Robert J. Burch Elementary
Title I Annual Stakeholder Meeting

Facilitator: Principal **LISA HOWE**

Date: May 6, 2020

Time: 12:00 pm – 3:00 pm

Thank you for joining us today!

Please type your name in the chat box and leave your microphone muted unless you are speaking.

If you have Zoom connectivity issues, turning off your video, or closing other tabs may help.

We appreciate your time and participation.

Goal: To engage our stakeholders in the Continuous School Improvement Process

AGENDA

- **Continuous School Improvement Process Overview**
- **Comprehensive Needs Assessment Overview**
- **Action Steps and Implementation Plan Review**
- **Input Gathering and Reporting**
- **Family Engagement Plan and Compact Review**
- **Next Steps**
- **Adjourn**

Georgia's Systems of Continuous Improvement Process

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

Process to Improve (How to Improve)
- Identify Needs
- Select Interventions
- Plan Implementation
- Implement Plan
- Examine Progress
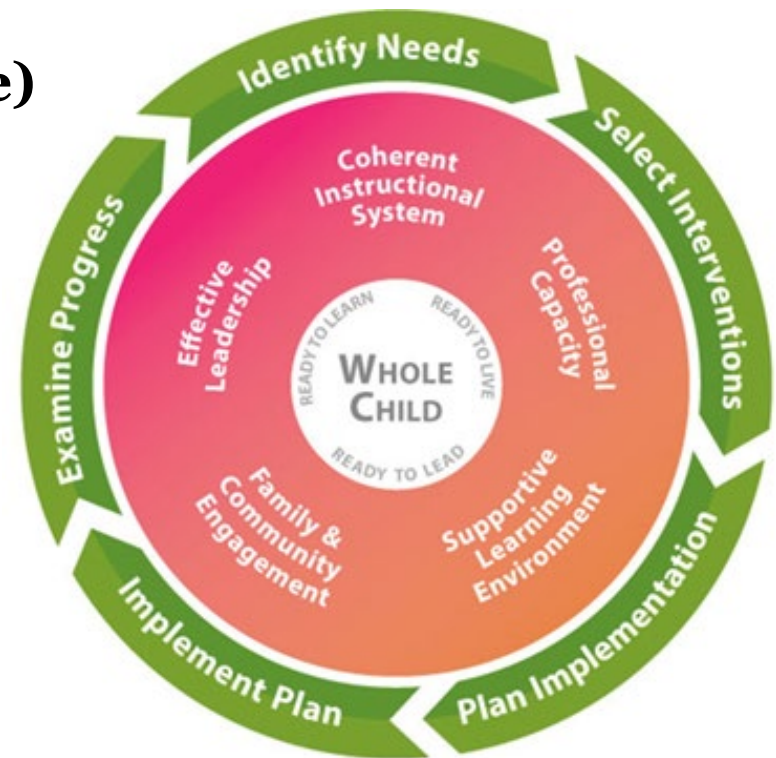
School Improvement Process

Comprehensive Needs Assessment (CNA)

- Planning & preparation
- Data collection & analysis
- Self-evaluation
- Needs identification and root cause

Schoolwide Improvement Plan (SWP-SIP)

- General improvement plan information
- School improvement goals/action steps
- Required questions

Process Questions?

Comprehensive Needs Assessment (CNA)

Stakeholder Collaborative Committees:

Collect and Analyze Data
- Due to distance learning caused by the COVID-19 crisis
  - Achievement data is from 18-19 school year
  - Demographic data is from 19-20 school year

Self-evaluate and reflect to identify strengths and areas for growth

Identify overarching needs and root causes

Overall Goal

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

Progress Made

GMAS Content Mastery

ENGLISH LANGUAGE ARTS 98.99% Participation Rate	**83.82**	↑	+8.16
MATHEMATICS 98.99% Participation Rate	**75.26**	↓	-2.10
SCIENCE 100.00% Participation Rate	**75.77**	↓	-4.45
SOCIAL STUDIES 100.00% Participation Rate	**77.33**	↓	-4.54

GMAS & ACCESS Student Growth

|			
ENGLISH LANGUAGE ARTS	**100.00+**	↑	+14.99
MATHEMATICS	**92.79**	↑	+6.22
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY	**100.00+**	—	no change

Progress Still to Make

GMAS Closing the Gaps - Subgroup growth toward targets

|	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	🟩	🟥	🟥	🟥
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK	🟩	🟥	🟥	🟥
HISPANIC	🟩	🟥	🟩	🟥
MULTI-RACIAL	🟩	🟩		
WHITE	🟩	🟥	🟩	🟩
ECONOMICALLY DISADVANTAGED	🟩⭐	🟨	🟩	🟥
ENGLISH LEARNERS	🟩⭐	🟥	🟩⭐	🟥
STUDENTS WITH DISABILITY	🟩⭐	🟥		

18-19 Incremental Goals
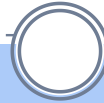
- **Increase grades 3-6 ELA GMAS proficient or higher from 49% to 52%. Result - 58%**

- **Increase grades 3-5 Math GMAS proficient or higher from 50% to 53%. Result - 49%**

- **Increase grades 3-5 GMAS reading Lexile proficiency from 86% to 88%. Result - 88%**

Robert J. Burch Elementary
5-Year Milestones Achievement - All Students
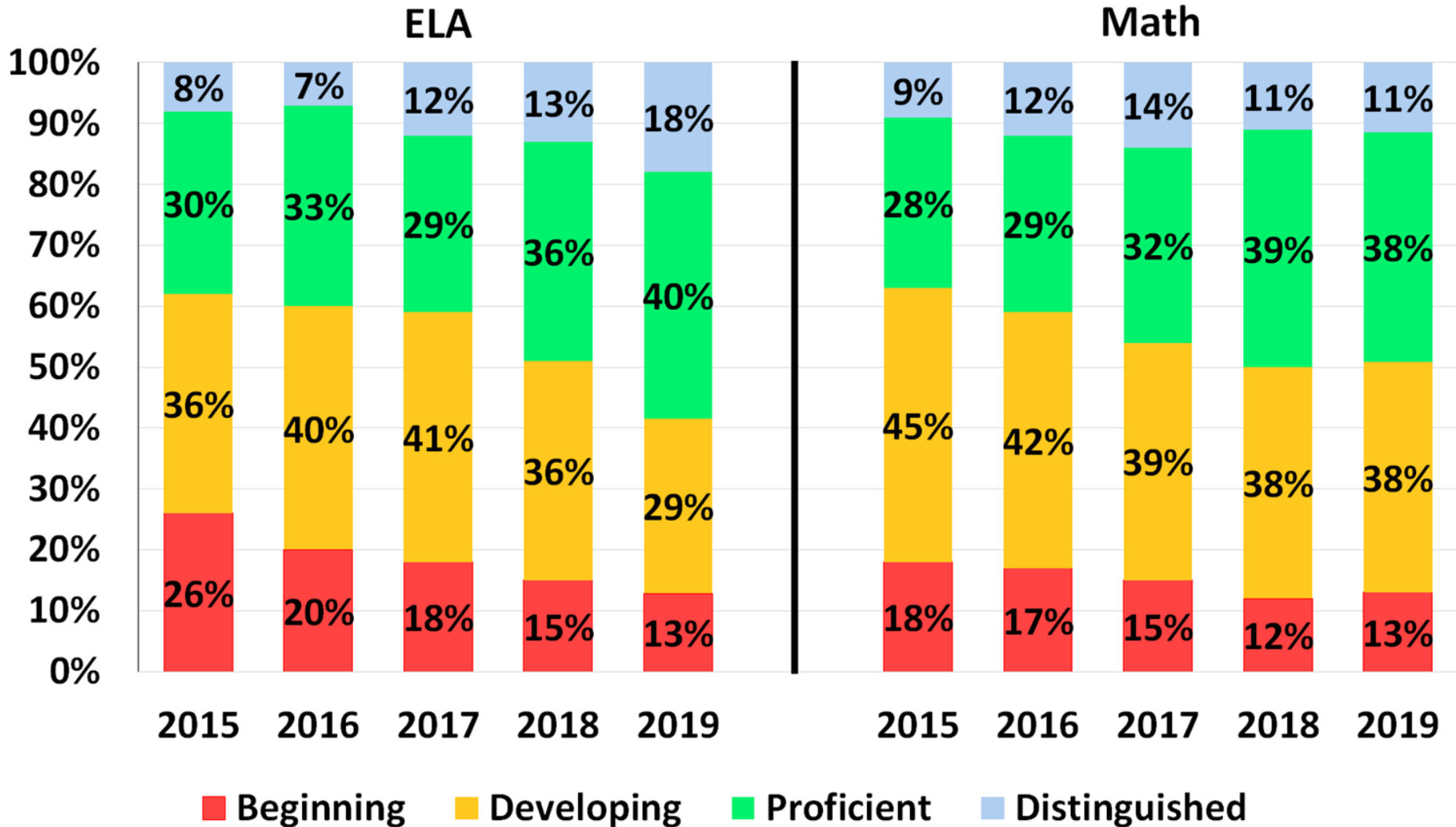
2018-2019 Goal: Increase grades K-2 EOY proficient or higher Dibels score from 39.5% to 44.5%. Result - **49%**

2018-2019 All Grades Status - DIBELS Next - Recommended Goals
District: Fayette County Schools School: Robert J. Burch Elementary School

CTL Center on Teaching & Learning
UO DIBELS Data System

Grade	Beginning			Middle			End		
K	n=79	45 (57%)	10 (13%)	24 (30%)	n=79	39 (49%)	13 (16%)	27 (34%)	n=76	20 (26%)	16 (21%)	40 (53%)
1st	n=79	45 (57%)	10 (13%)	24 (30%)	n=81	27 (33%)	16 (20%)	38 (47%)	n=79	24 (30%)	16 (20%)	39 (49%)
2nd	n=99	37 (37%)	23 (23%)	39 (39%)	n=94	28 (30%)	26 (28%)	40 (43%)	n=92	21 (23%)	30 (33%)	41 (45%)

Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support

Results Based On K-Beginning: LNF K-Middle - 1st-Beginning: NWF-CLS 1st-Middle - 6th-End: DORF-Words Correct

2018-2019 Goal: Increase grades 2-5 EOY proficient or higher Reading Inventory score from 69% to 74%. Result - **63%**

Robert J. Burch Elementary (444 total students)

DEMOGRAPHIC	STUDENTS	FIRST TEST IN TIME PERIOD	LAST TEST IN TIME PERIOD
		PERFORMANCE STANDARD	
American Indian/Alaskan Native	0	N/A	N/A
Asian	13	8% 62% 23% 8%	15% 62% 23%
Black/African American	204	22% 34% 32% 12%	8% 28% 34% 29%
Economically Disadvantaged	0	N/A	N/A
Female	221	18% 38% 32% 12%	6% 27% 36% 30%
Gifted and Talented	48	17% 46% 38%	21% 79%
Hispanic	127	29% 41% 25% 5%	18% 26% 36% 20%
Limited English Proficiency	80	40% 50% 10%	25% 36% 33% 6%
Male	223	27% 36% 29% 8%	14% 24% 36% 26%
Migrant	0	N/A	N/A
Pacific Islander	0	N/A	N/A
Students with Disabilities	49	67% 20% 10% 2%	49% 24% 20% 6%
Two or More Races	25	16% 28% 32% 24%	20% 32% 48%
White/Caucasian	75	17% 37% 35% 11%	8% 20% 39% 33%

2018-2019 Goal: Increase grades 1-5 EOY STAR Math at or above the 70th percentile from 56% to 58%. Result - **56%**

Renaissance Place

Assessment Proficiency Report

Printed Friday, May 10, 2019 6:23:32 PM

Last Consolidated Date: May 10, 2019 3:02 AM
Reporting Period: 08/06/18-05/24/19 (2018-2019 SY)

School: Robert J. Burch Elementary School

Table 1: Data for grades that tested during the reporting period

Grade	Number of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 70			Below 70		
		Total	%	Total	%	Total	%	MeanPR	Total	%	MeanPR
Grade 1	79	0	0	79	100	54	68	87	25	32	37
Grade 2	92	0	0	92	100	55	60	88	37	40	38
Grade 3	88	0	0	88	100	44	50	90	44	50	34
Grade 4	103	0	0	103	100	60	58	91	43	42	32
Grade 5	98	0	0	98	100	44	45	88	54	55	30
Summary	460	0	0	460	100	257	56	89	203	44	34

PR (Percentile Rank): Percentage of students in the same grade nationally who scored the same or lower on a non-equal interval scale.

Demographic Data (w/out PreK)

Fayette County-Robert J. Burch Elementary School

Student Enrollment -- FTE

	2018	2019	2020	Increase/ Decrease
Total Student Count	526	540	562	4%
	Enrollment %	Enrollment %	Enrollment %	% Change
Minority	80	81.3	83	2
American Indian/Alaskan	TFS	TFS	TFS	NA
Asian	TFS	3	2	-1
Other Pacific Islander	TFS	NA	NA	NA
Black	40.1	42.2	46	4
Hispanic	30.8	28.9	28	-1
Multi-Racial	6.1	6.7	7	same
White	20	18.7	17	-2
Economically Disadvantaged	55.6	53	48.84	-4.16
English Language Learner	22.2	21	18	-3
Students with Disabilities	13.3	12.6	8.9	-3.7
Gifted		48 students 9%	58 students 10.3%	1.3

NA (Student Count = 0) -- No data found
TFS (Student Count < 15) -- Two few students

Data Questions?

Comprehensive Needs Assessment (CNA)

Stakeholder Collaborative Committees:

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Self-evaluate and reflect to identify strengths and areas for growth

Identify overarching needs and root causes

Needs Identification
Coherent Instructional System

STRENGTHS	GROWTH AREAS
- Teachers and support staff work collaboratively to promote student learning/achievement through dedicated, systematic data analysis, planning, and professional learning - Defined RtI process is monitored and implemented to include dedicated time for: data analysis, needs identification, and instructional planning - Increased scaffolding and extension of grade-level standards through collaborative support, Literacy intervention block, goal-setting, and (SEE-KS) - Ongoing Teacher Clarity PL to deconstruct math standards, and develop clear learning intentions and success criteria.	- Continue Teacher Clarity to impact classroom instruction and student achievement in all content areas - Prioritize and vertically align grade level standards, to address student learning gaps, differences, and engagement - Refine and increase the use of formative assessment to inform instruction and differentiation - Increase student goal setting and monitoring - Support teachers to increase engaging and culturally relevant instruction

Needs Identification Effective Leadership

STRENGTHS	GROWTH AREAS
• Student-achievement focused school improvement process guides the work of the school, is data-driven and consensus-oriented with input stakeholders • Positive school climate continues to grow and the vision and mission guide the school improvement process • Time, resource, and professional learning are dedicated to increasing student achievement, engagement, and instructional effectiveness • Continued enhancement of community and school family through Dens, events, services, and communication	• Continued articulation of the vision, mission, beliefs, and expectations for teaching and learning • Data and interest driven differentiated professional learning to address diverse student needs, engagement and achievement, and/or instructional effectiveness • Continued support of engaging, culturally relevant standards-based instruction, Positive Behavior Interventions and Supports (PBIS), increasing social-emotional knowledge and skills

Needs Identification
Professional Capacity

STRENGTHS	GROWTH AREAS
- Extensive resources allocated to support and sustain professional learning: trainers, coaches, substitutes, dedicated time, and resources - Strong focus on increasing student achievement through staffing, the master schedule, dedicated collaborative planning, professional learning, and RTI	- Sustained professional learning with increased practice, feedback, and follow-up - Evaluating the effectiveness and/or impact of professional learning on student achievement through pre/post assessments, surveys, or rubrics - Data and interest driven differentiated professional learning to address diverse student needs, engagement and achievement, and/or instructional effectiveness

Needs Identification
Family & Community Engagement

STRENGTHS	GROWTH AREAS
● Parent attendance continues to increase at meetings such as Parent Teacher Team Meetings and Student-led Conferences ● Multiple opportunities exist for building capacity through workshops, informative sessions, and resources ● Multiple methods of communication inform and engage parents/families ● Survey data show welcoming environment ● Processes in place to support the needs of students and families	● Increase the collaboration between school and community stakeholders ● Increase participation in content workshops ● Continue efforts to bridge cultural gaps and support community engagement and student growth

Needs Identification
Supportive Learning Environment

STRENGTHS	GROWTH AREAS
● Comprehensive support system: RTI, behavior interventionists, counselors, and mentors supports a positive learning environment ● Systems to develop a culture of trust and respect are established and consistently promoted ● Student-led conferences included all students in grades K-5 presenting their data to parents/families	● Increase student accountability and independence through increased goal setting and monitoring ● Facilitate opportunities for students to collaboratively solve real-world problems involving decision-making, as well as critical and creative thinking ● Increase opportunities for student and staff recognition ● Increase social-emotional and cultural competency among staff and students

Strengths/Growth Questions?

Comprehensive Needs Assessment (CNA)

Stakeholder Collaborative Committees:

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☐ **Self-evaluate and reflect to identify strengths and areas for growth**

Identify overarching needs and root causes

Prioritized Overarching Needs and Root Causes

Need
1. Increase student literacy and math achievement

Root Causes
1. Students' limited English literacy skills, vocabulary, background knowledge, and experiences
2. Students' insufficient stamina and/or diverse learning needs combined with rigorous expectations
3. Students' insufficient understanding and application of mathematical concepts, skills, and processes
4. Inconsistent relevant and engaging instruction
5. Limited sustained and targeted PL with time to process, implement, evaluate, and follow up

Prioritized Overarching Needs

Need

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

Root Causes

1. Need for increased communication of safety protocols, procedures, and signage
2. Limited opportunities for community collaboration and involvement
3. Need for increased social-emotional and cultural awareness and competency for staff and students
4. Inconsistent knowledge and understanding of how to successfully teach diverse learners

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 4 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.

Needs or Goals Questions?

Building Capacity

Increase literacy and math achievement

Root Causes	Action Steps
1. Students' limited English literacy skills, vocabulary, background knowledge, and experiences	1. Build families' capacity to support student learning
2. Students' insufficient stamina and/or diverse learning needs combined with rigorous expectations	2. Support student engagement, academic, and developmental growth
3. Students' limited understanding and application of mathematical concepts, skills, and processes	
4. Inconsistent relevant and engaging instruction	3. Support staff effectiveness, student development and academic growth through professional learning
5. Limited differentiated and sustained professional learning with time to process, implement, evaluate, and follow up	4. Implement the state instructional framework inclusive of clear teacher and student behaviors for all students, including EL, SWD, and at-risk students

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

Root Causes	Action Steps
1. Need for increased communication of safety protocols, procedures, and signage	1. Ensure safety procedures/protocols are in place, understood by faculty students, and families, and periodically practiced
2. Limited opportunities for community collaboration and involvement	2. Increase collaboration between school, family, and community stakeholders
3. Need for increased social-emotional and cultural awareness and competency for staff and students	3. Create a culture that ensures a sense of belonging, collective efficacy, and promotes student success and a growth mindset
4. Inconsistent knowledge and understanding of how to successfully teach diverse learners	4. Build capacity and provide resources to support engaging and relevant strategies for teaching a diverse student population

Building Capacity

Break Out Groups - 20 minutes

- **Review action steps and implementation plans for both goals**

- **Provide input for revision, additions, etc.**

- **Report back to large group at end of session**

Draft SIP Action Steps, Implementation Plan

Robert J. Burch Elementary
Title I Annual Stakeholder Meeting

Welcome Back

Stakeholder Input
Overarching Need 1

3 - Possible staff PL on high level strategies Hatties research.

1 - grow bilingual resources, appreciated parent grade level guides as a handbook

1 - parent orientation/training on schoology, all parents need email

2 - are digital resources cost efficient?

1 - how to reach families not normally engaged - record sessions, meet where they are (cultural competency), continue positive contact, encourage parents to bring another family, provide incentives for attendance (den points, raffle, food, tangibles, ?????)

4 - collaborative training for SWD/gen-ed

1 - use different formats to share information, audio/video, social media

2 - structure STEAM to teach then do activities, instructional schedule on STEAM day to minimize instruction loss

1 - learn from this time period, how can they ask questions, secure area on website for communication, promote parent resource center

2 - collaborative planning/training for SWD/gen-ed

Stakeholder Input Overarching Need 2

2 - (2.7) Outreach possibilities…..
Can we use social media as a platform to promote what is happening in the building in real time?
Is there a more effective way to leverage this tool to connect community and stakeholders to school?
Reduce Eblast information with stronger presence on social media.
These pieces would allow us to more effectively meet the needs of our school.
Can we have a liason or a dedicated person/team responsible for the social media element?
Is there a way to connect parents to the classroom/school earlier in the year? Have room parent/PTO reach out to engage after collecting contact information. Use video, marketing, to promote school to community.
"Drive people" to media. What is preferred method?
1 - record information and provide multiple means of access
2 - survey parents regarding professional learning needs and how they prefer to receive it
2 - SHORT videos of instruction, communication
4 - open to differing perspectives and needs, continued conversation about student development and growth
4 - training and practice in conflict resolution
1 - school map, directions at hallways
1 - a glossary of acronyms
3 - sharing Den lessons and other short informative videos. Seek parent input and collaboration on diversity, interests, and desires to be involved
Consistent communication format for all grade levels
Continue seeking input and facilitating both English/Spanish

Family Engagement Plan and Compact Review

Please provide your input on our Parent and Family Engagement Plan and your grade level Academic Compact by responding to this survey.

English Compacts

K   1   2

3   4   5

English Family Engagement Plan

Spanish Compacts

K   1   2

3   4   5

Spanish Family Engagement Plan

What's Next In the Process?

Upcoming Initiatives

May 31, 2020	● FY21 CNA-SIP Completed (100%) Draft in SLDS Due ● FY21 Evidence-based Documentation Draft Due
June 1, 2019	● FY21 Title I-SWP Checklist CNA-SIP Review Begins
June 30, 2019	● FY20 Title I Program EOTY Evaluation Due ● FY21 Title I Budget Draft Due ● FY21 Evidence-based Documentation Final Due

Thank You For Joining Us Today!

- **QUESTIONS?**

- **ADJOURN**