Georgia Department of Education
Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE	
School Name: Burnett Elementary	**District Name: Douglas**
Principal Name: Kacia Thompson	**School Year: 2016-2017**
School Mailing Address: 8277 Connally Drive	
Telephone: 770-651-3512	
District Title I Director/Coordinator Name: Lisa Dunnigan	
District Title I Director/Coordinator Mailing Address:	
Email Address:	
Telephone:	
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)	
Priority School ☐	**Focus School** ☐
Title I Alert School ☐	
Principal's Signature:	**Date:**
Title I Director's Signature:	**Date:**
Superintendent's Signature:	**Date:**
Revision Date:	**Revision Date:**	**Revision Date:**

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as "Not Met" need additional development.

- Please add your planning committee members on the next page.

- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

Please submit your School Improvement Plan as an addendum after the header page in this document.

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Kacia Thompson		Principal
Paul Collins		Assistant Principal
Tenia Boone		ILT
Cynthia Brooks		ILT
Lynn Chabayta		Media Specialist
Tiffanie Wright		Counselor
Kim Willis		Science Lab Teacher
Patsy Nomvete		IRR Teacher
Lonnie Woods		5th Grade Teacher
Kimberley Haile		4th Grade Teacher
Chanel Jones		3rd Grade Teacher
Juanita McLendon		2nd Grade Teacher
Penny Ciliberto		1st Grade Teacher
Jennifer Kendrick		Kindergarten
Tammi Boatwright		Office Manager
Tiana Davis		Parent
Samual Opoko		Parent
Catherine Palmer		Parent

SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were grade level and program representatives, parents, and administrators. The ways they were involved were by reviewing and analyzing student performance data, by providing strategies to address deficits in student achievement, as well as ways to allocate resources. In addition, a comprehensive needs assessment school data profile was completed during the summer and fall of 2016.

School Demographics 2015-2016

Total Enrollment Total	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female
411	81%	5%	9%	1%	>1%	2%	48%	52%

	Number of Students	Percent of Student Population
Free and Reduced Lunch	380	92%
Special Education Enrollment	59	14%
Gifted Enrollment	18	4%
EIP Enrollment	97	24%
ESOL Program Enrollment	26	6%

Attendance Rate - % of students with fewer than 6 absences	7%
Enrollment Rate- % of students who enrolled after the first day	33%
Withdrawal Rate - % of students who withdrew in 2015-2016	28%

Retention Rates (percent of students in grade level retained) 0%

Total Number Retained	% Pre-K	% Kdg.	% 1st	% 2nd	% 3rd	% 4th	% 5th
0	0	0	0	0	0	0	0

B. We have used the following instruments, procedures, or processes to obtain this information for

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data analysis.

- **The College and Career Ready Performance Index (CCRPI)** is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.
- **The Georgia Milestones Assessment System (Georgia Milestones) or End of Grade (EOG)** is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. Students in grades 3 through 8 take an end-of-grade assessment in each content area, while high school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education.
- **The Georgia Kindergarten Inventory of Developing Skills (GKIDS)** is a year-long, performance-based assessment aligned to the state mandated content standards.
- **Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)** is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains.
- **Achievement Improvement Monitoring System (AIMSweb)** is a research-based screening and progress monitoring system used to efficiently and quickly assess our students' reading and math skills. It is a universal screening, progress monitoring, and data management system that supports Response to Intervention (RTI) and tiered instruction.

C. We have taken into account the needs of migrant children by developing a plan of action for our school. Currently, Burnett Elementary does not have migrant children; however, there are the procedures we would follow should those students be in attendance. We will administer AIMSweb and grade level assessments to determine their present levels of performance and design individualized programs to address academic needs. In addition, the Response to Intervention and ELL program would be used as vehicles for ongoing support.

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, a large percentage of our students currently have deficiencies in English Language Arts (ELA) due to their deficits in vocE improvement.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the Georgia Standards of Excellence (GSE) and EOG including
- Economically Disadvantaged (ED) students had similar performance scores to non-economically disadvantaged students. ELA, Math, Science, and Social Studies were the areas that had over 40% ED students that were beginning learners (level 1).
- Black students had over 40% beginning learners in ELA, Math, Science, and Social Studies. White

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students had 30% or more beginning learners in ELA, Math, Science, and Social Studies.

- Students with disabilities had over 60% beginning learners in all content areas. However, the area of most concern was ELA with 86% students classified as beginning learners.
- English Language Learners (ELL) had deficits in ELA and Science.

F. The data has helped us reach <u>conclusions</u> regarding achievement in our school.
- The major <u>strengths</u> we found in our program were in Social Studies.
- The major <u>needs</u> we discovered were ELA: extended writing task and narrative, Lexiles; Math: operations and algebraic thinking, number and operations (base 10 and fractions), measurement and data, and geometry. Science: earth, physical, and life.
- The <u>needs we will address</u> are ELA, Writing, Math, and Science with special attention on the Students with Disabilities.
- The <u>specific academic needs</u> of those students that are to be addressed in the schoolwide program plan will be vocabulary in all content areas, math, and narrative writing.
- The ROOT CAUSE(s) that we discovered for each of the needs were a lack of vocabulary and foundational skills. All content areas need to be addressed. ELA requires students to read with fluency and comprehension of the vocabulary. Writing requires students to use key vocabulary and write in complete sentences. In addition, math requires students to know and understand mathematical language as well as basic computation skills. Our students lack basic background knowledge and vocabulary. Teachers must spend time directly teaching vocabulary and building background knowledge in all content areas.

G. The measurable <u>goals/benchmarks</u> we have established to address the needs of the entire school were formative assessments, pre/post assessment data, Common District Assessments (CDA). In addition, we examined the **Aimsweb data, Common District Assessments (CDAs)** and the **Developmental Reading Assessment (DRA)** to help us determine our focus. The DRA is a standardized reading test used to determine a student's instructional level in reading. The results from all the assessments indicated ELA, writing, math, and science are all areas of weaknesses. It is due to lack of vocabulary acquisition and comprehension. In August, the Director of Assessment and Accountability met with 3rd, 4th, and 5th grade teachers to discuss GMAS results from previous and current classes. We discussed the domains and the content weights to determine areas of weaknesses and strengths. The lowest performing students were identified and next steps were put into place.
In addition, the administration team met with K-2 teachers and discussed results from AIMSweb (current and past) and identified the lowest performing students.

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Content Area/Strand	# of Elements	Mean of Elements Assessed	Mean # Elements Meets/Exceeds	Mean % Elements Meets/Exceeds
English LA				
Reading	21	19.6	11.5	59.2
Writing	6	5.7	1.4	24.6
Speaking and Listening	3	3.0	1.8	60.1
Language	12	11.1	5.0	46.1
ELA Total	**42**	**39.4**	**19.7**	**50.8**
Mathematics				
Counting and Cardinality	11	11.0	7.0	63.8
Operations and Algebraic Thinking	5	4.9	3.0	60.0
Numbers and Operations in Base 10	1	1.0	0.5	54.3
Measurement and Data	3	3.0	1.9	64.5
Geometry	6	6.0	4.0	67.0
Math Total	**26**	**25.9**	**16.5**	**63.7**
Non-Academic Area/Strands				
Curiosity and Initiative	3	2.2	0.9	29.0
Creativity and Problem Solving	3	2.6	0.5	15.2
Attention/Engagement	4	4.0	2.3	57.6
Approaches Total	**10**	**8.8**	**3.6**	**38.5**
Person/Social Development				
Personal	3	3.0	1.6	54.3
Social	5	5.0	3.0	59.6
P/S Development Total	**8**	**8.0**	**4.6**	**57.6**

Summary of GKIDS Data: (Include 1-3 sentences highlighting the overall major finding. In the areas of academics, over 50% of the students exceeded in all the areas except writing. It was interesting to note a lower percentage in the non-academic areas.

GKIDS -- MATH

% Elements Meets/ Exceeds	Counting and Cardinality	Operations & Algebraic Thinking	Numbers & Operations in Base 10	Measurement and Data	Geometry	Math Total
2014-2015	9	5	1	3	6	24
2015-2016	11	5	1	3	6	26

Summary of GKIDS Data: (Include 1-3 sentences highlighting the overall major findings.)

GKIDS – ELA

% Elements Meets/ Exceeds	Reading	Writing	Speaking and Listening	Language	ELA Total
2014-2015	22	6	3	12	43
2015-2016	21	6	3	12	42

Summary of GKIDS Data: (Include 1-3 sentences highlighting the overall major findings.)

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AIMS Data – Reading 2015-2016

Levels of Performance	1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade	
	Beg	End	Beg	End	Beg	End	Beg	End	Beg	End
Above/Well Above Benchmark (%)	24%	23%	25%	25%	24%	24%	24%	25%	23%	25%
Average (%)	47%	52%	49%	50%	50%	50%	51%	48%	50%	50%
Below (%)	18%	12%	17%	15%	14%	14%	15%	15%	16%	14%
Well Below (%)	9%	10%	7%	8%	8%	8%	8%	10%	9%	9%

Summary of STAR Data: (Include 1-3 sentences highlighting the overall major findings.) The end of the year Third grade reading fluency percentages stayed the same from the beginning of the year in all of the levels of performance.

AIMS Data – Math 2015-2016

Levels of Performance	2nd Grade		3rd Grade		4th Grade		5th Grade	
	Beg	End	Beg	End	Beg	End	Beg	End
Above/Well Above Benchmark (%)	24%	23%	23%	24%	24%	25%	24%	25%
Average (%)	51%	51%	50%	49%	49%	49%	50%	50%
Below (%)	13%	15%	16%	16%	15%	13%	15%	15%
Well Below (%)	9%	8%	7%	8%	10%	10%	9%	8%

Summary of Aims web Data: (Include 1-3 sentences highlighting the overall major findings.) The end of second grade showed an increase in the well below. The average percentage went up from beginning of the year to the end of the year.
The end of year Third grade math computation data basically stayed the same in all levels of performance.
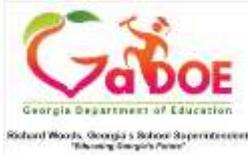
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GA Milestones Assessment 2016 Spring Administration

Grade	ELA % scoring 1	ELA % scoring 2	ELA % scoring 3	ELA % scoring 4
Third	40%	42%	16%	1%
Fourth	54%	39%	7%	0%
Fifth	47%	34%	19%	0%

Grade	Math % scoring 1	Math % scoring 2	Math % scoring 3	Math % scoring 4
Third	31%	51%	18%	0%
Fourth	55%	35%	7%	3%
Fifth	49%	34%	16%	1%

Grade	Social Studies % scoring 1	Social Studies % scoring 2	Social Studies % scoring 3	Social Studies % scoring 4
Third	30%	49%	21%	0%
Fourth	51%	36%	12%	1%
Fifth	48%	37%	15%	0%

Grade	Science % scoring 1	Science % scoring 2	Science % scoring 3	Science % scoring 4
Third	25%	61%	13%	0%
Fourth	57%	39%	4%	0%
Fifth	55%	25%	20%	0%

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CCRPI Data

2012 CCRPI Score	2013 CCRPI Score	2014 CCRPI Score	2015 CCRPI Score
58.0	64.2	59.7	62.4

2013-2014 Overall Score: 64.2				2014-2015 Overall Score: 59.7				2015-2016 Overall Score: 62.4			
Academic Achievement Points (50)	Progress Points (40)	Achievement Gap Points (10)	Challenge Points (10)	Academic Achievement Points (50)	Progress Points (40)	Achievement Gap Points (10)	Challenge Points (10)	Academic Achievement Points (50)	Progress Points (40)	Achievement Gap Points (10)	Challenge Points (10)
39.6	15.6	4	0.5	20.8	32.3	5.8	3.5	20.8	32.3	5.8	3.5

	CCRPI Elementary School Indicators	2013	2014	2015*
	Content Mastery			
1	ELA (%)*	8.4	8.3	3.1
	Reading (%)*	8.9	9.1	
2	Mathematics (%)	6.9	7.3	3.5
3	Science (%)	6.7	6.4	4.0
4	Social Studies (%)	7.2	7.5	4.1
	Post Elementary School Readiness			
5	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	7.8	10	8.324
6	Percent of Students With Disabilities served in general education environments greater than 80% of the school day	9.8	9.3	10
	5th grade Writing Assessment	7.2	7	n/a
7	Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones ELA EOG	5.4	3.9	3
8	Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones ELA EOG	4.8	4.8	4
9	Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters	10	9.9	9.9
10	Percent of students missing fewer than 6 days of school [Formerly: Student Attendance Rate (%)]	9.6	9.6	7.6
	Predictor for High School Graduation			
11	Percent of student's assessments scoring at Proficient or Distinguished Learners on Georgia Milestones Assessments	n/a	n/a	1.6

As a result of all the meetings, we identified reading as our greatest need and developed SMART goals for K-5

K Grade Level Goals
- 85% of the students will master the goal of 220 sight words by May.
- 95% of the students will be able to fluently count from 0 to 100.
- 80% of the students will be able to fluently add and subtract within 5.
- 80% of the students will be able to write legibly on handwriting paper producing one sentence or more as measured by GKIDS.

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1st Grade Level Goals

- 80% of the students will master the goal of 600 Dolch sight words by May.
- 80% of the students will master 0-10 math facts fluently.
- 70% of the students in Grade 1 will be reading 75-100 words per minute fluently by the end of the year.

2nd Grade Level Goals

- 75% of the students will increase their reading Lexile level by the end of the year.
- 80% of the students in Grade 2 will be reading 90-120 words per minute fluently by the end of the year.
- 70% of students will master the goal of 1,000 Dolch sight words by May.
- 70% of students will memorize all sums of two digit numbers.

3rd Grade Level Goals

- The students in 3rd grade will increase their individual Lexile score by 10% by the end of the year using AIMSWeb data.
- 80% of the students will be fluent in their multiplication facts (up to 10 x 10).
- 60% of the students will master the CDA checkpoints with a grade percentage of 70 or higher.
- 80% of the students in Grade 3 will be reading 100-140 words per minute fluently by the end of the year.

4th Grade Level Goals

- 80% of students will be fluent in their basic multiplication facts (up to 12 x 12).
- 80% of students will increase their individual reading fluency by 20 wpm from the initial baseline.
- 80% of students will master the CDA checkpoints with a grade percentage score of 70 or higher.
- 70% of students will master the CDAs with a with a grade percentage score of 70 or higher.
- 80% of the students in Grade 4 will be reading 120-160 words per minute fluently by the end of the year.

5th Grade Level Goals

- 80% of the students will be able to fluent in their basic facts by the end of the year.
- 80% of the students will increase one grade level in reading, which will be measured by the DRA by the end of the year.
- 80% of the students in Grade 5 will be reading 140-180 words per minute fluently by the end of the year.
- 50% of the students will be on grade level in reading by the end of the year according to the DRA.
- 80% of the students will pass the Common District Assessments in Science and Social Studies with a grade percentage score of 80 or higher.

2.	Schoolwide reform strategies that:
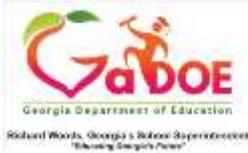
2.   Schoolwide reform strategies that:

Response: The following are schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards:

- **The Next Generation of Learning-Focused Schools** (LFS) is a research based model for instructional practices that promotes student achievement. It provides innovative frameworks, strategies, and resources to increase teaching effectiveness and accelerate learning for all students. The LFS model focuses on higher order thinking, effective assignment and assessments for learning, and accelerating for all students.

- **Number Talks** is a powerful tool for helping students develop computational fluency by using number relationships and the structures of numbers to add, subtract, multiply and divide. The National Council for Teachers of Mathematics states that "Computational fluency refers to having efficient and accurate methods for computing. Students exhibit computational fluency when they demonstrate flexibility in the computational methods they choose, understand and can explain these methods, and produce accurate answers efficiently. The computational methods that a student uses should be based on mathematical ideas that the student understands well, including the structure of the base-ten number system, properties of multiplication and division, and number relationships." *Principal and Standards for School Mathematics, NCTM, Reston, VA 2000, p.152*

- **Eureka Math** is a complete, PreK–12 curriculum and professional development platform. It follows the focus and coherence of the Common Core State Standards and carefully sequences the mathematical progressions into expertly crafted instructional modules.

- **Saxon Phonics** is used in grades K-2 to help students understand and remember relationships between written letters and spoken sounds. It promotes fluency and automaticity in word recognition.

- **Moby Max** online teaching and learning is used to map out the state and common core standards. It is a self-paced learning environment supported by interventions based on the needs of all the students.

- **myON** is a complete literacy solution that reinvents the ways in which students and teachers interact with text. myON provides anytime, anywhere access to a library of more than 9,000 enhanced digital books with multimedia supports, real-time reporting and assessments and embedded close reading tools.

- **Accelerated Reader** (A.R.) is a research based reading program that identifies and addresses the comprehension and vocabulary levels of individual students.

- **Reading Street** is used within the school for consistency and vertical alignment. This program helps to promote comprehension, while enhancing the student's reading fluency with weekly cold reads. Remediation lessons within Reading Street are available for individualized intervention.

- **Lucy Calkins Writer's Workshop** is used within the school for consistency and vertical alignment. The writing workshop is a method of writing instruction that developed from the early work of Donald Graves and other teachers/researchers who found that coaching students to write for a variety of audiences and purposed was more effective than the traditional way to teach writing.

2.	Schoolwide reform strategies that:

This approach has been written in a book by Lucy Calkins. The units of study kits are used by K-5 teachers daily.

- **Standard Based Classroom** is a classroom where teachers and students have a clear understanding of the expectations and standards. The teachers must know the curriculum, the relevance, and application of the standards.

- **Implementation of the RTI process** identifies students not meeting standards and in need of remediation.

- **Flexible groups and guided reading groups** are used to provide students with small or one on one instruction.

- **Instructional Lead Teacher/Parent Outreach Facilitator (ILT/POF)** meets with teams, teachers, and administrators. Data meetings are conducted every Wednesday to discuss and analyze student data with all stakeholders. Walkthroughs, professional learning activities, and modeling lessons are an intricate part of the ILT's job. The ILT/POF meets with administration on a regular basis to support the overall mission, vision, and goals of the school. In addition, the ILT/POF develops and facilitates parent involvement activities and resources for the Burnett Community.

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response: The ways in which we will provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement are the following:

- Interpreting and analyzing school-wide assessment data (e.g., AIMSweb, ELA, Math, Science, Social Studies CDAs, monthly writing assessments, SLDS data, and SLO data), providing flexible (small) grouping and differentiating instruction based upon results.
- Setting goals and developing student portfolios to be discussed at a student led conference with their parents.
- Meeting daily with students that did not qualify for program challenge but are high achievers.
- Providing planning times/days and adequate time for collaboration.
- Continuing to implement and refine Standards-Based Classroom components in all classrooms incorporating the Next Generation Learning Focused Schools model.
- Continuing to implement and broaden the use of the district professional development classes and assigning specific topics to support teachers' growth and development.
- Providing differentiated instruction for all students using tiered lessons, learning styles, and multiple intelligences.
- Incorporating use of technology (Promethean Boards, Ladibug, laptops, active votes and IPADS during instruction.
- Incorporating project-based and hands-on learning strategies in classrooms.
- Reinforcing effort and recognizing achievement in classrooms, on bulletin boards, Burnett website, Tiger Cubs Broadcast, during school-wide assemblies, and Burnett Elementary Schoolwide and Grade Level Newsletters.

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

- Posting resources on the teacher shared drive which allows quick access for the vertical teams.
- Planning and implementing family nights for the purpose of informing parents of ways to support their children's academic performance.
- Communicating to students and parents through school newsletters, school websites, communication folder, agenda book, School Council, Parent Advisory Committee (PAC), ParentLink, Remind 101, and Notify Me.
- Using BrainPop software to remediate students.
- Providing professional development (i.e. Douglas, Metro) in the areas of reading and writing for teachers.
- Utilizing Teacher Keys Effectiveness System (TKES) and Statewide Longitudinal Data System (SLDS).

- Use effective methods and instructional strategies that are based on scientifically based research that:
    - o Strengthen the core academic program in the school.
    - o increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum include strategies for meeting the educational needs of historically underserved populations.

Response: The following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies to raise student achievement:

Strengthen the core academic program in the school by using the following research based strategies.
- Marzano (2004) indicates that one factor that impacts student achievement is a guaranteed and viable curriculum. The Georgia Standards of Excellence (GSE) is a curriculum that is designed to meet the level of rigor needed to increase student achievement. Marzano's research also suggests that the teacher level of collaboration and collegiality are also necessary to increase student achievement.
- AIMSweb is a research-based screening and progress monitoring system used to efficiently and quickly assesses reading skills. At Burnett, K-5th students are assessed using AIMSweb at the beginning of the school year.
- Learning Focused Schools Framework by Dr. Max Thompson, Response to Intervention, AIMSweb, Teacher Keys Evaluation System (TKES), Dr. Marzano's High Impact Rubric, and Dr.
- Thomas Murphy's achievement gap strategies are scientifically based instructional practices supporting student achievement.

Increase the amount and quality of learning time, such as providing and extended school year and

before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.

- We have before and after school tutoring in reading and math. Teachers and volunteers are working daily with our students that are struggling in those areas. In addition, we have a STEM program that meets after school twice a month. This program allows students to be enriched with various hands on activities in STEM.

Include strategies for meeting the educational needs of historically underserved populations

- We have volunteers, high school students, and college students working with one on one with students in the areas of reading. In addition, we have Title 1 tutors that work with students daily. Teachers are required to work with small groups in reading and math. In addition, students are given multiple chances to master the standards.
.
- In addition, we will implement the Georgia Online Formative Assessment Resource (GOFAR). GOFAR contains test items related to content areas assessed by the Georgia Milestones Assessment System and NAEP. Teachers and administrators can utilize GOFAR to develop formative and summative assessments, aligned to the state-adopted content standards, to assist in informing daily instruction and collegiality are also necessary to increase student achievement.
- Providing planning times/days and adequate time for collaboration.

Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

- o counseling, pupil services, and mentoring services;
- o college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
the integration of vocational and technical education programs; and

Response: The strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards are the following:

Counseling, pupil services, and mentoring services are offered at Burnett.
- Our low achieving and challenging students have been assigned a mentor. The mentors are faculty and staff members that meet once a week with the students. In addition, we have mentoring and flag football team called About Faced Mentoring Team. The students are required to maintain good grades and positive behavior daily.

College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
- We will continue to implement career lessons for grades 1st-5th as required by CCRPI. The counselor and the teacher teach the lessons.
- Partners in education will work with the school to expose students to the businesses within

Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

- o counseling, pupil services, and mentoring services;
- o college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  the integration of vocational and technical education programs; and

their community. In addition, local banks (i.e. Regions Bank) will teach a financial literacy class with the 4th and 5th grade students.

The integration of vocational and technical education programs

- We will continue to work with University of West Ga to provide their students their work study jobs in tutoring for students in reading and math.
- The college and career institute students visit once a month and provide support with reading and math in K-2 classrooms.
- Continuing to implement and refine Standards-Based Classroom components in all classrooms, and incorporating the Next Generation Learning Focused Schools model.
- Continuing to implement and broaden the use of the district professional development classes and assigning specific topics to support teachers' growth and development.
- Implementing Lucy Calkin's Writer's Workshop and writing across the curriculum.
- Providing differentiated instruction for all students using tiered lessons, learning styles, and multiple intelligences.
- Utilizing co-teaching and inclusion models of instruction for students with disabilities, ELL students, and EIP students.
- Incorporating use of technology (Promethean Boards, Ladibug, laptops, active votes and IPADS during instruction.
- Incorporating project-based and hands-on learning strategies in classrooms.
- Reinforcing effort and recognizing achievement in classrooms, on bulletin boards, Burnett website, Tiger Cubs Broadcast, during school-wide assemblies, and Burnett Elementary Schoolwide and Grade Level Newsletters.
- Planning and implementing family nights for the purpose of informing parents of ways to support their children's academic performance.
- Communicating to students and parents through school newsletters, the school website, communication folders, agenda books, School Council, Parent Advisory Committee (PAC), ParentLink, Remind 101, and Notify Me.
- Creating an RTI process for all content areas for targeted students needing additional assistance in grades 3rd-4th utilizing, ilearn, GOFAR, the writing prompts, the instructional lead teachers, and teachers.
- Providing University of West Georgia and College and Career Institute tutors for grades K-2 and 4th grade supporting math and reading.
- Utilizing Teacher Keys Effectiveness System (TKES) and Statewide Longitudinal Data System (SLDS).
- Tutoring provided to struggling students in the areas of math and reading by Title 1 tutors and other teachers during specials.
- Mentoring program for students with academic and behavior challenges matched with faculty

Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

- o counseling, pupil services, and mentoring services;
- o college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  the integration of vocational and technical education programs; and

and staff members. We are meeting with the students every Monday during planning times.
- Daily before school tutoring provided by student Reader-leaders to provide peer-centered instruction.
- Once per week after school tutoring provided by retired teacher volunteers to provide enrichment opportunities.
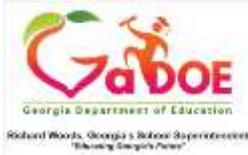
- Address how the school will determine if such needs have been met; and
  - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response: In order to address the needs of all children and determine if such needs have been met and are consistent with the improvement plans we will do the following:

- Teachers use data from state tests, system tests, end of unit tests to prepare lesson plans, and flexible grouping for understanding of standards. Formative assessments are used to check for understanding of the essential question and standard(s) being taught that day and before students depart the classroom. Formative and summative assessments are consistently given to check for mastery along the way and upon completion of teaching a unit. The level of mastery dictates the amount of re-teaching that continues in the next unit.
- The needs of Program Challenge (PC) as well as the Students with Disabilities (SWD) are being addressed with both the pull-out and collaborative models for instruction. This not only benefits the PC students but also exposes our struggling students to higher level thinking skills and strategies. The teachers work collaboratively with our SWD and the strategies are modeled for the classroom teacher by the special education teacher in order to better meet the needs of the students.
- The transient nature of our community requires that we have to frequently progress monitor students in order to determine their learning needs. We also work closely with our Instructional Lead Teachers/ Parent Outreach Facilitators.
- The RTI process and pyramid of interventions outlines specific strategies that are aligned to resources, interventions, and programs that are available at our school.

3.	Instruction by highly qualified professional staff

Response: Instruction by highly qualified staff will be addressed in the following ways:

- All teachers at Burnett Elementary teach in their area of certification and are highly qualified. Each year teacher certification and teaching assignments are reviewed to ensure that teachers are highly qualified under both Title I and the standards established by the State of Georgia. Teachers and paraprofessionals are reminded of renewal dates, procedures, and required coursework, if needed, to renew their certification. If any teacher is out of field, teaching assignments are changed to meet compliance.
- Each teacher is formally evaluated using Teacher Keys Evaluation System. Administrators also observe teachers informally through classroom visits. Professional learning plans are generated for teachers identified to have specific areas of weakness in instruction, curriculum, or classroom management.

4.	In accordance with Section 1119and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response: Highly-qualified and ongoing professional development for teachers, principals, and paraprofessionals, and others are provided to enable all children in the school to meet the state student academic achievement standards.

- Each teacher participates in professional learning communities where they have the opportunity to engage in reflections about their teaching. New Teachers attend orientation conducted by the district to review curriculum, school procedures, and teaching methodologies. In addition, new teachers are assigned a mentor for additional support throughout the year.

- We have included teachers, principals, paraprofessionals and, if appropriate, service personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example, staff members analyzed norm-referenced and criterion-referenced test results as well as other student assessments and surveys to determine the strengths and weaknesses of the school to plan for professional development.

- We have aligned professional development with the state's academic content and student academic achievement standards by selecting professional development that correlates with data deficits in our student achievement measures, especially in the areas of reading and math. For example, Number Talks and Eureka Math are requirements for Title 1 school; therefore, each teacher will be trained and monitored.

- We have devoted time, resources, and money for an Instructional Lead Teacher (ILT/POF) and teacher trainings (reading and math) to effectively carry out the professional development activities that address the root causes of academic problems.

- We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways: All staff meetings are designated as an opportunity for trainings and professional development. On Wednesdays, the grade levels and administrators meet to analyze, review, and discuss student data. Strategies that have been successful in the classrooms are shared at staff meetings. Teachers across grade levels and special areas frequently collaborate with one another to enhance student performance and learn new ideas that effectively reach struggling students. Teachers will be provided with an opportunity to observe each other's classrooms as well as receive a model lesson from the Instructional Lead Teacher.

- The Leadership Team is comprised of representatives from all grade levels, administrators, and support teams. All representatives are expected to articulate the needs of all students based on classroom observations and a review of test data. They also assist in developing and updating school wide action plans to address student performance weaknesses.

5.	Strategies to attract high-quality highly qualified teachers to high-need schools.

Response: The following are strategies to attract highly qualified teachers to Burnett Elementary School:

- Highly qualified teachers are recruited and selected from job fairs, visits to colleges and universities, internet posting, and personal contacts.
- New teachers to Burnett are provided with a mentor, preferably in their grade level to assist them with day to day rituals and routines of the school.
- When highly qualified teachers are experiencing difficulties, we will provide them with training, resources, and support.

6.	Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response: The following are strategies to increase parental involvement.

A. Parents can be involved in the following ways:
- Assist in the Media Center book fair
- Visit the Parent Resource Center
- Attend Parent Advisory Council/School Council
- Assist with the development of the school compacts
- Assist with the School Improvement Plan
- Assist with the development of the LEA policy and the Parent Involvement Policy
- Participate in Career Day *Parents share information about their profession
- Participate in school-wide events
- Receive Parent Volunteer Recognition
- Volunteer as Parent Mentors
- Receive Telephone calls, emails, face to face contact, Notify Me
- Attend Classroom Observations
- Attend Parent Workshops
- Receive Remind 101

B. We have developed a parent involvement policy included in our appendices that
- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including an interpretation of those results
- makes the comprehensive school-wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- includes the policy and compacts required
- includes parent involvement checklist

C. Parents play a valuable role in reviewing data, planning, and designing the school-wide plan. We also offer various Parent Workshops. The school improvement plan is available for all parents to review via the school website. These on-going activities include:
- Parents are invited to attend Title I meetings in order to receive monthly updates.
- Communications occur through the following ways: student agendas, school and grade level newsletters, ParentLink, school marquee, email, Class Dojo, school website, and flyers.
- Parents are elected to participate with teachers and business partners on the Parent Advisory

Committee/ School Council, which meets four times a year.

- Sneak a Peek, Grade Level Informational, and Open House are held at the beginning of the school year to orient parents to grade level expectations for their child.
- Parent-Teacher conferences are scheduled twice per school year.
- Positive Phone Calls are made to parents within the first couple of weeks by teachers.
- Star Student Breakfast is held once a month celebrating and recognizing positive students. Parents are invited to the breakfast to celebrate and recognize their child.
- Student progress reports are disseminated periodically throughout the semester.
- Parent, student, staff surveys will be conducted annually and the results will be used to improve the school.
- Volunteer opportunities for parent include the following: fundraisers, Fall Festival/Boo At Burnett, Mentor Match, Career Day, Field Day, Book Fair, A.R., and classrooms.

D. The school administrative team with the support of the ILT/POF continues to be a huge focus on parent needs. This includes: initiating contact with parent of struggling students; following up with parents concerning issues pertaining to attendance and discipline; conducting workshops on selected topics as needed.
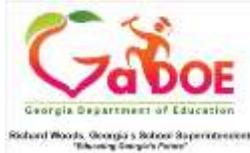
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7.   Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response: The following are our plans for assisting preschool children in the transition from early childhood programs to local elementary school programs:

   A. In May, surrounding daycare centers and preschools will be invited to attend Burnett for a kindergarten orientation and visit. Preschool children will be given a tour of the building and classrooms. Also, parents will be given information on ways to prepare their children for kindergarten. In addition, students will be able to attend a week long kindergarten camp to prepare them for the upcoming academic year.

   B. Transition plans are included for students entering middle school. Middle school counselors, sixth grade teachers, and special area teachers will set up a day and time to meet with fifth grade teachers, fifth graders, and special areas teacher. The fifth grade teachers will provide the middle school with academic information.

   C. When a new student enters Burnett throughout the year, the ILT/POF will meet and greet the family. The child will be escorted down to his/her classroom immediately. The parents will be invited to the Parent Resource Room to get more information about Burnett and parent resources. They will also be encouraged to enroll in the school based health clinic for future medical services.

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8.   Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response: The following measures are used to include teachers in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the

8.	Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

overall instructional program.

A. We include teachers in decisions regarding use of academic assessment through a variety of venues including grade-level, vertical, dynamic, and leadership team meetings. Grade level teams collaborate weekly in the development of common assessments and analyze data in order to guide and drive decisions that impact instruction.

Teachers collaborate with administrators in analyzing student data (i.e. EOG scores, AIMSweb, DRA, and Common District Assessments). The disaggregated data is used to evaluate student learning, diagnose student strengths and weaknesses, and evaluate the effectiveness of programs and instructional strategies. Information from this data will be used to drive instructional decisions. Teachers help make decisions and are accountable for their results.

B. Individual student data is disaggregated in order to pinpoint areas of strengths and weaknesses. Based on formative assessments results, teachers will make decisions regarding student needs for instructional interventions and progress monitoring by collaborating with their team, special area teachers, and administrators. Progress monitoring of interventions is systematically reviewed through decision-making that will best support student learning and increase student achievement.

9.	Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response: We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are the following:
- Progress Monitoring
- Response to Intervention
- Student Support Team
- Early Intervention Program
- Tutoring Program
- Flexible Groups

The following measures ensure that student weaknesses are identified on a timely basis are listed below:
- Teachers meet weekly to discuss the data derived from progress monitoring, formative and summative assessments, and student work samples. The team leader and/or ILTs facilitate the data meetings. During these meetings, the needs of individual students are addressed and teachers discuss appropriate strategies for student success.
- The Response to Intervention and the Early Intervention Program are designed to identify and monitor students with learning difficulties.
- Subject area benchmarks and common district assessments provide indicators of student strengths and weaknesses.
- Each month students will provide a writing sample to show teachers evidence of developmental

9.	Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

progress.
- Additionally, each student has a portfolio and goal sheet to document progress throughout the year.
- Conference times are available for teachers and parents to discuss students' academic and behavioral issues at any time.
- Half days are scheduled each semester to provide extra time for teacher-parent communication and for professional development of teachers.

10.	Coordination and integration of federal, state, and local services and programs, including
	programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response: The following ways that the school will ensure coordination and integration of federal, state, and local services and programs to support student achievement goals in the school improvement plan are listed. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school-wide plan. Every reasonable effort is made to coordinate and integrate federal, state, and local programs in order to support learning for all students. Coordination and integration may involve combining service eligibility criteria and funding streams, where legal and feasible.

- Title I supplements Title I designated teachers' salaries and purchases supplemental program materials; underwrites the cost of selected school improvement activities shown in the school's action plan.
- Title II-A Teacher Quality Program funds have been used to ensure that all teachers meet the highly qualified teacher requirements.
- Title III-D Technology provides opportunities to support instruction and expand the school's technology inventory.
- IDEAS, Part B funds are used to provide professional development for regular and special education teachers on the effective implementation of a teach-collaborative delivery model.
- Title VI Instructional Support funds are used to supplement state and local funding available for instructional supports to address the needs of at-risk, underachieving students groups.
- State Funds are used to provide instructional support for struggling students to be served in the Early Intervention Program (EIP).
- State and federal funds are used to serve preschoolers with disabilities in preschool special education programs.

11.	Description of how individual student assessment results and interpretation will be provided to parents.

Response: The following ways in which individual student assessment results and interpretation will be provided to parents are listed below.

11. Description of how individual student assessment results and interpretation will be provided to parents.
The Georgia Department of Education provides detailed information for interpreting EOG test scores and the CCRPI. The World-Class Instructional Design and Assessment (WIDA) provides detailed information about ACCESS testing procedures and score interpretation. ESOL teachers are trained and tested before giving the ACCESS test to their students. Teachers provide rubrics to explain the grading process for some assessments outside of standardized testing and assessment. Parents are provided the same information, either before a test is given, or a copy is provided along with the test results, as deemed appropriate.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
Response: The following provisions for the collection and disaggregation of data on the achievement and assessment results of students are listed below:

As state achievement test results are received by the principal and the testing coordinator, all concerned parties receive a breakdown by school, grade level teacher and subject area by grade level. Interpretations are provided as well as comparisons within the school and district. This data is provided in a timely manner in order to allow for remediation and promotion/placement/retention decisions concerning students and for communication of such decisions with students and parents/guardians. Individual teacher assessments are scored and feedback is given to the students in a timely manner in order to allow for remediation and/or acceleration as directed by the student's mastery level. |

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
Response: The provisions to ensure that disaggregated assessment results for each category are valid and reliable are as follows.

The Georgia Department of Education provides all schools with appropriate assessment results which are reliable and valid. Burnett Elementary faculty and staff will receive prior training to ensure that all testing protocols and procedures are followed. Any incidents and irregularities will be reported promptly to the district assessment testing coordinator.

District personnel, school principal, assistant principal, and the leadership team will develop reporting protocols for each category as results are received. The data will be disaggregated by subgroups. In addition, teachers will be able to identify strengths and weaknesses; remediate or accelerate, and inform instructional practices.

We will also use SLDS to target specific areas. AIMSweb and Common District Assessments will be instrumental in providing teachers with more reliable and valid data in a timely manner. |

14. Provisions for public reporting of disaggregated data.
Response: The provision for public reporting of disaggregated data will be published on the school website, and a copy of the report will be available in the front office for public viewing.

15.	Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response: Our plan is revised each school year. Our School Improvement Plan (SIP) requires us to collect and analyze specific data to determine improvement priorities, make decisions about setting goals, and continuously measure progress toward achievement of these goals. The SIP involves all stakeholders and is a continuous work in progress.

16.	Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response: The plan was developed with the involvement of the community and individuals who will carry out the plan. Our community stakeholders include faculty, the leadership team, partners in education, and the parent advisory committee/school council.

17.	Plan available to the LEA, parents, and the public.

Response: The plan is available to the LEA, parents, and the public. All documentation, including the Title I Plan, has been written in languages relevant to the student population. They are also available online. A translator is available at all parent workshops, when appropriate.

18.	Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response: Our School Improvement Plan is translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

19.	Plan is subject to the school improvement provisions of Section 1116.

Response: The plan is subject to the school improvement provisions of section 1116.