is a program comprised of literacy research and proven to close academic gaps through 45 minutes of intentional differentiation, 45 minutes of shared reading (reading on level), and 45 minutes of interactive reading (exposure to literature above grade level lexile expectations)..

## Celebration 2

Behavior Referrals decreased from 240 cases of Student Incivility to 192 cases of Student Incivility.

## Celebration 3

Burnett hosted its first annual STEM Night! Teachers, students, and parents were engaged in the many facets of science.



# Objective



Develop a school improvement plan for the 2020-2021 academic year that aims to improve academic achievement across various student indicators.

# School Improvement Planning Process

What steps did you take to develop this plan? To develop a fluid plan, Dr. Daniel and I:

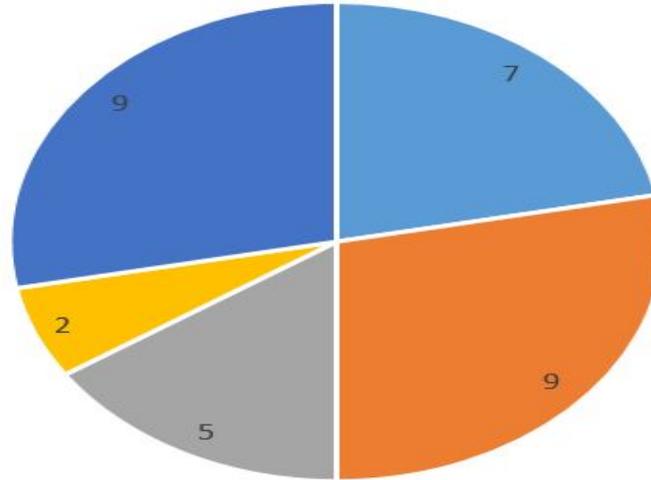
- 6/9-conducted research to ascertain historical data utilizing <https://gosa.georgia.gov>
- analyzed ELA, Math, Science (5th), and Social Studies (5th) GMAS data and examined subgroup data
- determined trends, specifically the percentage of 3rd grade students scoring in the Beginning proficiency level for ELA and Math. Additionally, we noted 4th graders scored the highest percentage of Proficient and Distinguished in Math and ELA.
- 6/12-conducted a data dig and root cause analysis with a hybrid leadership team
- 6/15- reconvened and analyzed the following article before writing our School Improvement Plan: <https://kappanonline.org/school-improvement-plan-not-enough-you-need-strategy-stevenson/>
- drafted our annual goals, action steps, and brainstormed the critical elements necessary to meet and exceed our school-wide goals.
- 6/17-met with Cynthia Brooks (ILT) to design our instructional action plan and to ensure student academic success across the curriculum.
- 6/19-met to finalize our plan based on data analysis and feedback from leadership

# Title I Parent Survey (Planning pt. 2)

What support do you need from the school to ensure your child masters grade level content?



## 19-20 Title I Parent Survey Results



■ Academic ■ Communication ■ Time Mgt ■ Engagement ■ Satisfied

How did this process differ from previous years?

1. While the school leadership team met to discuss GMAS data for academic year 19-20, the Principal created the School Improvement Plan. The process was very static and focused on the product and deadline versus the overall impact and fluidity of the process.
2. The School Improvement Plan document was massive in the amount of ideas, strategies, and action items. With this, it was difficult to monitor progress and make real time decisions.

What insights did you gather about your school or team during this school improvement process?

- I learned Burnett has some reliable trailblazers who are committed to the cause of improving teaching and learning for every child served.
- Burnett's leadership team will need continued support in differentiating between setting relevant improvement goals to drive instruction.
- I gathered in order for Burnett to locally and globally compete, there must be continuity and alignment in all efforts to impact and transform teaching and learning.
- After meeting with all the moving parts, I deduced there is a need for Professional Learning in the areas of teaching ELA (listening, speaking, reading, writing), Math (problem solving, fact fluency), and effectively integrating Writing, Social Studies, and Science across the curriculum. Additionally, we must become more intentional with monitoring student behavior and attendance.

# Improving Academic Achievement



## Improvement Area 1

English Language Arts  
with a concentration  
on:

- Decoding
- Writing
- Comprehension
- Vocabulary acquisition

## Improvement Area 2

Mathematics with a  
concentration on:

- Math Fact Fluency
- Math Problem Solving

## Improvement Area 3

School-wide Discipline  
with a concentration on:

- Behavior
- Climate and culture
- SEL
- Restorative Practices

## Improvement Area 4

School-wide Attendance  
with a concentration on:

- Quality Assurance/Quality Control
- Health services
- Family engagement
- School climate
- Attendance tracking protocols

# Improvement Area 1



ELA

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# Improvement Area 1-English Language Arts

2017 ELA %	Beginning	Developing	Proficient	Distinguished
3	★ 52.5	36.3	10	1.3
4	40.3	40.3	17.7	1.6
5	43.2	40.5	16.2	0
2018 ELA %	Beginning	Developing	Proficient	Distinguished
3	★ 37.8	33.8	24.3	4.1
4	35.1	35.1	20.8	9.1
5	21.1	50	27.6	1.3
2019 ELA %	Beginning	Developing	Proficient	Distinguished
3	★ 40	27.3	20	12.7
4	23	39.2	29.7	8.1
5	31	46.5	18.3	4.2

# Improvement Area 1- Root Causes



What does the leadership team believe to be the potential root causes and drivers for the current outcome data?

- **Human Cause:** Substantially at-risk learners are increasing (SST to PEC)
- **Organizational Cause:** Lack of professional learning on utilizing authentic assessments to drive instructional planning and practices
- **Organizational/Human Cause:** Inconsistent planning to analyze and calibrate student work horizontally and vertically
- **Human Cause:** Literacy skills are not utilized across the curriculum consistently
- **Organizational Cause:** No structured writing and vocabulary acquisition framework across the curriculum

# Improvement Area 1- Action Steps



What action steps will be attempted to address improvement area 1.

Detailed action step

- Implement a structured lesson plan protocol school-wide (July 2020-May 2021)
- Provide professional learning and coaching opportunities to promote high-leverage practices and assessment utilization (July 2020-May 2021)
- Develop data teams that will examine school-based assessments and current interventions for students in high needs category as well as acceleration (August 2020-May 2021)
- Employ balanced-literacy through integration of Bookworms and Saxon Phonics (August 2020-May 2021)
- Identify and utilize consistent vocabulary instruction across all content areas (August 2020-May 2021)
- Identify and utilize a consistent, intentional writing best practices or framework across all content areas (August 2020-May 2021)

# Action Steps cont...

Who will be involved in implementation of this action step:

## Administrators and ILT “do”:

- Evaluate and monitor Reading/ELA writing plans and implementation of plans
- Ensure implementation of the curriculum and instruction through consistent monitoring and coaching
- Conduct PL with intense focus on high-leverage practices, accompanied by effective writing and vocabulary instruction
- Share and monitor the School Improvement plan
- Share assessment information with the community via parent meetings, newsletters, curriculum nights and workshops
- Recognize students each nine weeks for academic achievement

## Team Leaders “do”:

- Learn how to facilitate inquiry-based learning.
- Build instructional capacity
- Learn how to provide feedback to professional peers and students
- Lead professional learning related to providing feedback
- Gather data on instructional practices

## All Teachers “do”:

- Deconstruct GSE standards and identify learning targets to determine required skills for mastery as well as mastery criteria
- Internalize units to identify misconceptions, develop exemplar student work, etc
- Conduct student conferences, goal setting, and data digs
- Differentiate instruction to meet the specific learning needs to all students through remediation, enrichment, and acceleration
- Engage in professional learning communities to collaboratively plan effective data-driven instruction and literacy best practices

# Improvement Area 1- Tracking Progress

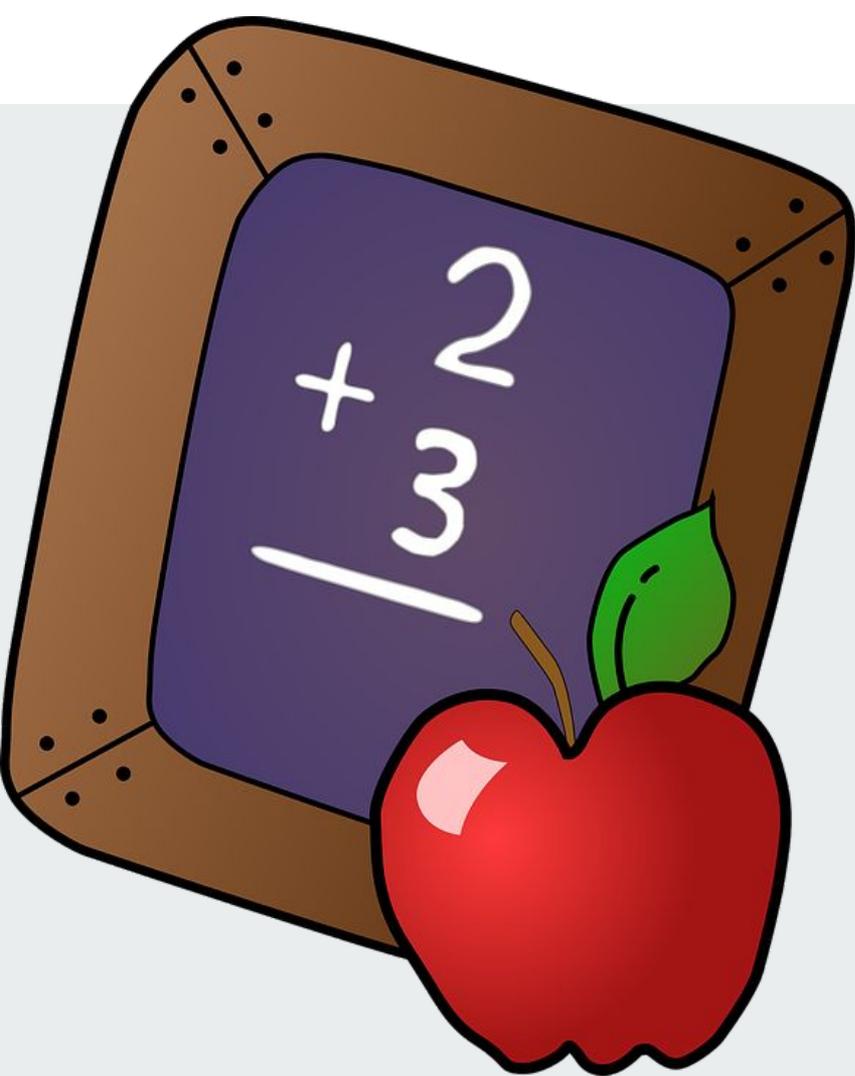


What outcome data will you track to ensure progress?

- STAR 360 Reading data
- Write-Score data
- 15 day cycle of Bookworms assessments
- Classworks Reading Individualized Intervention (Tiers I, II, and III)
- Monthly STAR Reading (Tier II and III) data
- District benchmark assessment

What are the anticipated outcome targets?

- The overall percentage of students in 1<sup>st</sup>-5<sup>th</sup> grade scoring proficient and distinguished will increase by 10% as measured by the spring 2021 STAR Reading Test and Georgia Milestones Assessment.
  - Cultivate a literate community in which students read and write with clarity and fluency across the curriculum.



**Improvement Area 2**

**MATH**

# Improvement Area 2-Mathematics

Provide evidence: What data indicates that this is an improvement area of concern?

2017 Math %	Beginning	Developing	Proficient	Distinguished
3	★ 41.3	45	12.5	1.3
4	32.3	46.8	17.7	3.2
5	41.9	50	11.8	3.9
2018 Math %	Beginning	Developing	Proficient	Distinguished
3	28.4	50	20.3	1.4
4	27.6	51.3	15.8	5.3
5	★ 29.3	56	13.3	1.3
2019 Math %	Beginning	Developing	Proficient	Distinguished
3	★ 41.8	25.5	29.1	3.6
4	21.6	39.2	37.8	1.4
5	31	60.6	5.6	2.8

# Improvement Area 2- Root Causes



**What does the leadership team believe to be the potential root causes or drivers for the current outcome data?**

- **Organizational Cause:** Curriculum transitions from Eureka Math to Envisions Math
- **Human Cause:** Personnel transitions in grades 2, 3, and 5
- **Human Cause:** Lack of sufficient Co-taught instruction for SWD and those without
- **Organizational/Human Cause:** Lack of Professional Learning (Envisions, Number Talks, Calendar Math, Vertical Alignment Planning, Manipulatives...How-to's, etc.)

# Improvement Area 2- Action Steps

## What action steps will be attempted to improve improvement area 2.

- Detailed action steps:
  - ★ Ensure all math teachers (K-5) know how to access, have reviewed, and discussed GSE Math curriculum materials, as aligned with Envisions Math. (August 2020)
  - ★ Ensure teachers are trained and will implement Number Talks (K-5) and Calendar Math (K-2) with fidelity (not to exceed a combined 20 minutes of instructional time) (August 2020-September 2020)
  - ★ Ensure teachers target applied math problems by teaching using an efficient 4-step plan of 1.) understand the problem (summarize and restate the problem, 2.) devise a plan (map out a strategy), 3.) carry out the plan (implement the plan by showing the work), and 4.) look back (check results). Burnett will implement the CUBES Problem Solving Strategy school-wide. (July 2020-May 2021)
  - ★ Ensure all teachers implement Math Fluency Boost through explicit time drills (July 2020-May 2021)
  - ★ Ensure quantitative thinking and mathematical reasoning through a school-wide Problem of the Month (K-5) with professional learning embedded. Burnett's students will conduct monthly gallery walks. (August 2020-March 2021).

# Action Steps cont...

Who will be involved in implementation of this action step:

## Administrators and ILT “do”:

- 
- Develop strong relationships with staff.
  - Monitor Tier I instruction daily
  - Observe teachers and provide constructive feedback weekly
  - Implement Inter-Rater Reliability measures
  - Allocate resources and funds appropriately
  - Facilitate PL according to “needs- based” feedback
  - Facilitate improvement planning with teachers during PL Wednesdays.

## Team Leaders “do”:

- Learn how to facilitate inquiry-based learning.
- Build instructional capacity
- Learn how to provide feedback to professional peers and students
- Lead professional learning related to providing feedback
- Gather data on instructional practices

## All Teachers “do”:

- Learn how to deliver individual, actionable, and goal-oriented feedback, linked to learning intentions
- Promote goal;-setting and reflection
- Scaffold learning opportunities
- Extend math learning to include math exemplars
- Communicate important information involving students prior to failing

# Improvement Area 2- Tracking Progress

What outcome data will you track to ensure progress?

- 
- STAR 360 Math data
  - Pre-and Post Envisions data
  - Weekly formative assessments
  - Classworks Math Individualized Intervention (Tiers I, II, and III)
  - Monthly STAR Math (Tier II and III) data

What are the anticipated outcome targets for improvement?

- Increase the number of students scoring proficient and distinguished for grades 3-5 from 31% to 37% as indicated on the 2021 Georgia Milestones Assessment
- Increase the number of students scoring proficient and distinguished for grades 1-5 by 10% as indicated on Fall 2020 STAR Math in comparison to Spring 2021 STAR Math results



# Improvement Area 3

## BEHAVIOR



# Improvement Area 3-Discipline

Provide evidence: What data indicates that this is an improvement area of concern?



K-12 Student Discipline Dashboard

## K-12 Student Discipline Dashboard

Click ( ? ) for help.

Select School Year

2019

Select School District

Douglas County

Select School

Burnett Elementary School

Select Subgroup

Gender

District Name: Douglas County

School Name: Burnett Elementary School

Climate Star Rating: ★★★★★

PBIS Recommendation: -

Grades Served: PK-05

School Year: 2019

### Student Metrics

Enrollment

523

Students with Incidents

61

In-School Suspensions (ISS) Rate

1.5%

Out-of-School Suspensions (OSS) Rate

4.8%

Expulsion Rate

0%

### Discipline Incident Metrics

Total Incidents

179

Percent of Incidents Resulting in ISS

4.5%

Percent of Incidents Resulting in OSS

21.2%

Percent of Incidents Resulting in Expulsion

0%

# Improvement Area 3-Discipline (cont)

Provide evidence: What data indicates that this is an improvement area of concern?

## GSHS – Elementary School (School Climate Survey)

- 1. I like school.
- 2. I feel like I do well in school.
- 3. My school wants me to do well.
- 4. My school has clear rules for behavior.
- 5. I feel safe at school.
- 6. Teachers treat me with respect.
- 7. Good behavior is noticed at my school.
- 8. Students in my class behave so that teachers can teach.
- 9. I get along with other students..
- 10. Student treat each other well..
- 11. There is an adult at my school who will help me if I need it..

SURVEY	80.72
<a href="#">Hide SURVEY data</a>	
Student	75.77
Teacher / Staff / Administrator	77.74
Parent	88.63

# Improvement Area 3-Discipline (cont)



Why was this selected as an area of improvement?

- Research as indicated that suspensions are correlated with adverse student outcomes to include but not exhaustive of lower academic performance and decreased academic engagement. Additionally, there is evidence that supports the removal of students from school or class does not improve student behavior or school culture. However, research does support the use of proactive, preventive approaches such as SEL, PBIS, and Restorative Practices will increase student engagement and achievement along with the reduction in ISS and OSS.

# Improvement Area 3- Root Causes



What does the leadership team believe to be the potential root causes or drivers for the current outcome data?

- **Organizational Cause:** Need for a systematic, school-wide safety and discipline plan
- **Human Cause:** Inconsistency with expectations, incentives, and consequences for students
- **Human Cause:** Fixed-mindset regarding proactive, preventive behavior strategies
- **Human Cause:** Need for male mentorship to foster self-confidence, socialization, and cultural competency

# Improvement Area 3- Action Steps



What action steps will be attempted to improve improvement area 3.

- Develop a school-wide behavior plan/initiative (July 2020)
- Extend PL opportunities for PBIS, SEL, and Restorative Practices (July 2020-May 2021)
  - Implement Mindset (de-escalation) certification for all team leaders
  - All teachers receive de-escalation training
  - Team leader 10 minute segments on proactive and preventive strategies (monthly staff meeting)
- Embed SEL into lessons (July 2020-May 2021)
- Establish mentoring programs for high needs students (August 2020-May 2021)
- Establish an all boys' club (4<sup>th</sup> and 5<sup>th</sup>) (September 2020-May 2021)
- Create discipline committee to monitor behavior reports monthly (August 2020)
- Commit to morning meetings/circle time (August 2020-May 2021)
  - SEL

# Improvement Area 3- Tracking Progress



What outcome data will you track to ensure progress?

- Discipline data
- School Climate Survey

What are the anticipated outcome targets for improvement?

- Create a positive learning environment by decreasing Student Incivility ( level 1) infractions by 10% to be measured by discipline data and the School Climate Survey.
  - Cultivate an inviting culture where scholars feel safe, eager to learn, and possess a thirst for being productive citizens

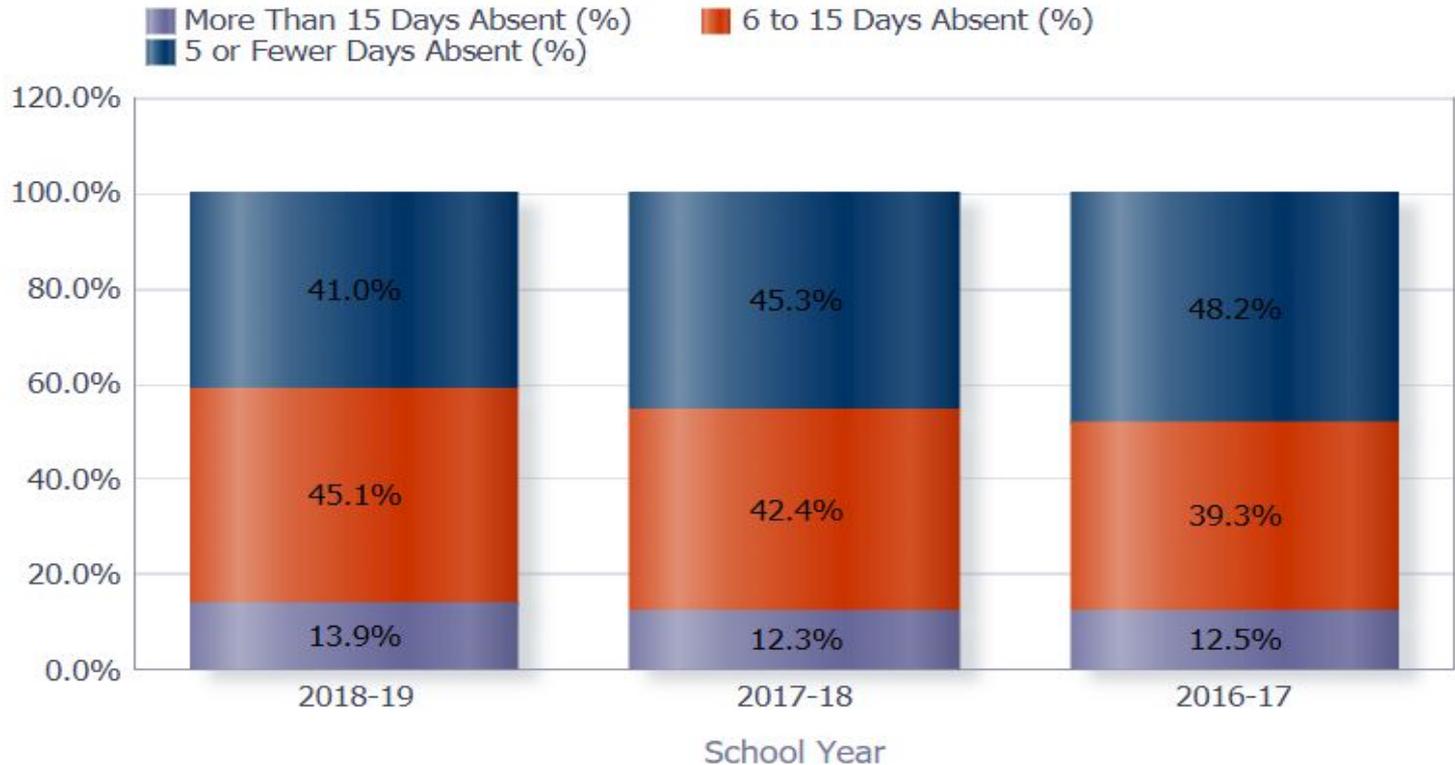
# Improvement Area 4

## ATTENDANCE



# Improvement Area 4- Attendance

Provide evidence: What data indicates that this is an improvement area of concern?



# Improvement Area 4- Attendance (cont)



**2019-2020:**

Current number of students: 416

Current number of students with 6 to 15 days absent: 161

As of March 13, 2020, 39% of Burnett's population were absent from school 6 to 15 days. While that number has decreased from 45.1% (18-19), there is a sense of urgency in efforts to decrease the percentage of students with 6 to 15 absences. Research suggests, the negative impact of high absenteeism translates into academic hardships, decreases opportunities to acquire reading skills, and has lasting negative impacts on secondary and post-secondary opportunities. Ultimately, absenteeism will pose a threat to the workforce if schools and communities at-large do not intervene.

# Improvement Area 4- Action Steps

## What action steps will be attempted to improve improvement area 3.

- Maintain accurate attendance records-Attendance Clerk and Admin (August 2020-May 2021)
- Supply parents with guidelines from the school nurse to help parents make decisions on when a child is too ill to attend school and when to return to school after an illness.-Admin (August 2020)
- Identify students who are frequently absent/tardy per policy in the student handbook-Attendance Clerk and Admin(monthly, as needed)
- Host two attendance fireside chats with parents to discuss the importance of student attendance and the negative impact absenteeism has on their future academic and social success. Admin (August 2020 and January 2021)..
- Personal contact with parent/guardian regarding multiple absences/tardies-Counselor/Social Worker (monthly, as needed)
- Written contact with parent/guardian regarding excessive absences/tardies-Social Worker (monthly, as needed)
- Create attendance action plans for students after 6 absences-Social Worker/Admin (monthly, as needed)
- Absence make-up plan for accountability (during recess, after-school, lunch, etc.)-Teachers (daily, as needed)
- Burnett will host individual(weekly), classroom(daily), and school-wide attendance celebrations (4 ½ wks).

# Improvement Area 4- Root Causes



What does the leadership team believe to be the potential root causes or drivers for the current outcome data?

- **Human Cause:** Health issues
- **Organizational Cause:** Safety issues
- **Human Cause:** Separation Anxiety
- **Human Cause:** Transient population
- **Human Cause:** Generational Poverty
- **Human Cause:** Parent Unemployment

# Improvement Area 4- Tracking Progress



What outcome data will you track to ensure progress?

- Daily attendance logs in real time
- Summary of enrollment and withdrawal data

What are the anticipated outcome targets for improvement?

- Reduction of percentage of students with 6 to 15 days absent by 10%
- Alliances created with the community
- Parents are aware of the detrimental impact absenteeism has on students
- Increased parental involvement

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# Next Steps

What are your next steps to implement your School Improvement Plan?

- Meet with full leadership July 9, 2020 to discuss, clarify, and solicit buy-in
- Introduce SIP to the entire staff July 30, 2020
- Track progress by hosting 4 SIP Checks throughout the year with leadership team
- Monitor progress periodically
- Monitor timelines
- Provide professional learning that examines SEL, culturally responsive teaching, and equal vs. equitable access to support the overall effectiveness of our SIP

What support do you need from the District Office?

- PL for administrators and staff according to needs (Saxon and Envision Math)
- On-going support for accountability
- Create benchmark testing dates that factor in the school calendar and most opportune times to assess.

# SIP TASK FORCE



Who participated on your leadership team and worked on this plan?

Administrators:

Teacher Leaders:

Marketa Croom-Prin

Christian Crawford-K/21st Cent.

Aqueelah Maxell-PC

Yonna Daniel-AP

Elizabeth Smith-1st/PC

Sharonlyn Reese-ESOL/21st Cent.

Dawn Taylor-CO

Horace Brady-2nd

Maggi Sutherland-PEC

Cynthia Brooks ILT

Mercedes Mitchell-3rd/PC

Kristin Murphy-4th