# Robert J. Burch Elementary
# Title I Annual Stakeholder Meeting

Facilitator: Principal, **LISA HOWE**
Date: May 11, 2023
Time: 11:30 am – 2:15 pm

Thank you for joining us today!

*Please sign in.*

**Today's Goal:** To engage our stakeholders in the continuous school improvement process for the purpose of improving student academic achievement and building the capacity of staff and families

## AGENDA

- Continuous School Improvement Process Overview
- Data Review and Input
- Comprehensive Needs Assessment Review and Input
- Overarching Needs and Root Causes Review and Input
- Action Steps and Implementation Plan Review and Input
- Building Staff Capacity Input
- Family Engagement Plan & Compact Review & Input
- Use of 1% Set-aside Review and Input
- Next Steps
- Adjourn

# Title 1

Burch qualifies as a schoolwide Title 1 school because of the number of students qualifying for free or reduced meals.

Title 1 funds are specifically used to the increase academic achievement of **ALL** students and to ensure equity

# Georgia's Systems of Continuous Improvement Process

**Comprehensive Needs Assessment (What to Improve)**
- Coherent Instructional Systems
- Effective Leadership
- Professional Capacity
- Family and Community Engagement
- Supportive Learning Environment

**School Improvement Plan (How to Improve)**
- Identify Needs & Set Goals
- Select Interventions
- Plan Implementation
- Implement Plan
- Examine Progress

# Comprehensive Needs Assessment (CNA)

Stakeholder Collaborative Committees:

- Collect and analyze data
- Self-evaluate and reflect to identify strengths and areas for growth
- Identify overarching needs and root causes
- Recommend action steps and implementation plans

# District and School Strategic Plan Alignment Goals 2020-2024

## FCBOE CLIP - Consolidated LEA Improvement Plan

**Goal #1:** By 2024, all students will meet their individual subgroup performance targets as established through the state accountability model.

**Goal #2:** By 2024, Fayette County Public Schools will reflect a safe and healthy educational experience with an average rating of 5 stars as measured by the CCRPI Climate Star rating system.

## Burch SIP - Schoolwide Improvement Plan

**Goal #1:** By 2024, all students will meet their individual subgroup performance targets as established through the state accountability model.

**Goal #2:** By 2024, Burch Elementary School will reflect a safe and healthy educational experience among faculty, students, and families as measured by the state and school-based climate surveys.

# Data Overview
## Demographic, Process, Perception, Achievement

- 10 minute walking tour of data
- 4 stops on the tour
- Jot down observations, questions, possible root causes
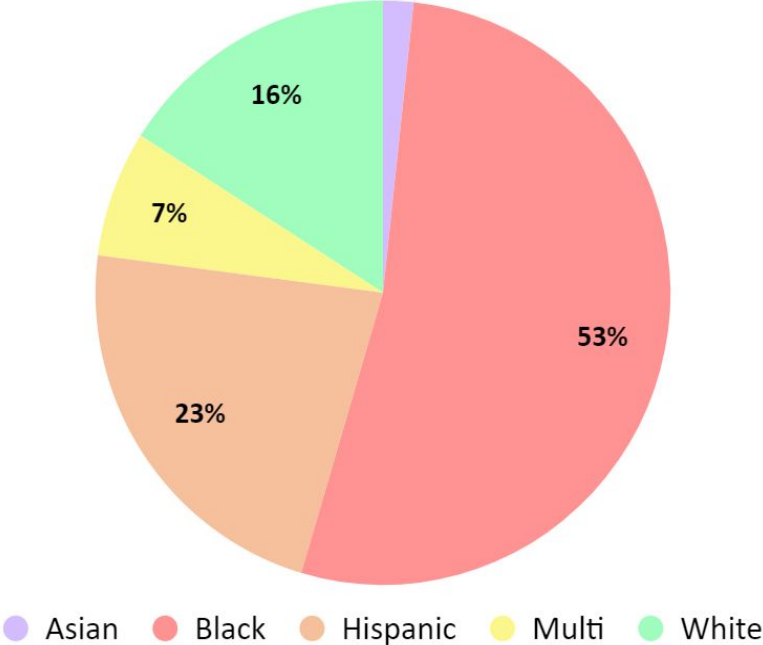- We'll share at the end of the walking tour

# Demographic Data
## All Students

| Robert J. Burch Overall Enrollment | 19-20 602 | 20-21 580 | 21-22 554 | 22-23 574 |
|---|---|---|---|---|
| Asian | 2% | 2% | 3% | 2% |
| Black or African/Am | 45% | 48% | 53% | 53% |
| Hispanic/Latino | 28% | 24% | 22% | 23% |
| Multi | 7% | 6% | 6% | 7% |
| White | 18% | 19% | 18% | 16% |

### 22-23 Burch Student Demographics



| 22-23 New & Withdrawn Students excluding PK/K enrolled prior to first week of school | | |
|---|---|---|
| | **New** | **Withdrawn** |
| Grade | **130** | **27** |
| PK | 5 | 1 |
| K | 10 | 4 |
| 1 | 29 | 4 |
| 2 | 18 | 3 |
| 3 | 23 | 5 |
| 4 | 28 | 6 |
| 5 | 17 | 4 |

| Robert J. Burch Elementary School | 19-20 | 20-21 | 21-22 | 22-23 | |
|---|---|---|---|---|---|
| Percent of Economically Disadvantaged | 52.08% | 50.80% | 42.93% | 52.11% | ⬆ |
| Percent of Exceptional Children | 12.96% | 12.65% | 12.39% | 12.89% | ⬆ |
| Percent of Gifted Students | 10.13% | 10.60% | 9.16% | 10.63% | ⬆ |
| Percent of Tier 2 Interventions students | 32.06% | 31.80% | 35.01% | 31.36% | ⬇ |
| Percent of Tier 3 Interventions students | 7.48% | 9.23% | 12.75% | 9.23% | ⬇ |
| Percent of Section 504 Students | 2.66% | 2.22% | 2.33% | 3.14% | ⬆ |
| Number of new students | | | 80 | 130 | ⬆ |

# Attendance

| | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|
| Average student attendance rate (Days attended/Days enrolled) | 96.5% | 97.0% | 95.1% | 94.58% |
| Percentage of students at attendance risk (10+ unexcused) | 5.5% | 15.3% | 13.9% | 16.8% |

## Students With 10+ Absencess by Ethnicity

46%   46%

20%

41%   26%

- Hispanic (129)
- Asian (10)
- Black (305)
- White (91)
- Two or more (39)
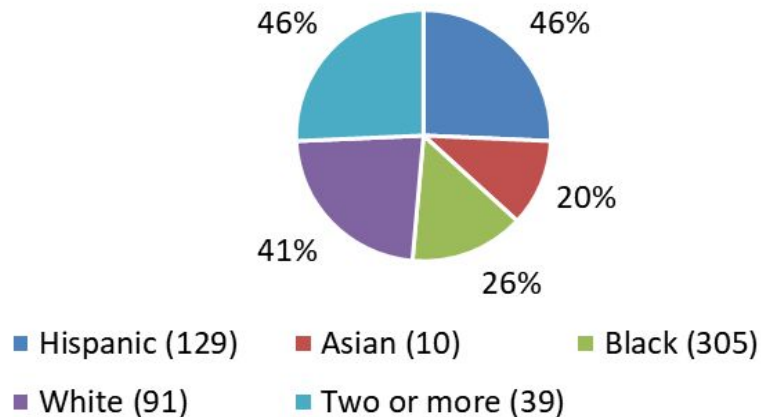
## 22-23 Student Absences by Grade
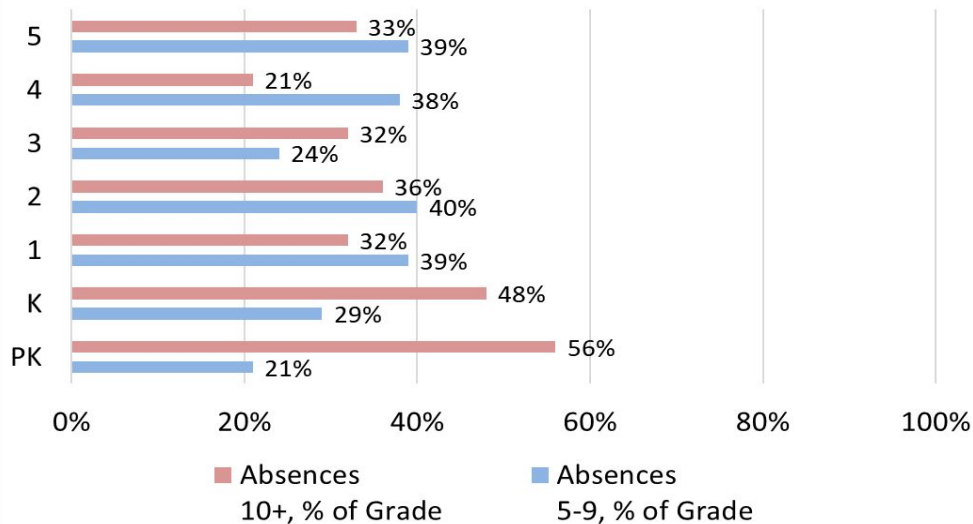
| Grade | Absences 10+, % of Grade | Absences 5-9, % of Grade |
|---|---|---|
| 5 | 33% | 39% |
| 4 | 21% | 38% |
| 3 | 32% | 24% |
| 2 | 36% | 40% |
| 1 | 32% | 39% |
| K | 48% | 29% |
| PK | 56% | 21% |

| Discipline | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|
| Number of referrals | 91 | 33 | 81 | 126 |
| Number of students | 44 | 23 | 49 | 66 |
| Most frequent offense | Physical aggression | Physical aggression | Inappropriate behavior | Physical aggression |

| Grade | Number of Referrals | Recurring students | Days of ISS | Days of OSS |
|---|---|---|---|---|
| Total | 126 | 23 | 18 | 11 |
| PK | 1 | 0 | 0 | 0 |
| K | 23 | 1 | 2 | 2 |
| 1 | 14 | 2 | 1 | 1 |
| 2 | 7 | 1 | 2 | 0 |
| 3 | 27 | 8 | 1 | 0 |
| 4 | 31 | 6 | 8 | 4 |
| 5 | 23 | 5 | 4 | 4 |

**May 2023**
**Office Behavior Referrals by Ethnicity**

| Ethnicity | Number of Students | Percent of Behavior Referrals |
|---|---|---|
| Total | 66 | 100% |
| Hispanic | 16 | 24% |
| Asian | 2 | 3% |
| Black | 34 | 52% |
| White | 12 | 18% |
| Multi | 2 | 3% |

# Demographic Data:
# Observations, Questions, Possible Root Causes

Observations:
- Demographics have remained consistent over the past 3 years
- The number of students chronically absent (10+ days) has increased with Hispanic, White, and Multi subgroups having a disproportionate number
- PK/K have the highest percentage of students with chronic absenteeism
- The number of office discipline referrals has increased by 50%
- Most events occur in the classroom

Questions:
- Why are there greater percentages of chronic absenteeism in Hispanic, White and Multi subgroups?
- Are we emphasizing the importance of school attendance?
- Are we monitoring student attendance closely enough?
- How are we remediating students with numerous absences?
- Are teachers equipped to establish, teach, monitor, and reinforce classroom expectations?
- Are we identifying and intervening on behavior concerns quickly enough?

Possible Root Causes:
- Absences -
  - Community fear of illness
  - False perception that primary grade attendance is not important
  - Lack of system for continual monitoring and follow up
- Discipline
  - Increased number of students with behavioral/emotional/social needs
  - Severity of needs takes away from the ability to support other students and classrooms
  - Variances in behavioral expectations, tolerance, approach, and consequences among building staff
  - Behavior concerns are not being identified for support early enough

# Process Data
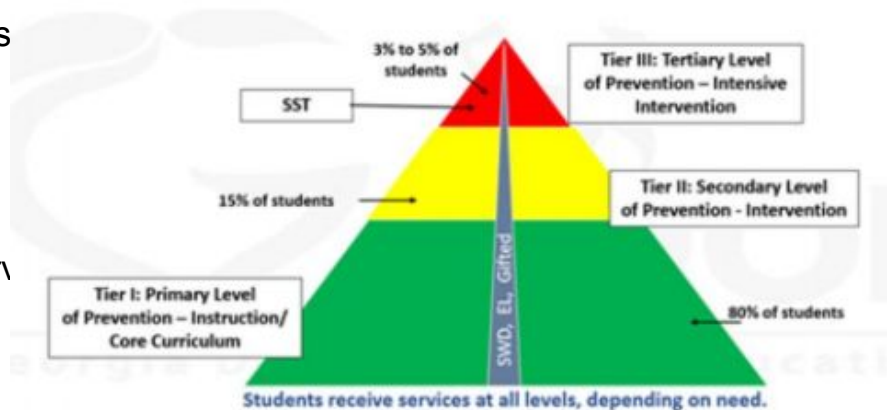
# MTSS

**Tier 1: Primary level of prevention**
- GSE based instruction
- Universal screeners used to identify student needs
- Progress monitored through formative/summative ass
- Data review grade level/ team

**Tier 2 Secondary level of prevention**
- Targeted instruction in addition to Tier 1
- Evidence based interventions
- Moderate intensity
- Ongoing monitoring to measure effectiveness of interv
- Data Decision Making team
- Parent informed of supports

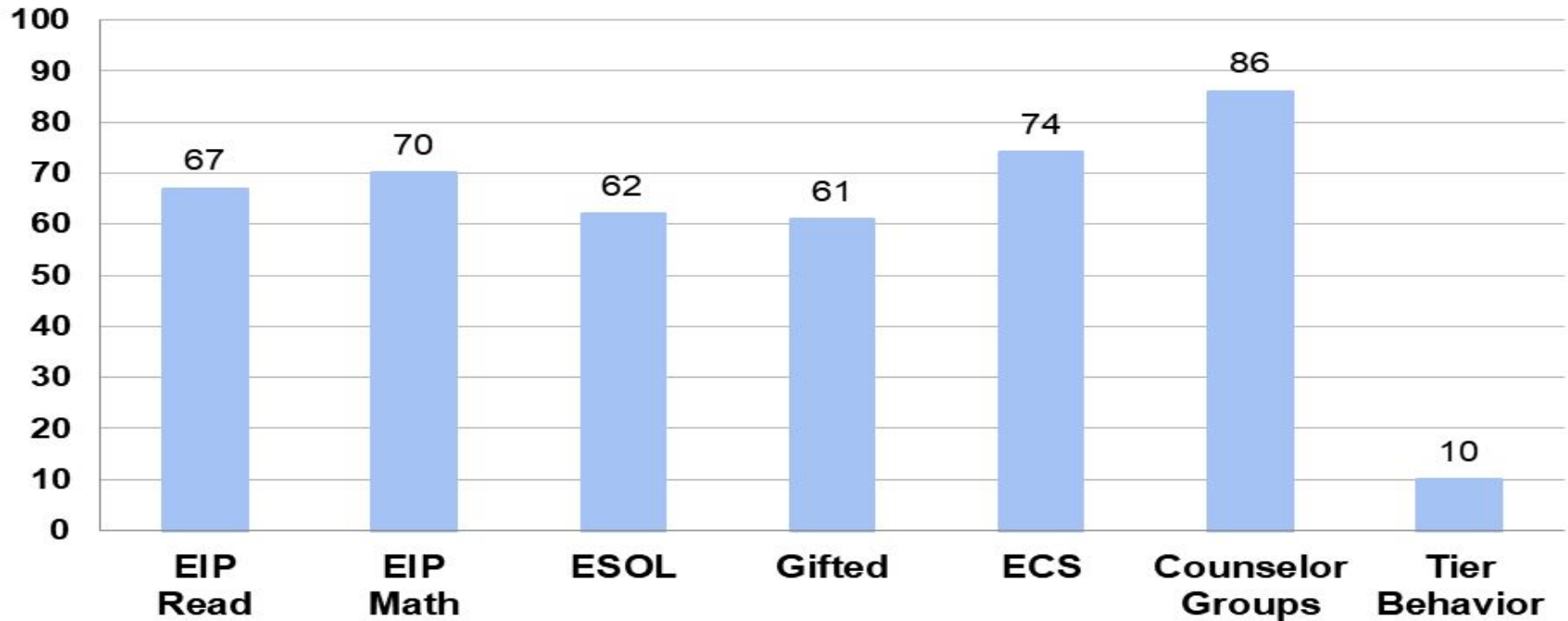**Tier 3 Tertiary level of prevention**
- Targeted instruction in addition to Tier 1 and Tier 2
- Intense interventions
- Frequent monitoring to measure effectiveness of intervention
- Data review team
- Parent informed of supports



3% to 5% of students — SST — Tier III: Tertiary Level of Prevention – Intensive Intervention

15% of students — Tier II: Secondary Level of Prevention - Intervention

Tier I: Primary Level of Prevention – Instruction/ Core Curriculum — 80% of students

SWD, EL, Gifted

Students receive services at all levels, depending on need.

# Student Supports



22-23 Number of Students Receiving Support Services

# Early Intervention Program (EIP) Read/Math
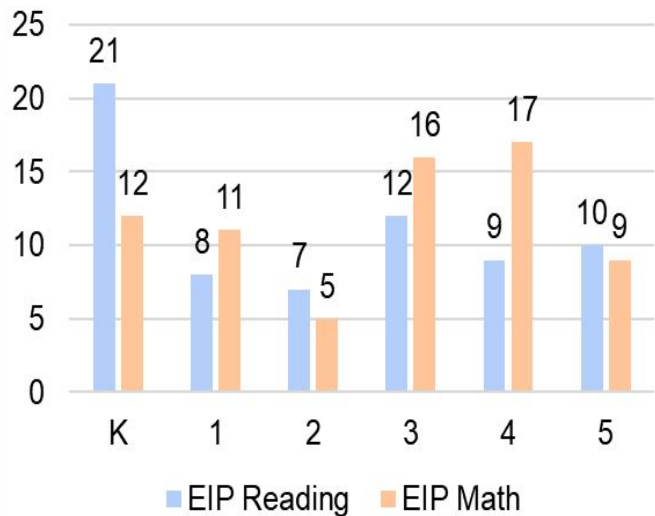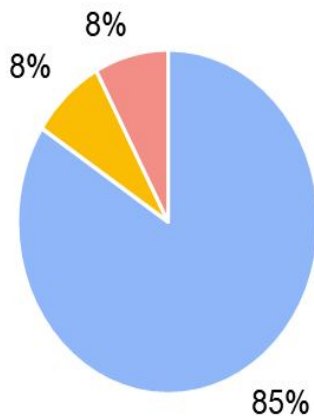
# ECS, Gifted



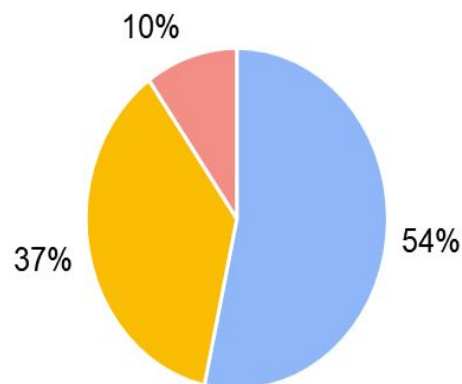ECS by Ethnicity

- 0
- 17% White
- 15% Multi
- 26% Hispanic
- 42% Black
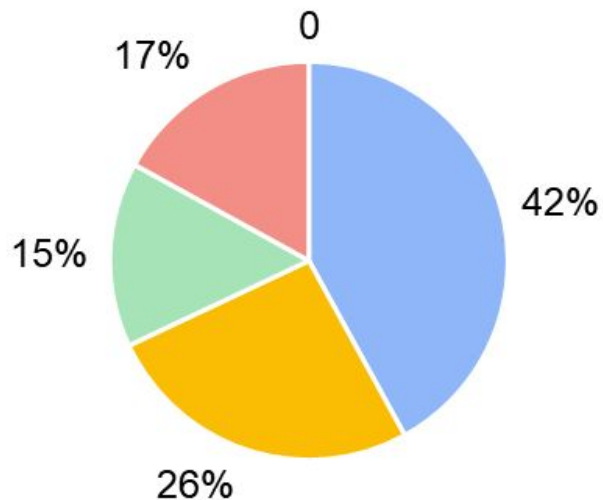
Legend: Asian, Black, Hispanic, Multi, White

Gifted by Ethnicity

- 2% Asian
- 29% White
- 14% Multi
- 10% Hispanic
- 46% Black
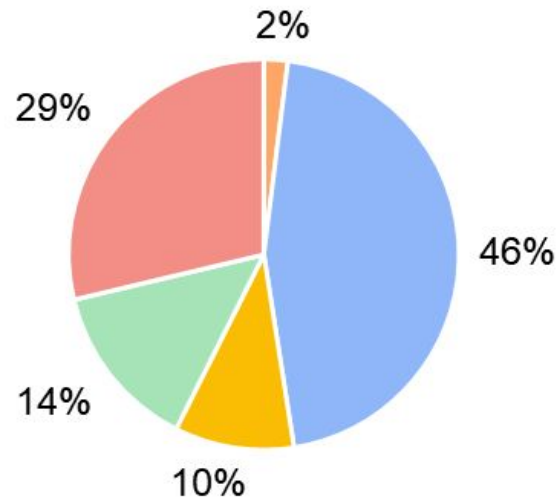
Legend: Asian, Black, Hispanic, Multi, White

# Other Process Data

| | |
|---|---|
| Student Shout Outs & Voyager of the Month | 380 |
| Students Awarded Den Points | 478 |
| Positive Staff Recognition | 110 |
| Parent Participation in Workshops | 431 |
| Parent Participation in Conference Days | 74% |

# Process Data:
## Observations, Questions, Possible Root Causes

Observations:
- High parent participation in workshops and conferences
- Large percentage of students have received positive recognition
- High percentage of EIP Reading students are Black
- Hispanic students receiving Gifted services is less than half of the demographic group
- Similar numbers of students are served through EIP, ESOL, Gifted, and ECS variance of 13
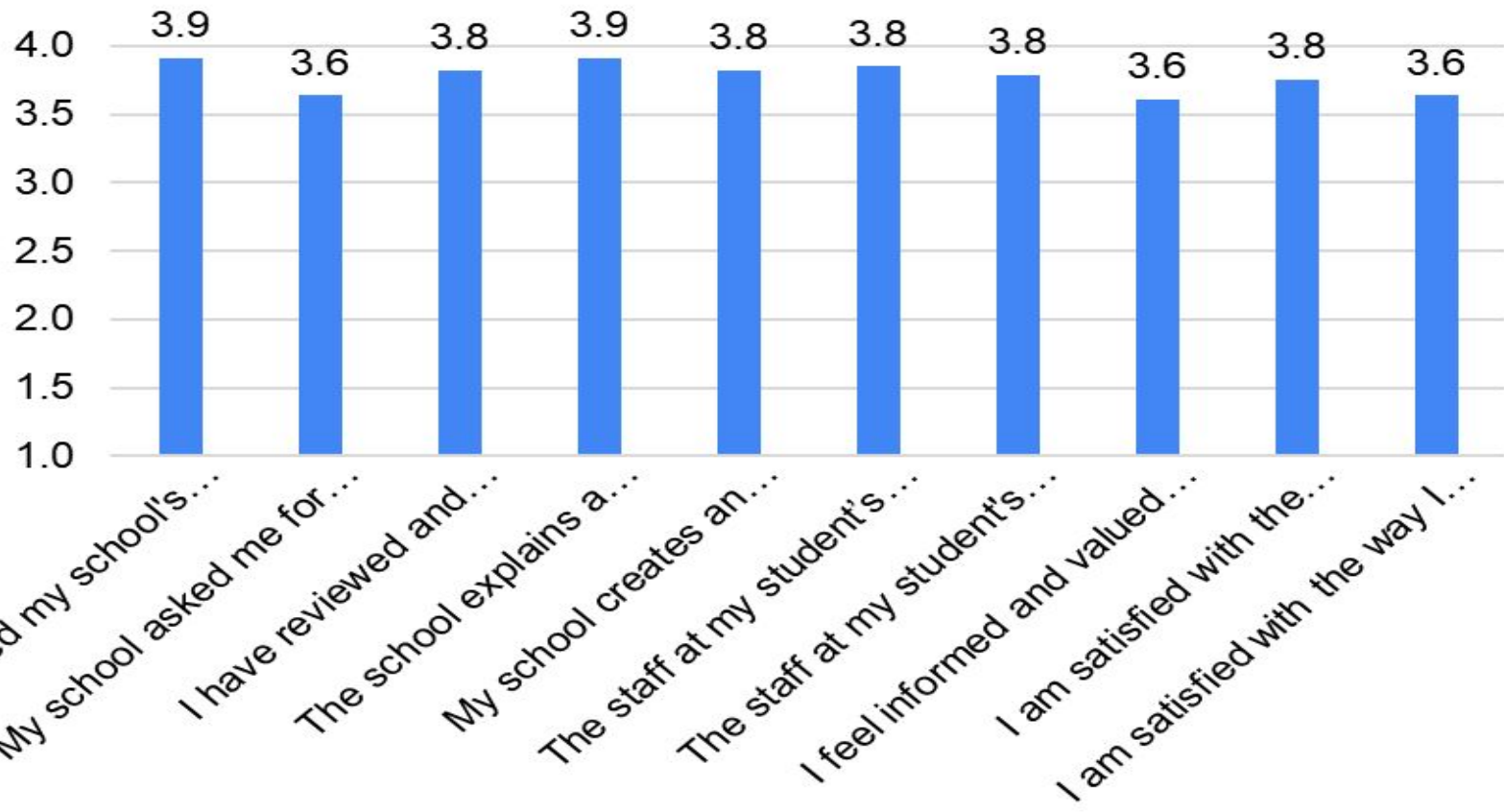
Questions:
- Why is the amount of Black students in EIP reading so high?
- How do we increase the number of Hispanic students in the gifted program?
- How can we increase talent development?

Possible Root Causes:
- Need for talent development and promotion of creativity and critical thinking
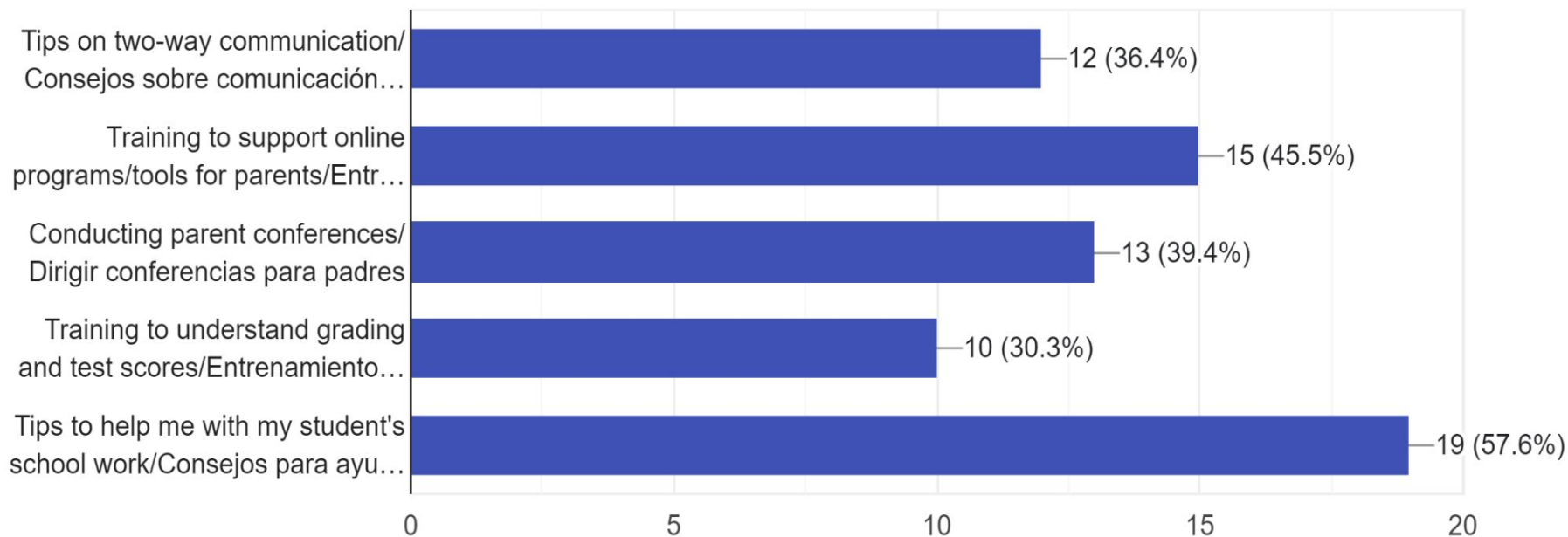- Need for parent education related to creativity/critical thinking

# Perception Data

22-23 Title 1 Parent Survey
33 Total Responses

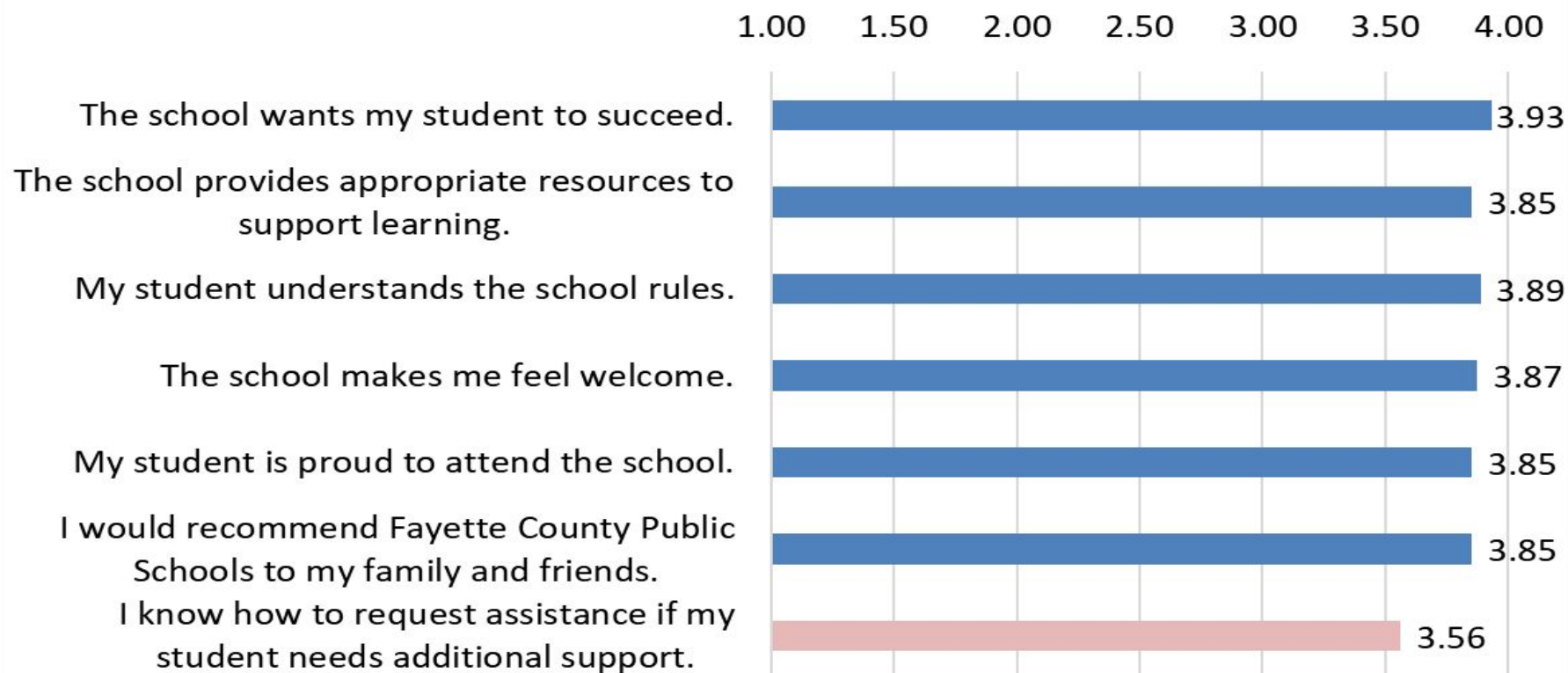| Question | Rating |
|---|---|
| I have reviewed my school's... | 3.9 |
| My school asked me for... | 3.6 |
| I have reviewed and... | 3.8 |
| The school explains a... | 3.9 |
| My school creates an... | 3.8 |
| The staff at my student's... | 3.8 |
| The staff at my student's... | 3.8 |
| I feel informed and valued... | 3.6 |
| I am satisfied with the... | 3.8 |
| I am satisfied with the way I... | 3.6 |

The following activities would build the capacity of school staff to work with me as an equal partner: (check all that apply)   Las siguientes acti...ocio igualitario (seleccionar todos los que apliquen)
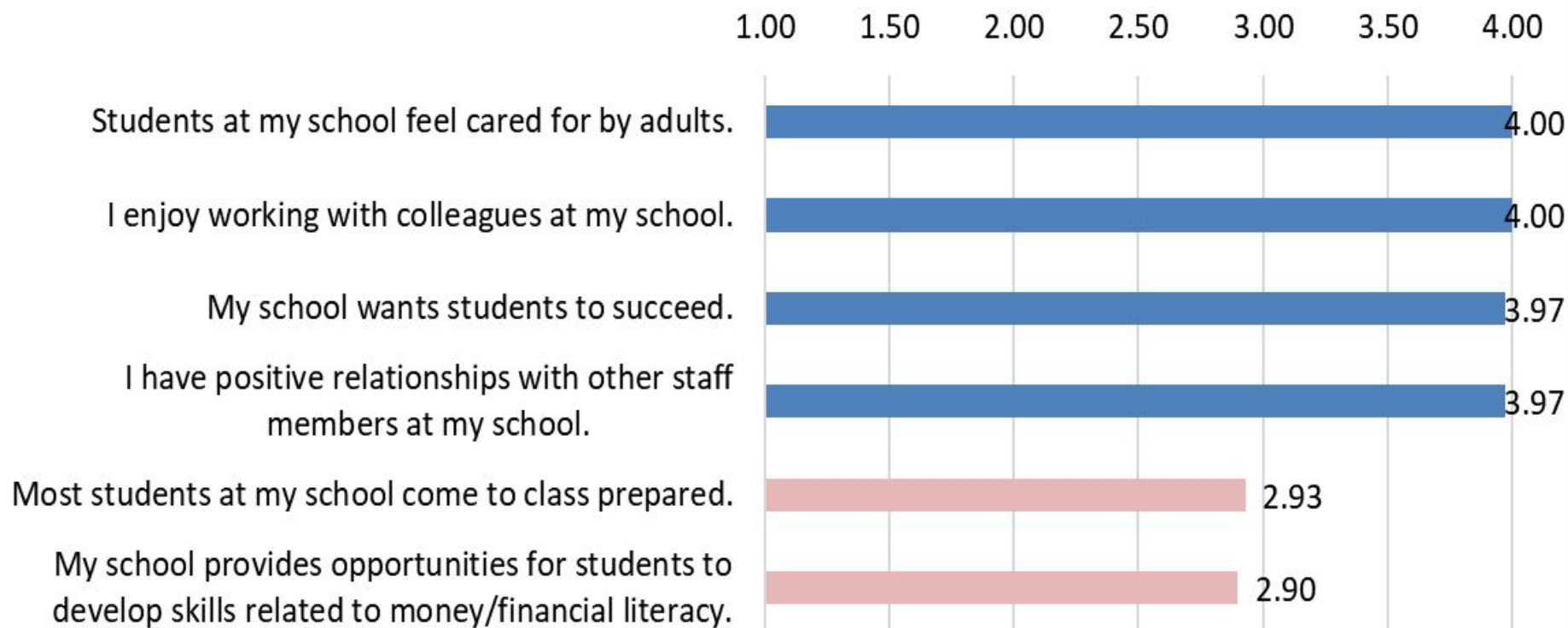
33 responses



| Activity | Count (Percentage) |
| --- | --- |
| Tips on two-way communication/Consejos sobre comunicación… | 12 (36.4%) |
| Training to support online programs/tools for parents/Entr… | 15 (45.5%) |
| Conducting parent conferences/Dirigir conferencias para padres | 13 (39.4%) |
| Training to understand grading and test scores/Entrenamiento… | 10 (30.3%) |
| Tips to help me with my student's school work/Consejos para ayu… | 19 (57.6%) |

22-23 Fayette County Schools Parent Climate Survey
55 Responses, January 2023

| Question | Score |
|---|---|
| The school wants my student to succeed. | 3.93 |
| The school provides appropriate resources to support learning. | 3.85 |
| My student understands the school rules. | 3.89 |
| The school makes me feel welcome. | 3.87 |
| My student is proud to attend the school. | 3.85 |
| I would recommend Fayette County Public Schools to my family and friends. | 3.85 |
| I know how to request assistance if my student needs additional support. | 3.56 |

22-23 Fayette County Schools Personnel Climate Survey
30 Responses, January 2023
Highest and Lowest Scores

| | Score |
|---|---|
| Students at my school feel cared for by adults. | 4.00 |
| I enjoy working with colleagues at my school. | 4.00 |
| My school wants students to succeed. | 3.97 |
| I have positive relationships with other staff members at my school. | 3.97 |
| Most students at my school come to class prepared. | 2.93 |
| My school provides opportunities for students to develop skills related to money/financial literacy. | 2.90 |

# Perception Data:
# Observations, Questions, Possible Root Causes

Observations:
- Parents are familiar with family engagement policy and compact
- Parents report a positive environment that promotes learning and belonging
- Staff is responsive to family and student needs
- School wants children to succeed
- Staff report positive collegial relationships
- Parents want to understand report cards, and how they can help

Questions:
- Why do staff feel students are unprepared for class?
- What is the most effective way to to share specific information with parents?
- How do we increase/diversify parent involvement?

Possible Root Causes:
- Lack of student & parent accountability
- Communication and information are not well-timed or delivered effectively
- Complex school/home schedules limit parent availability
- Lack of home understanding of student expectations and rigor
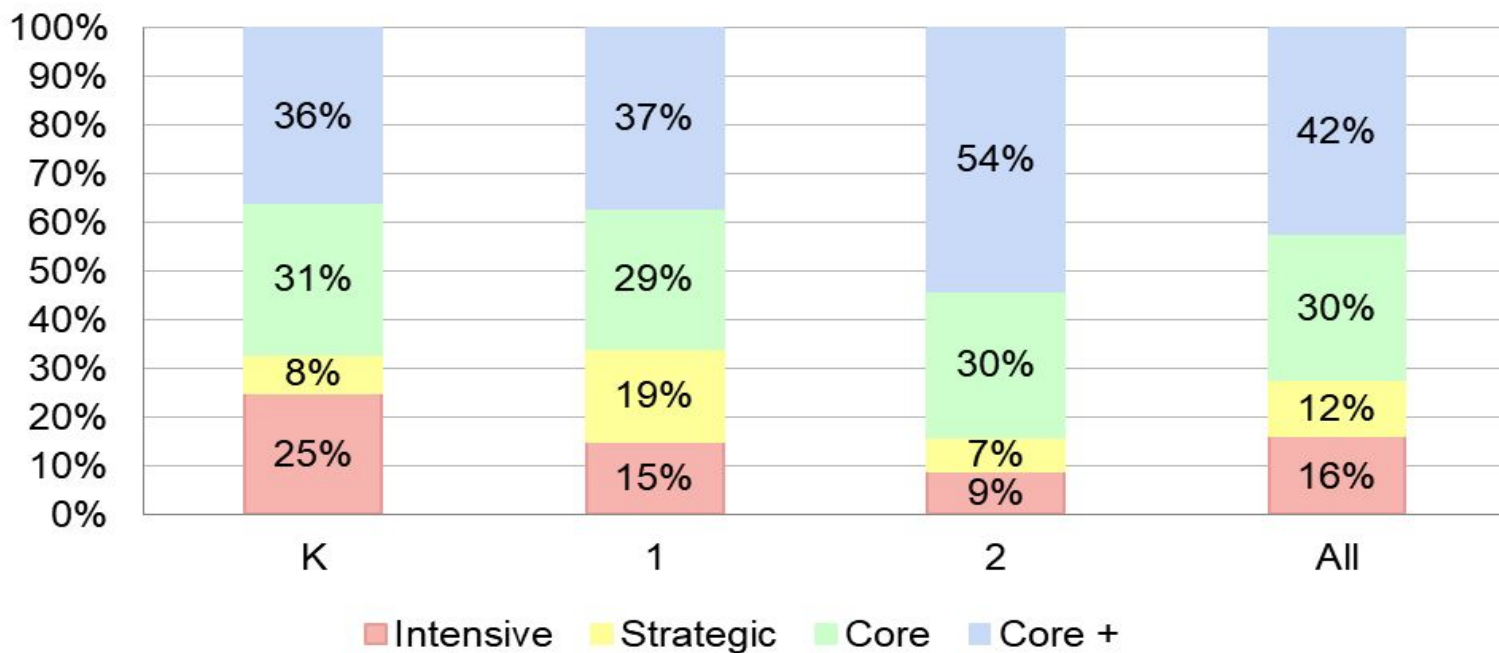- Differing cultural experiences and expectations of school rigor and school/home partnership

# Student Achievement
## 21-22 Dibels, RI, STAR, 20-21 Milestones

# Goal: Grades K-2 EOY at or above proficient on Dibels composite score from at or above 80%
## Result - **Spring 72% - *up from 57% Fall***



### 22-23 End of Year K-2 Dibels Composite Score
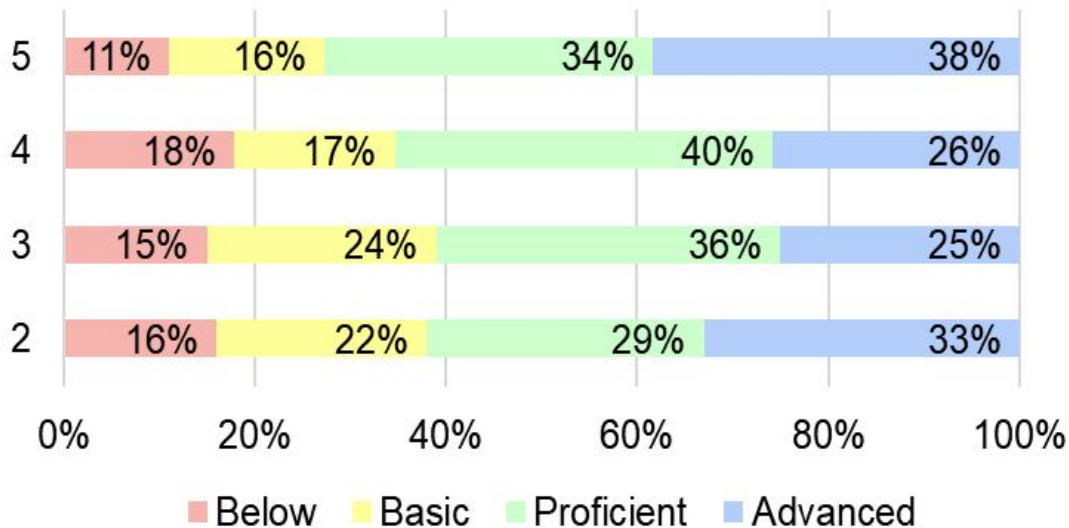### Goal - 80% Core/Core+

| | K | 1 | 2 | All |
|---|---|---|---|---|
| Core + | 36% | 37% | 54% | 42% |
| Core | 31% | 29% | 30% | 30% |
| Strategic | 8% | 19% | 7% | 12% |
| Intensive | 25% | 15% | 9% | 16% |

Legend: ■ Intensive ■ Strategic ■ Core ■ Core +

**Goal: Increase grades 2-5 EOY proficient or higher Reading Inventory score from 59% to 65%.**
**Result - Spring 66% - up from 49% Fall**



22-23 RI End of Year Proficiency
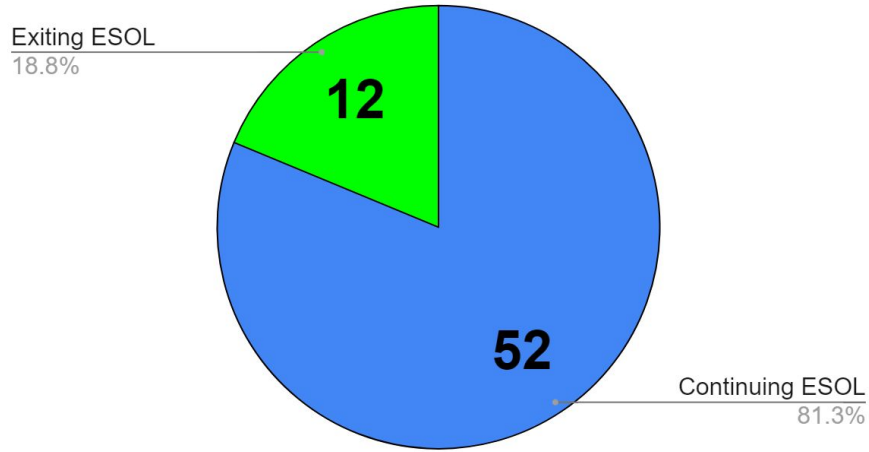Goal 65% Proficient/Advanced

- Below
- Basic
- Proficient
- Advanced

15%
31%
20%
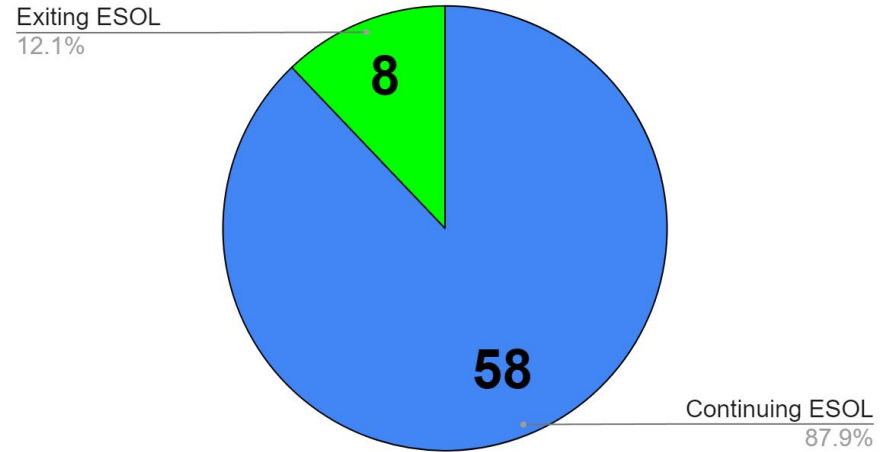35%
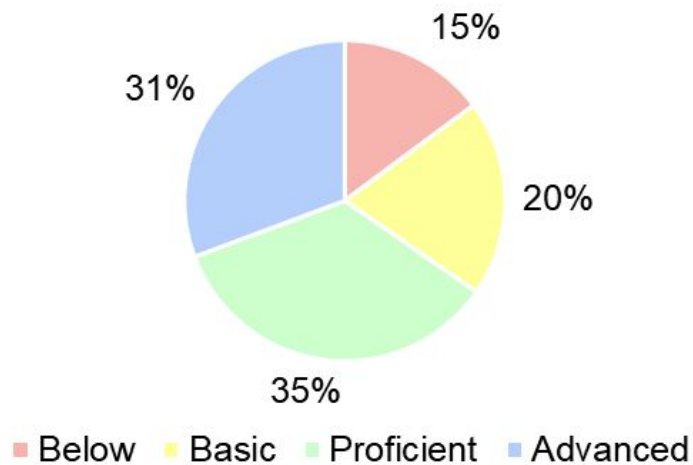
22-23 RI Proficiency
Goal - 65% Proficient/Advanced

| Grade | Below | Basic | Proficient | Advanced |
|-------|-------|-------|------------|----------|
| 5 | 11% | 16% | 34% | 38% |
| 4 | 18% | 17% | 40% | 26% |
| 3 | 15% | 24% | 36% | 25% |
| 2 | 16% | 22% | 29% | 33% |

0%   20%   40%   60%   80%   100%

- Below
- Basic
- Proficient
- Advanced

# ACCESS for ELLs

## 2023 ACCESS Results (64 tested)

Exiting ESOL
18.8%

12

52

Continuing ESOL
81.3%

## 2022 ACCESS Results (66 tested)

Exiting ESOL
12.1%

8

58

Continuing ESOL
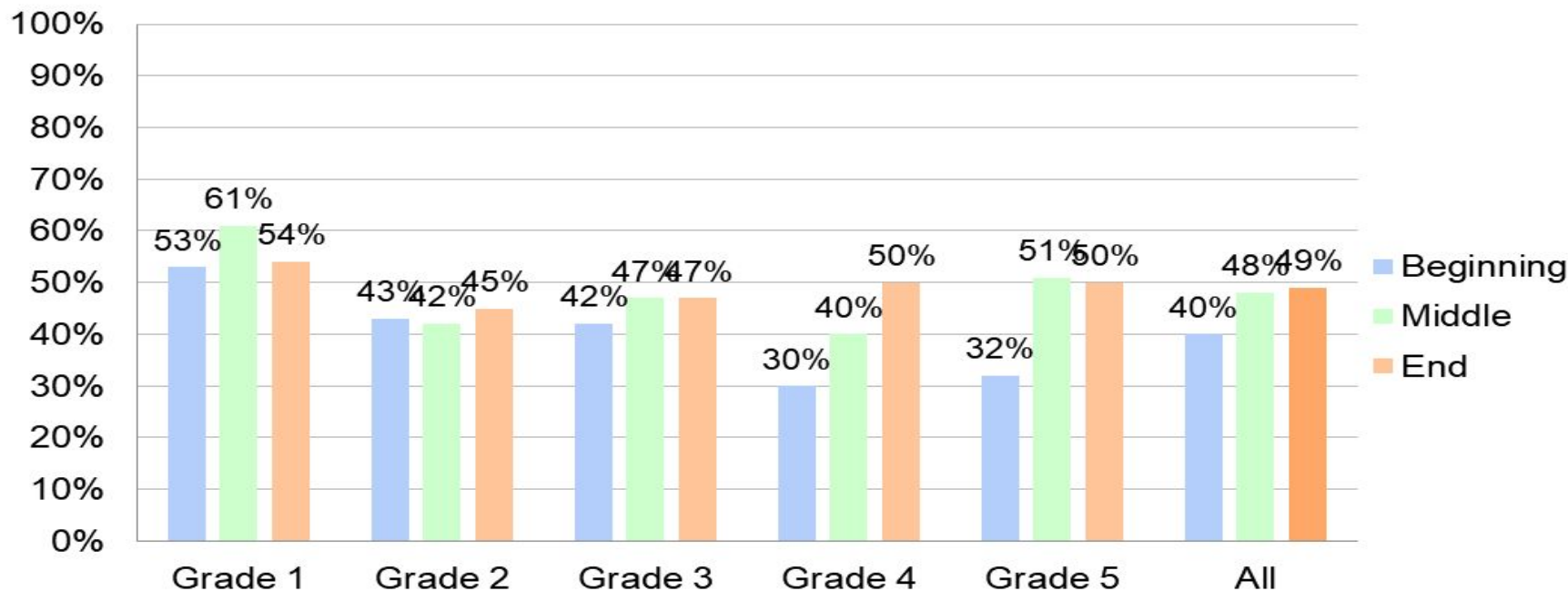87.9%

# Goal: Increase grades 1-5 at or above the 70th percentile on the EOY STAR Math assessment from 46% to 55%
## Result - **Spved 49%, up from 40% Fall**



22-23 STAR Math
Goal - 55% At/Above 70th Percentile
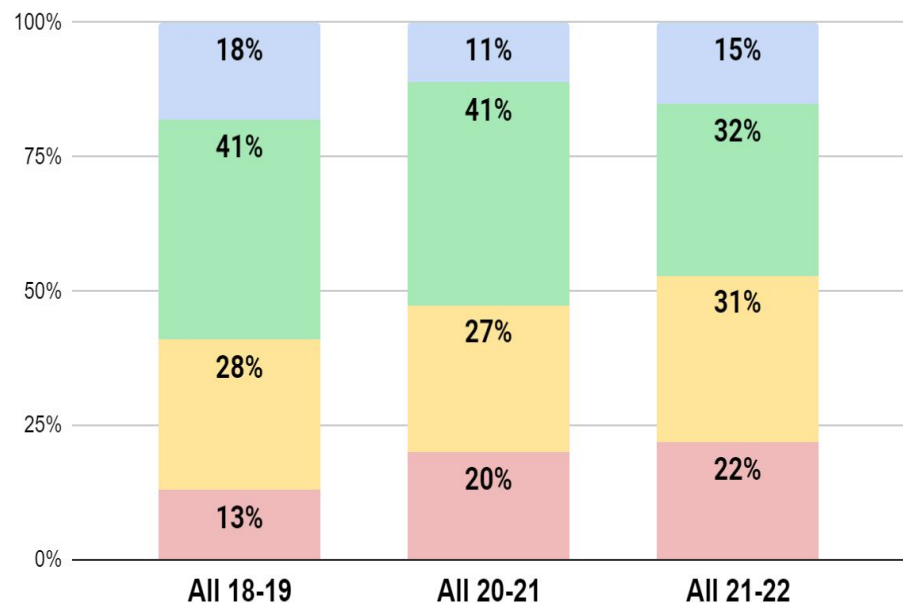
# 21-22 Milestones Data
## Grades 3, 4, 5

# 22-23 official data not yet available
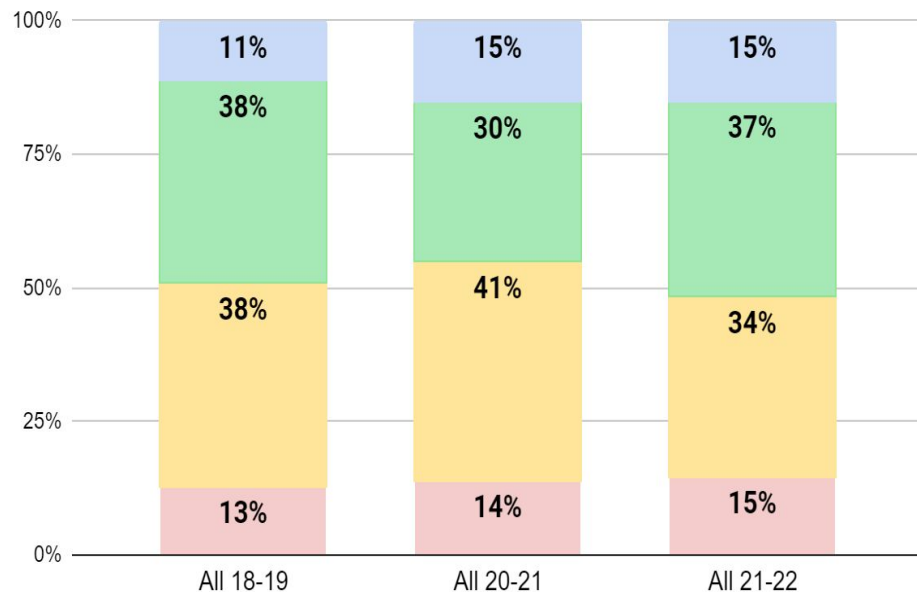## Goal: 21-22 ELA at/above proficient from 52% to 60%
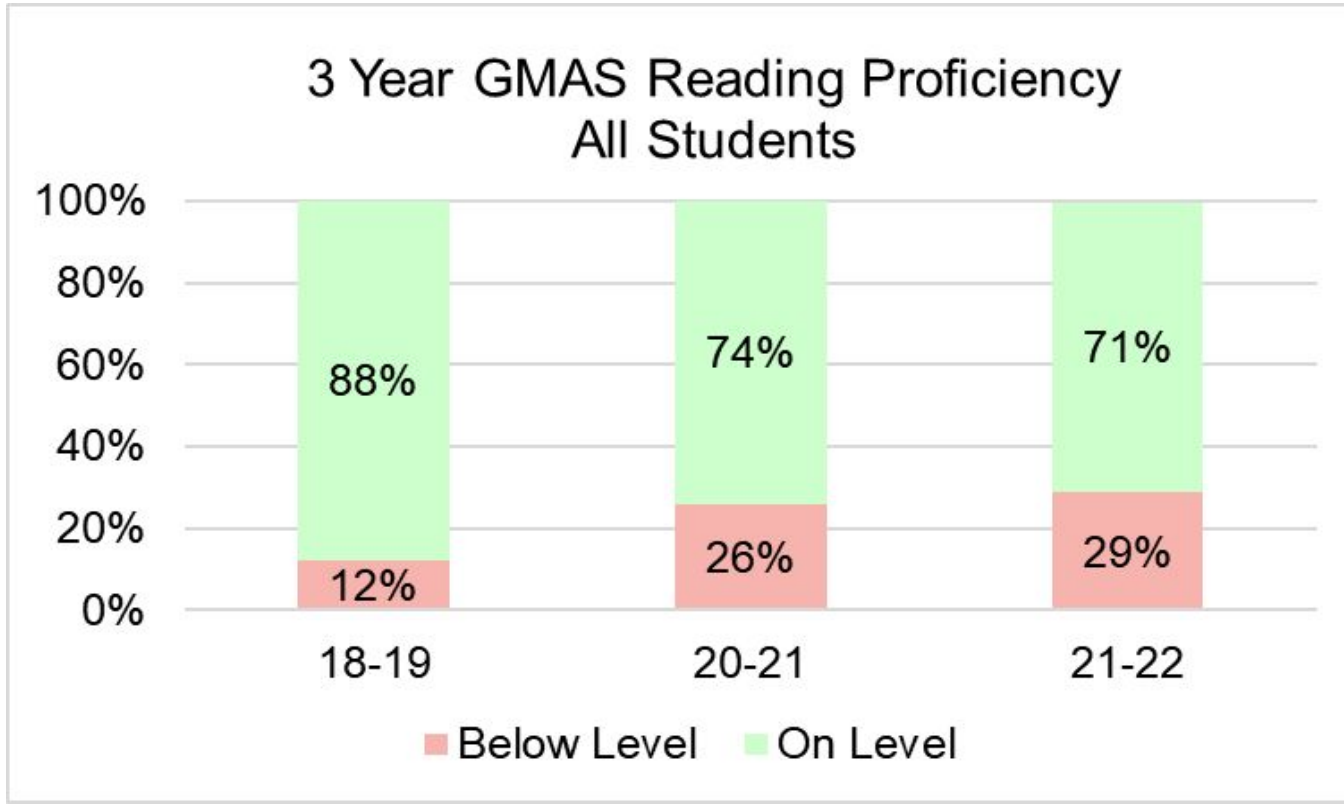## Goal: 21-22 math at/above proficient from 45% to 51%

**3 Year GMAS ELA Proficiency All Students**

| | All 18-19 | All 20-21 | All 21-22 |
|---|---|---|---|
| | 18% | 11% | 15% |
| | 41% | 41% | 32% |
| | 28% | 27% | 31% |
| | 13% | 20% | 22% |

**3 Year GMAS Math Proficiency All Students**

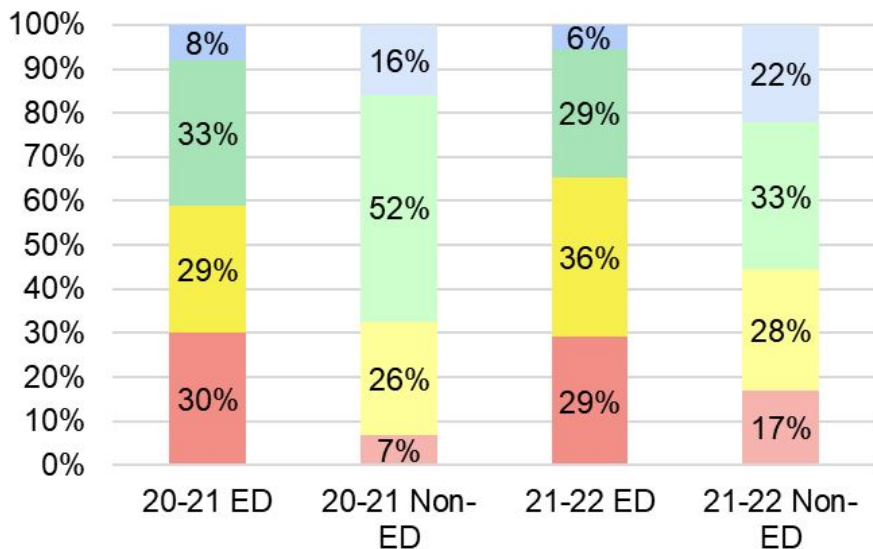| | All 18-19 | All 20-21 | All 21-22 |
|---|---|---|---|
| | 11% | 15% | 15% |
| | 38% | 30% | 37% |
| | 38% | 41% | 34% |
| | 13% | 14% | 15% |

3 Year GMAS Reading Proficiency
All Students

# Goal: Closing gaps among sub-groups
# Measure: GMAS Economically Disadvantaged



**2 Year GMAS ELA Proficiency**
**Economically Disadvantaged (ED), Non-ED**

| | 20-21 ED | 20-21 Non-ED | 21-22 ED | 21-22 Non-ED |
|---|---|---|---|---|
| Blue | 8% | 16% | 6% | 22% |
| Green | 33% | 52% | 29% | 33% |
| Yellow | 29% | 26% | 36% | 28% |
| Red | 30% | 7% | 29% | 17% |

**2 Year GMAS Math Proficiency**
**Economically Disadvantaged (ED), Non-ED**

| | 20-21 ED | 20-21 Non-ED | 21-22 ED | 21-22 Non-ED |
|---|---|---|---|---|
| Blue | 10% | 22% | 7% | 20% |
| Green | 25% | 35% | 35% | 38% |
| Yellow | 46% | 35% | 43% | 28% |
| Red | 16% | 14% | 19% | 7% |
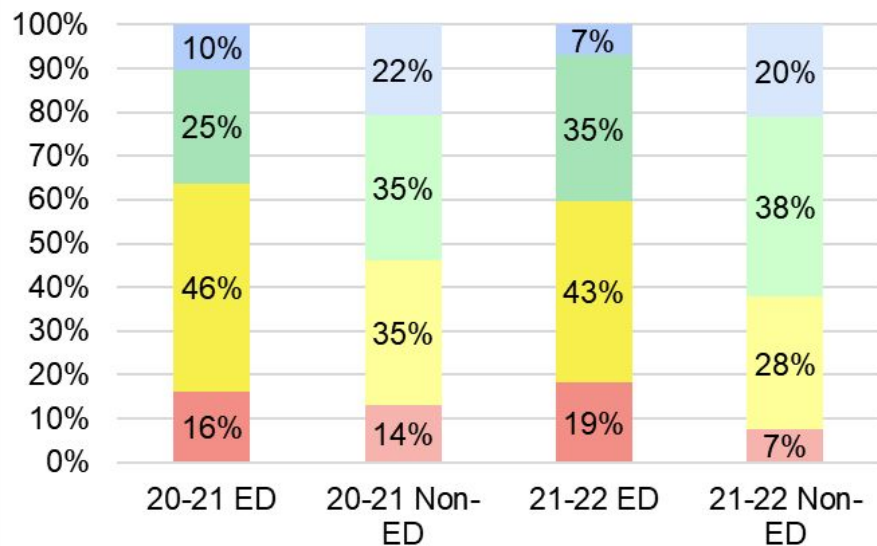
Goal: Closing gaps among sub-groups
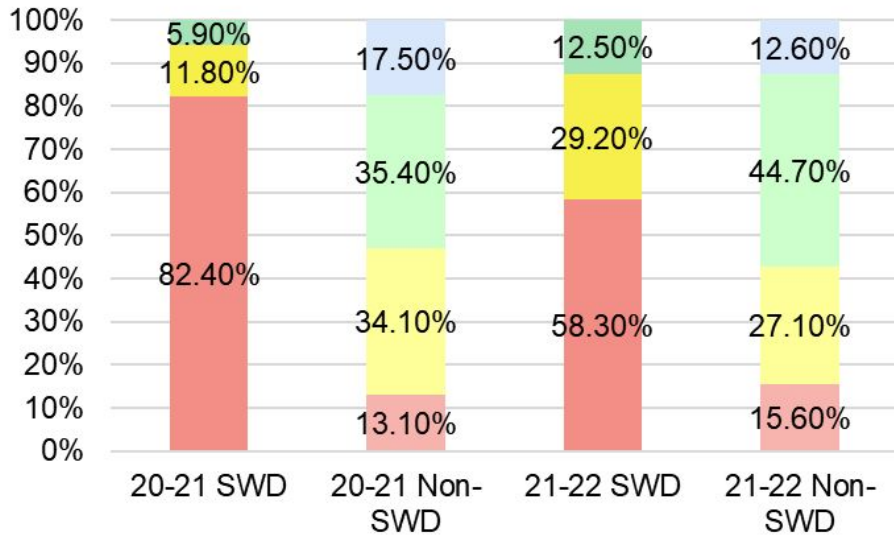Measure: GMAS English Language Learners
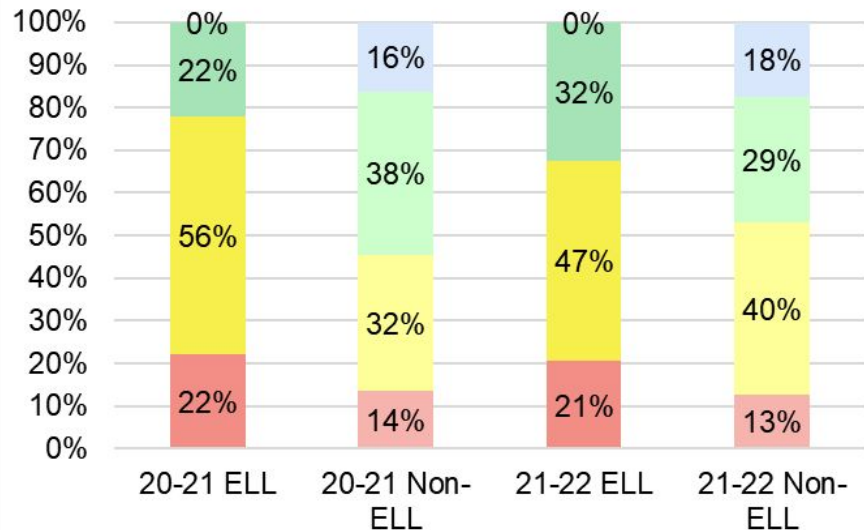
# Goal: Closing gaps among sub-groups
# Measure: GMAS Students w/Disabilities



2 Year GMAS ELA Proficiency Students w/Disabilities (SWD), Non-SWD

| | 20-21 SWD | 20-21 Non-SWD | 21-22 SWD | 21-22 Non-SWD |
|---|---|---|---|---|
| | 5.90% | 17.50% | 12.50% | 12.60% |
| | 11.80% | 35.40% | 29.20% | 44.70% |
| | 82.40% | 34.10% | 58.30% | 27.10% |
| | | 13.10% | | 15.60% |

2 Year GMAS Math Proficiency Students w/Disabilities (SWD), Non-SWD

| | 20-21 SWD | 20-21 Non-SWD | 21-22 SWD | 21-22 Non-SWD |
|---|---|---|---|---|
| | 5.90% | 16.70% | 4.20% / 4.20% | 16.20% |
| | 41.20% | 41.20% | 62.50% | 32.80% |
| | 52.90% | 33.30% | 29.20% | 38.90% |
| | | 8.80% | | 12.10% |

# Goal: Closing gaps among sub-groups
# Measure: GMAS by Ethnicity



21-22 GMAS ELA Proficiency by Ethnicity

| | Black | Hispanic | Multi | White |
|---|---|---|---|---|
| Blue | 16% | 5% | 27% | 22% |
| Green | 26% | 34% | 55% | 39% |
| Yellow | 33% | 34% | (18%) | 22% |
| Red | 24% | 26% | 0% | 17% |
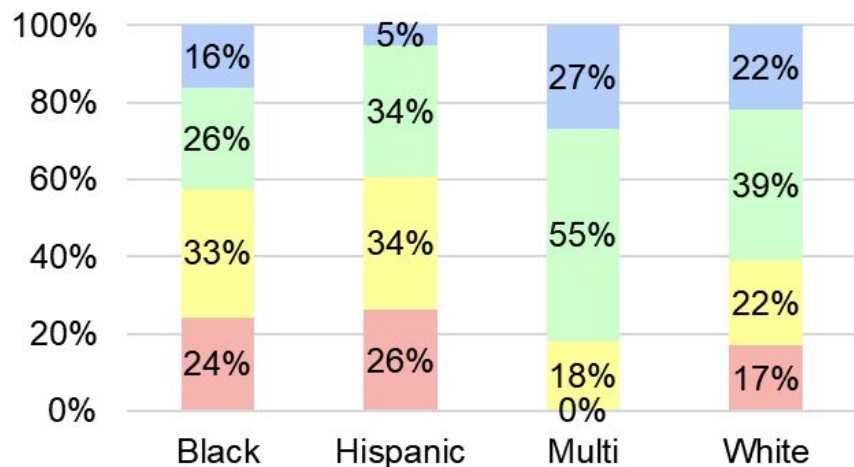


21-22 GMAS Math Proficiency by Ethnicity

| | Black | Hispanic | Multi | White |
|---|---|---|---|---|
| Blue | 15% | 10% | 18% | 18% |
| Green | 29% | 43% | 46% | 51% |
| Yellow | 40% | 34% | 27% | 16% |
| Red | 16% | 13% | 9% | 16% |
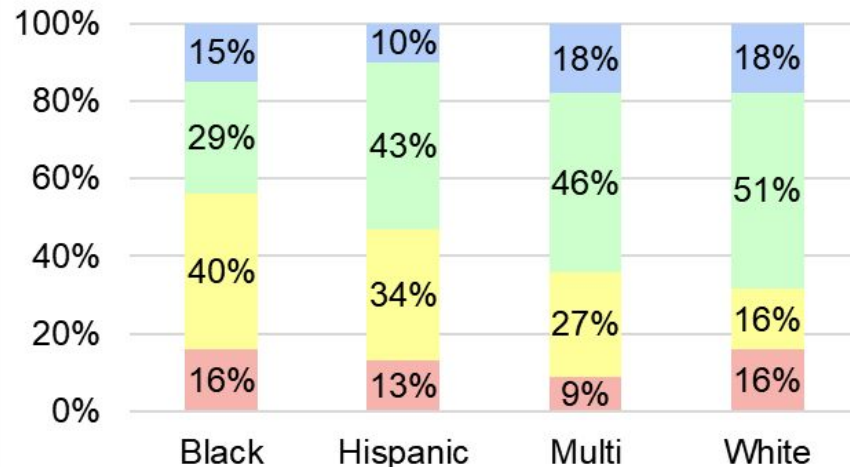
# Achievement Data:
# Observations, Questions, Possible Root Causes

Observations:
- Gaps exists between subgroups in Milestones reading/math performance
- Growth noted in reading K-5
- Nearly 40% of 2nd & 3rd grade students are not proficient on RI
- Growth in STAR math proficiency
- Increase in number of ESOL students qualifying to exit the program

Questions:
- Why did 4th grade math grow more than other grade levels?
- How do new to Burch students perform?
- Why aren't students who receive services growing more quickly?

Possible Root Causes:
- Lack of community awareness of importance of early childhood learning and engagement
- Lack of literacy exposure, vocabulary, skills, comprehension
- Lack of foundational math skills
- Large number of ECS students in 3rd, 4th, 5th
- Significant behaviors have interrupted learning environments
- Inconsistent instruction and intervention
- Lack of data to inform specific intervention
- Skills taught and practiced in isolation

# Data Questions?
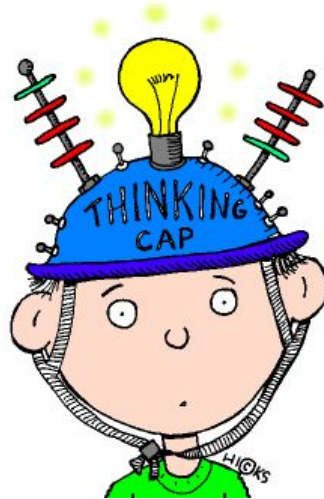
# Data: Overarching Needs, Growth Areas

- To increase achievement and close subgroup gaps

- To maintain a positive and safe school culture

**Today's Goal: To engage our stakeholders in the continuous school improvement process for the purpose of improving student academic achievement and building the capacity of staff and families**

## AGENDA

✅ Continuous School Improvement Process Overview

✅ Data Review and Input

- Comprehensive Needs Assessment Review and Input
- Overarching Needs and Root Causes Review and Input
- Action Steps and Implementation Plan Review and Input
- Family Engagement Plan and Compact Review and Input
- Use of 1% Set-aside Review and Input
- Building Staff and Family Capacity Input
- Next Steps
- Adjourn

# Comprehensive Needs Assessment (CNA)

[Comprehensive Needs Assessment Summary](#)

# Coherent Instructional System

| STRENGTHS | GROWTH AREAS |
|---|---|
| <ul><li>Weekly PLCs and collaborative planning focus on increasing student achievement through instruction and data analysis</li><li>Effective Tier 1 instruction, inclusive of clear learning targets, and gradual release of learning is leading to growth for students at all performance levels</li><li>The MTSS process is well-defined and systematic. Effectiveness of interventions is evident in student achievement growth and movement both down and up the tiers throughout the year.</li><li>Common standards aligned assessments are given and analyzed in ELA and math in grades K-5, and in science and social studies grades 2-5</li><li>The language of the standards is used by teachers and students throughout the learning process and content specific feedback is frequent, if not continual</li><li>Progress reporting is in Schoology in grades 3-5 allowing both students and parents ongoing access to monitor student progress.</li></ul> | <ul><li>In grades K-2, providing parents more frequent information on student progress.</li><li>Supporting all staff to develop and maintain a positive learning environment</li><li>Increasing student awareness of learner expectations and ownership of their learning</li><li>Increasing staff knowledge of and comfort with available instructional, intervention, and enrichment resources</li><li>Increasing staff knowledge and implementation of highly-effective practices to increase learner engagement and academically challenging instruction</li><li>Increasing opportunities for peer observation, coaching, and feedback to improve instructional practices</li></ul> |

# Effective Leadership

| STRENGTHS | GROWTH AREAS |
|---|---|
| <ul><li>Multiple opportunities for input and shared-decision making for staff and stakeholders</li><li>There is a clear and driving mission, vision that is shared with all stakeholders</li><li>The school improvement plan and process are jointly created and reviewed quarterly</li><li>Schedules are created and revised to maximize personnel, ensure safety, and increase student achievement</li><li>Administrators are visible and responsive to needs</li><li>Regular professional learning communities and data analysis inform instruction and school improvement</li></ul> | <ul><li>Ongoing communication and clarification of expectations, protocols, and procedures for staff and students</li><li>Streamlining and clarifying processes</li><li>Increased opportunities and time to provide input and receive feedback</li><li>Increased visibility and connectivity to foster relationships that positively impact student achievement</li><li>Increased inclusion of stakeholders to develop, communicate, and implement school improvement</li><li>Increased feedback and follow up</li></ul> |

# Professional Capacity

| STRENGTHS | GROWTH AREAS |
|---|---|
| <ul><li>Inclusion of ELA (in addition to math) in the planning, data analysis, and formative assessment creation of PLCs</li><li>Increased opportunities for teacher leadership with committees and cohorts</li><li>Opportunities for PL through the school, county, RESA, and other agencies</li><li>Specific/ individualized feedback provided</li><li>County Instructional Coaches providing professional learning and instructional support within the classroom</li><li>Ongoing LETRS training for primary grades teachers, ESOL teachers, EIP teachers, and the Special Education teachers</li><li>Choice-based professional learning</li></ul> | <ul><li>Prioritized focus for meeting with expected outcomes outlined</li><li>Clarity of roles and responsibilities for those in leadership positions</li><li>Administrative collaboration and support in PLCs</li><li>Provide paraprofessional with specific professional learning opportunities</li><li>Follow up on professional development in the classroom-reflection surveys</li><li>Refine PLC format to create more cohesion across the grade levels</li><li>Create a systematic way to evaluate the effectiveness of PL</li></ul> |

# Family & Community Engagement

| STRENGTHS | GROWTH AREAS |
|---|---|
| <ul><li>We provide multiple opportunities and resources to engage parents and support at home learning, such as, parent workshops, videos, digital and material resources, etc.</li><li>Translators/interpreters are provided for conferences and family engagement events</li><li>School and home communication is frequent and supports student achievement</li><li>Grades 3-5 student grades/progress are continually available in Schoology</li><li>Strong volunteer base including community volunteers to support academic achievement</li><li>One School, One Book initiative</li><li>Community resources are shared to support families</li></ul> | <ul><li>Present a variety of opportunities for family involvement</li><li>Consistently and intentionally utilize, and possibly incentivize, social media to share current information</li><li>Consider a parent questionnaire on careers, talents, hobbies, etc. to align and increase parent volunteer and engagement opportunities</li><li>Clarify report cards and student proficiency expectations throughout the year</li><li>Increase the frequency of communication of K-2 student achievement progress</li><li>Ensure parents familiar with Schoology, Infinite Campus and other online platforms and resources</li></ul> |

# Supportive Learning Environment

| STRENGTHS | GROWTH AREAS |
|---|---|
| ● A clear and common vision and mission are evident<br>● Knowledgeable and collaborative staff<br>● Staffs build relationships with students, colleagues, and families<br>● A commitment to promoting a culture of trust and sense of community<br>● A variety of student supports are in place to enhance student academic and social/emotional growth and development<br>● School staff consistently recognizes and celebrates students and staff<br>● A variety of enrichment clubs are offered | ● Increase student accountability for learning and behavior<br>● Increase consistency of schoolwide and classroom behavior and learner expectations<br>● Increase behavioral support and follow through for select students<br>● Increase behavioral coaching and follow up for select staff<br>● Increase the number of mentorship opportunities<br>● Increase opportunities for challenging learning that promotes creativity and critical thinking<br>● Increase parent communication of student progress for grades K-2<br>● Follow up on new staff mentor initiatives |

# CNA Questions?
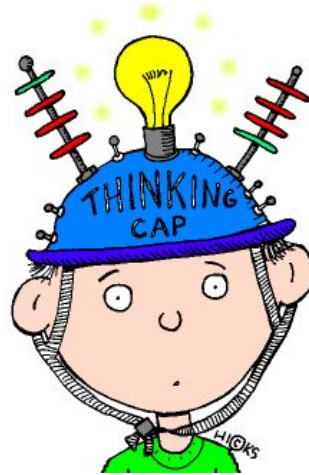
**Today's Goal: To engage our stakeholders in the continuous school improvement process for the purpose of improving student academic achievement and building the capacity of staff and families**

## AGENDA

✅ Continuous School Improvement Process Overview

✅ Data Review and Input

✅ Comprehensive Needs Assessment Review and Input

- Overarching Needs and Root Causes Review and Input
- Action Steps and Implementation Plan Review and Input
- Family Engagement Plan and Compact Review and Input
- Building Staff Capacity Input
- Use of 1% Set-aside Review and Input
- Next Steps
- Adjourn

# Overarching Needs

Increase student achievement and close subgroup gaps.

Enhance school culture, climate, safety, and connections among faculty, students, parents, and community.

# Increase student achievement and close achievement gaps

Root Causes

1. Inconsistent fidelity of evidence-based curriculum, instruction, and intervention
2. Students present a wide variety of
   a. English literacy exposure, skills, vocabulary, comprehension, and background knowledge
   b. Number sense, understanding of base ten, critical thinking, and application of knowledge and skills
   c. Learning strengths, gaps, styles, rates, and needs
3. Inconsistent parent capacity to support student growth and achievement
4. Limited rigorous critical thinking or enrichment opportunities
5. Significant behaviors have interrupted learning environments
6. Disconnected or isolated skill instruction and acquisition - lacking application
7. Lack of skill specific informative assessment data

# Enhance school culture, climate, safety, and connections among faculty, students, parents, and community

Root Causes

1. Continued need for safe, welcoming, and respectful school environment
2. Increased number of students with behavioral/social/emotional needs
3. Increased need for clarification and consistent behavioral expectations and supports
4. Continued need for input and shared decision making
5. Continued need for community collaboration and involvement
6. Varying levels of staff expertise in supporting the needs of diverse students and families
7. Varying levels of social-emotional and cultural competency among students
8. Inconsistent parent capacity to support student growth and development
9. Multiple methods of communication can be confusing or result in information overload

Today's Goal: To engage our stakeholders in the continuous school improvement process for the purpose of improving student academic achievement and building the capacity of staff and families

# AGENDA

✅ Continuous School Improvement Process Overview

✅ Data Review and Input

✅ Comprehensive Needs Assessment Review and Input

✅ Overarching Needs and Root Causes Review and Input

- Action Steps and Implementation Plan Review and Input
- Family Engagement Plan and Compact Review and Input
- Use of 1% Set-aside Review and Input
- Next Steps
- Adjourn

# School Improvement Goals

By 2024, all subgroups will meet their performance targets as established through the state accountability model.

By 2024, Burch Elementary School will reflect a safe and healthy educational experience among faculty, students, and families as measured by state and school-based climate surveys.

# Building Capacity

# By 2024, all students will meet their individual subgroup performance targets as established through the state accountability model.

## Root Causes

- Inconsistent fidelity of evidence-based curriculum, instruction, and intervention
- Students present a wide variety of
  - English literacy exposure, skills, vocabulary, comprehension, and background knowledge
  - Number sense, understanding of base ten, critical thinking, and application of knowledge and skills
  - Learning strengths, gaps, styles, rates, and needs
- Inconsistent parent capacity to support student growth and achievement
- Limited rigorous critical thinking or enrichment opportunities
- Significant behaviors have interrupted learning environments
- Disconnected or isolated skill instruction and acquisition - lacking application
- Lack of skill specific informative assessment data

## Action Steps

1. Support effective Tier 1 instruction and the implementation of the state's instructional framework inclusive of clear teacher and student behaviors for all students, including EL, SWD, and at-risk students

2. Build staff capacity to use evidence-based practices to support student growth, achievement, and development

3. Build families' awareness and proficiency of academic expectations for students to support growth and achievement

4. Support student engagement, academic, and developmental growth and provide equitable access to student support programs and interventions

# Input Opportunity - Goal 1

Break Out Groups - 12 minutes

- Review assigned action steps and implementation plans
  - [Group 1 - Goal 1, action steps 1, 2](#)
  - [Group 2 - Goal 1 action steps 1, 2](#)
  - [Group 3 - Goal 1 action steps 3, 4](#)
  - [Group 4 - Goal 1 action steps 3, 4](#)
- Provide input for revision, additions, etc. on the document
- Report back to large group at end of session

# Sharing!

Goal 1: Increase student achievement and close gaps.

-

# Enhance school culture, climate, safety, and connections among faculty, students, parents, and community

## Root Causes

- Continued need for safe, welcoming, and respectful school environment
- Increased number of students with behavioral/social/emotional needs
- Increased need for clarification and consistent behavioral expectations and supports
- Continued need for input and shared decision making
- Continued need for community collaboration and involvement
- Varying levels of staff expertise in supporting the needs of diverse students and families
- Varying levels of social-emotional and cultural competency among students
- Inconsistent parent capacity to support student growth and development

## Action Steps

1. Provide opportunities for involvement and shared decision making for all stakeholders
2. Create a culture that ensures safety, a sense of belonging, collective efficacy, and a growth mindset for all stakeholders
3. Build family capacity and provide resources to support student growth and development
4. Increase the effectiveness of communication for all stakeholders

# Input Opportunity - Goal 2

Break Out Groups - 12 minutes

- Review assigned action steps and implementation plans
  - [Group 1 - Goal 2, action steps 3, 4](#)
  - [Group 2 - Goal 2 action steps 3, 4](#)
  - [Group 3 - Goal 2 action steps 1, 2](#)
  - [Group 4 - Goal 2 action steps 1, 2](#)
- Provide input for revision, additions, etc. on the document
- Report back to large group at end of session

# Sharing!

Goal 2: Enhance school culture, climate, and safety connections among faculty, students, parents, and community

-

Today's Goal: To engage our stakeholders in the continuous school improvement process for the purpose of improving student academic achievement and building the capacity of staff and families

# AGENDA

✅ Continuous School Improvement Process Overview

✅ Data Review and Input

✅ Comprehensive Needs Assessment Review and Input

✅ Overarching Needs and Root Causes Review and Input

✅ Action Steps and Implementation Plan Review and Input

• Family Engagement Plan and Compact Review and Input

• Use of 1% Set-aside Review and Input

• Building Staff and Family Capacity Input

• Next Steps

• Adjourn

# Family Engagement Plan and Compact Review

Stakeholder input on the Family Engagement Plan and Academic Compacts has been collected and reviewed.

If you would like to review the 21-22 documents and provide your input, please follow the links below and email your feedback to Zina Rhodes @ [rhodes.zina@.fcboe.org](mailto:rhodes.zina@.fcboe.org)

[Burch Family Engagement Plan](#)
[Grade Level Academic Compacts](#)

# Title I Funds - 1% Set-Aside

Each year the FCBOE redistributes funds back to local schools and these funds are called the 1% set-aside funds.

Each year, the stakeholders at Burch ES have placed an important role in providing input as to how our 1% set-aside funds can be best utilized to support and enhance student learning and parent involvement. We have been able to do the following: purchasing additional instructional materials and supplies for classrooms and for the parent resource center, and pay a portion of the salary of the Title 1 Parent Liaison.

# Priorities for Title 1 Family Engagement Budget (1% Set Aside)
## *from parent survey and in-person input sessions*

- **Building staff capacity to support family engagement**
  - Training on building supportive family partnerships including:
    - Effective two-way communication
    - Successful parent/teacher conferences
    - Clarifying grade level and content expectations in family friendly language
    - Clarifying student current level of achievement and report card
    - Effective strategies for sharing grade level, content specific academic resources to support learning at home
  - Training and resources for interactive parent/family workshops
  - Increased opportunities for parent engagement, such as, volunteering, student showcases

# Priorities for Title 1 Family Engagement Budget (1% Set Aside)
*from parent survey and in-person input sessions*

- **Building family capacity to support academic achievement**
  - Training on building supportive family partnerships including:
    - Effective two-way communication and use of online communication and monitoring programs/tools
    - Successful parent/teacher conferences
    - Understanding grade level and content expectations
    - Understanding student's current levels of achievement and report card
    - Utilizing grade level, content specific academic strategies and resources
  - Increased bilingual resources
  - Increased early literacy resources
  - Increased numeracy resources
  - Continue One School, One Book initiative
  - Milestones information night earlier in the year

# Title I 23-24 1% Set-Aside Funds

Other suggestions?

- Bilingual resources
- Literacy resources
- Family friendly resources to support growth and development
- Newsletter for parents to see the available resources -categorized
- Involve parent liaison in parent conferences to identify needed resources
- K-5 decodable examples provided (9 week periods)

# What's Next In the Process?

## Upcoming Initiatives

| June 1, 2023 | ● FY24 CNA-SIP Completed (100%) Draft in SLDS Due<br>● FY24 Parent Engagement Plan Due in SLDS (100%)<br>● FY24 Parent-Student-Teacher Academic Compacts Due<br>● FY24 Evidence-based Documentation Draft Due |
|---|---|
| June 30, 2023 | ● FY23 Title I Program EOTY Evaluation Due<br>● FY23 Title I Budget Draft Due<br>● FY23 Evidence-based Documentation Final Due |

# Today's Goal: To engage our stakeholders in the continuous school improvement process for the purpose of improving student academic achievement and building the capacity of staff and families

## AGENDA

✅ Continuous School Improvement Process Overview

✅ Data Review and Input

✅ Comprehensive Needs Assessment Review and Input

✅ Overarching Needs and Root Causes Review and Input

✅ Action Steps and Implementation Plan Review and Input

✅ Family Engagement Plan and Compact Review and Input

✅ Use of 1% Set-aside Review and Input

✅ Building Staff and Family Capacity Input

✅ Next Steps

● Adjourn

# Thank You For Joining Us Today!

- QUESTIONS?

- ADJOURN