Burch Elementary
FY 25 School Improvement Plan

Student Achievement				
Goal	**Initiative**	**Action Steps**	**Monitoring Implementation**	**Performance Measures**
1 - Increase student achievement and growth.	1.1 Build staff capacity to increase effectiveness of Tier 1 instruction through collaboration, professional learning, and utilization of district support	1.1.1 Clarify expectations for implementation of instructional framework and lesson planning aligned with Georgia Standards, FCPS timelines and resources, and FCPS instructional framework 1.1.2 Weekly PLCs and collaborative planning to: deconstruct standards, clarify rigor and success criteria, develop and analyze assessments, and inform instruction 1.1.3 Periodic extended collaborative unit planning to deconstruct standards to clarify essential learning, vocabulary, rigor, mastery, etc. in extended collaborative planning (subs provided) 1.1.4 Instructional feedback through instructional coach, Burch's B.E.S.T. walkthrough form, and other observational feedback 1.1.5 Professional learning opportunities to increase staff knowledge of standards, evidence-based pedagogy, inclusive practices, student engagement, and FCPS curriculum, instruction, and assessment resources 1.1.6 Utilize district ELA & math staff to support instructional effectiveness and student achievement. ELA focus on: teaching skills for comprehending complex texts, generative vocabulary practices. Math focus on: student engagement, standards clarification, and best practices.	• Walkthrough and TKES observation data • Student assessment data (common formative, interim, screeners) • EOG-Milestone data • PLC and collaborative planning notes. • Team PLC reflection surveys • Sign-in and agendas	Walkthrough and TKES observation data Student assessment data (common formative, interim, screeners) Student movement in/out of Tier supports and service exit rates Number of students meeting their individual literacy goals. Increase by 2% annually, the percentage of 3rd - 5th students and subgroups reading on grade level or above as measured by GMAS End of Grade reading indicator. Increase by 3% annually the percentage of students and subgroups scoring at Proficient and Distinguished Achievement Levels as measured by GMAS End of Grade Assessment.
	1.2 Increase the fidelity and effectiveness of the Multi-Tiered System of Supports (MTSS) to include the use of supplemental supports and resources	1.2.1 Clarify and implement MTSS protocols and resources for academics, behavior, and attendance with fidelity. (intervention, progress monitoring, data review, meetings, follow up) 1.2.2 Build staff capacity with: knowledge and implementation of MTSS protocols, resources, and practices, utilizing supplemental support staff and resources 1.2.3 Provide instructional support to students through mentors, counselor groups, volunteers, Title 1 teachers, and other resources 1.2.4 Build staff capacity to implement UFLI phonics program to support students' foundational reading skills development and deficits 1.2.5 Utilize district ELA staff to support maximizing intervention effectiveness	• MTSS records and intervention data • Assessment data, PLC and collaborative planning notes. • EOG-Milestone data • Student movement in/out of Tier supports and service exit rates	

	1.3 Increase student ownership of learning through supplemental resources and supports	1.3.1 Provide materials and build staff capacity to support school, team, classroom, and student academic goal setting and monitoring 1.3.2 Provide materials and resources for semester goal setting celebrations 1.3.3 Provide materials and resources to support student led conferences 1.3.3 Build staff capacity to increase: student engagement and response opportunities, accountable talk, and vocabulary development across all disciplines	• Goal setting documentation • Sign-in and agendas	During the 2024-2025 school year 50% of students will have a 50% or higher growth percentile as measured by STAR assessments.
	1.4 Use evidence-based practices and supplemental resources and supports for teaching reading, writing, speaking, and listening skills. Short-term action plan	1.4.1 All instructional staff will participate in and implement strategies from literacy training as required by FCPS and the state of Georgia. 1.4.2 K-3, EIP, ESOL, ECS staff training and daily implementation of UFLI phonics as recommended by program guidelines 1.4.3 Familiarize staff and parents with the academic vocabulary, reading, and writing expectations for each grade level 1.4.4 Promote accountable student talk such as; restating questions, and owning academic vocabulary by incorporating sentence frames, sentence starters, and word banks 1.4.5 Clarify and expose students to academic terminology and vocabulary and synonymous terminology/vocabulary 1.4.6 Teach and support students to summarize, visualize, and pose questions about sections of the text to maintain understanding (notice, wonder, predict, infer, observe, etc.) 1.4.7 Teach and support students to make decisions about sentence structure and syntax to accommodate and influence the audience and achieve a specific purpose	• Sign-in and agendas • Lesson plans • Assessment data, PLC and collaborative planning notes. • MTSS records and intervention data • Walkthrough and TKES observation data	
	1.5 Utilize school and supplemental resources to provide extension, exploration, and enrichment opportunities for all students.	1.5.1 Provide academic, leadership, and interest based after school club opportunities 1.5.2 Provide during the day interest based synergy squads at least three times during the year 1.5.3 Incorporate student inquiry and exploration, enrichment and extension through gifted collaboration, PLCs, collaborative planning 1.5.4 Promote talent development through first grade and gifted teacher collaboration	• Attendance logs • Competition entries and performance • Synergy Squad offerings	100% of students will participate in synergy squads

School Culture

During the 24 -25 School Year, Robert J. Burch Elementary will improve student leadership opportunities, attendance, and positive behavior; and increase staff and family engagement as measured by state, district, and school surveys.

Goal	Initiative	Action Steps	Monitoring Implementation	Performance Measures
1 - Increase student leadership and positive behavior	2.1 Enhance and monitor PBIS and Leader In Me implementation to improve positive behavior and school climate.	2.1.1 Beginning of year student code of conduct meetings 2.1.2 New student orientation 2.1.3 Implement Leader In Me initiatives 2.1.4 Provide training and resources to support the implementation and improvement of classroom and schoolwide routines and practices aligned with PBIS and Leader In Me 2.1.5 Share Leader In Me information with families via newsletters and/or learning opportunities 2.1.6 Consistent instruction and application of 7 Habits and Leader In Me principles 2.1.7 Classroom and school wide leadership opportunities 2.1.8 Monthly PBIS/MTSS PLC meetings (data analysis and action steps) 2.1.9 Regular student and staff recognition opportunities/ shout outs 2.1.10 Periodic staff training to support classroom management and student behavior 2..1.11 Behavior support for students with 3 or more office behavior referrals 2.1.12 Mindset verbal de-escalation training	● District climate survey Leader In Me MRA survey ● IC behavior reports ● Agendas and sign-in sheets ● Leader In Me website usage data ● Discipline data ● Student leadership notebooks	Leader in Me MRA survey will show an increase in student leadership opportunities Decrease by 10% the number of office behavior referrals and the number of students with >3 office behavior referrals
2 - Increase student attendance	2.2 Improve student attendance though implementation of school wide attendance protocols, supplemental supports, and family education	2.2.1 Communication of the impact of attendance on student achievement and next grade readiness via handbooks, classrooms, workshops, newsletters. 2.2.2 Clarification of school/home absence reporting expectations 2.2.3 Targeted family communication, education, and support 2.2.4 Consistent use of Burch attendance protocol 2.2.5 Utilization of social worker to reinforce attendance and provide support to families	● IC attendance reports ● Burch attendance protocol reports ● Communication logs ● Parent workshop agendas and attendance	Decrease by 1% the number of students deemed chronically absent
3 - Hire and retain excellent staff	2.3 Promote a positive and supportive staff culture through	2.3.1 Monthly new staff and mentor support meetings. 2.3.2 Increase frequency and timeliness of feedback and support 2.3.3 Utilize district instructional and support personnel 2.3.4 Monthly cross team connection opportunities after school	● District Climate Survey ● Meeting agendas and attendance logs ● Staff shoutouts and	70% of certified staff will complete the FCPS Staff Survey

	collaboration and mentorship	2.3.5 Staff-culture action team to implement monthly staff appreciation and celebrations	celebration events	
4 - Engage stakeholders	2.4 Build capacity for parent and family engagement through parent communication, workshops and resources	2.4.1 Regular classroom communication to include information on upcoming learning expectations and key content vocabulary 2.4.2 Provide family engagement and workshop opportunities to support literacy and math development 2.4.3 Regular school communication of events, resources, engagement and learning opportunities via newsletters and school marquee 2.4.4 Utilize parent liaison to foster and maintain school-stakeholder relationships 2.4.5 Periodic stakeholder input and sharing sessions 2.4.6 Utilize school events to share information with and seek input from stakeholders 2.4.7 Advertise PTO, School Council general meetings and provide virtual options 2.4.8 Increase volunteer opportunities	● Newsletters, flyers ● Workshop agendas and attendance logs ● School, district, state surveys	80% of families will participate in one or more school/home conferences

Additional documentation and information can be accessed using the links below:

24-25 Comprehensive Needs Assessment and School Improvement Plan

24-25 School-Parent Compact (English)

24-25 School Parent Compact (Spanish)

24-25 Parent and Family Engagement Policy (English)

24-25 Parent and Family Engagement Policy (Spanish)