



Marietta
city schools
A Georgia Charter System

- Student Achievement
- Human Capital & Development
- Community Collaboration
- Fiscal Responsibility

School Strategic Plan

School
Name

A.L. Burruss Elementary

School
Year

2018-2021

School Leadership Team Members



Dr. Jillian Johnson, Principal

Darcey Ethridge, School Counselor

Celis Hartley-Lewis, Assistant Principal

Katy Magee, Kindergarten Teacher

Kourtney Clark, MTSS Coordinator and Instructional Coach

Jaclyn Bell, First Grade Teacher

Katie Gaudette, Instructional Coach

Allison Taylor, Second Grade Teacher

Kristen Green, IB Coordinator and Instructional Coach

Christina Updyke, Third Grade Teacher

School Leadership Team Members



Sophie Morton, Fourth Grade Teacher

Kevin Sanders, Music Teacher

Rebecca Dudley, Fifth Grade Teacher

Cindy Farr, Media Specialist

Cheryl English, Teacher Support Specialist

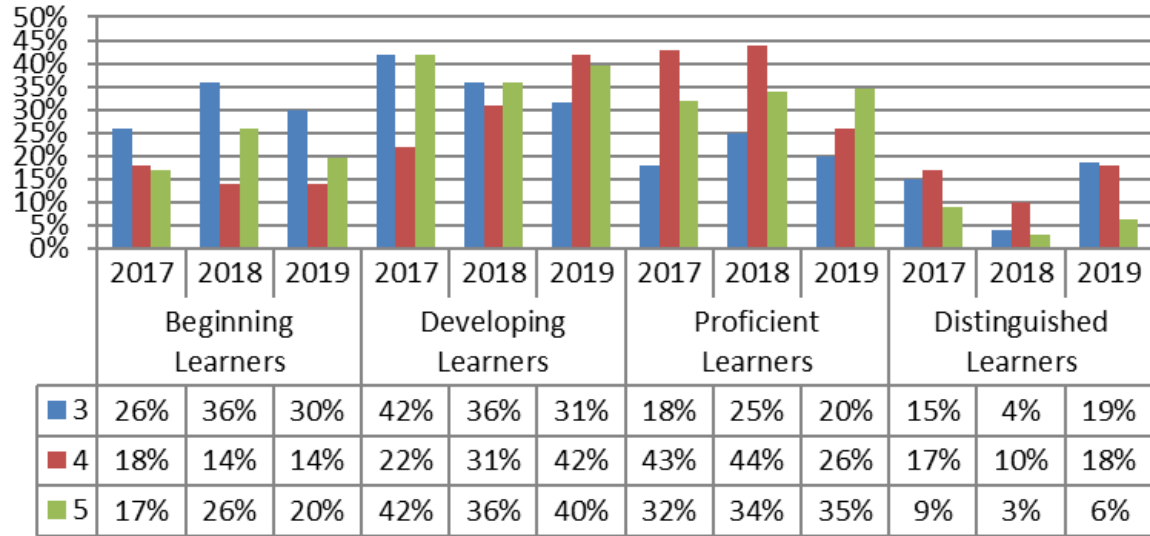
Barbie Esquijarosa, ESOL Teacher & SGT Chairperson

Carla Wallace, Gifted Teacher

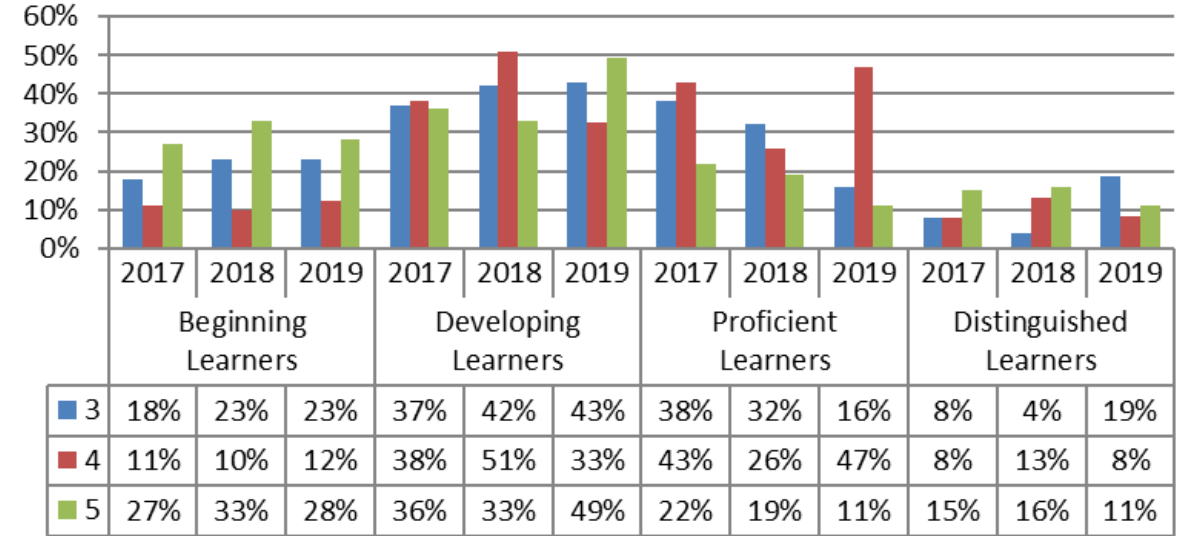
Needs Analysis: 3-Year Trend Data



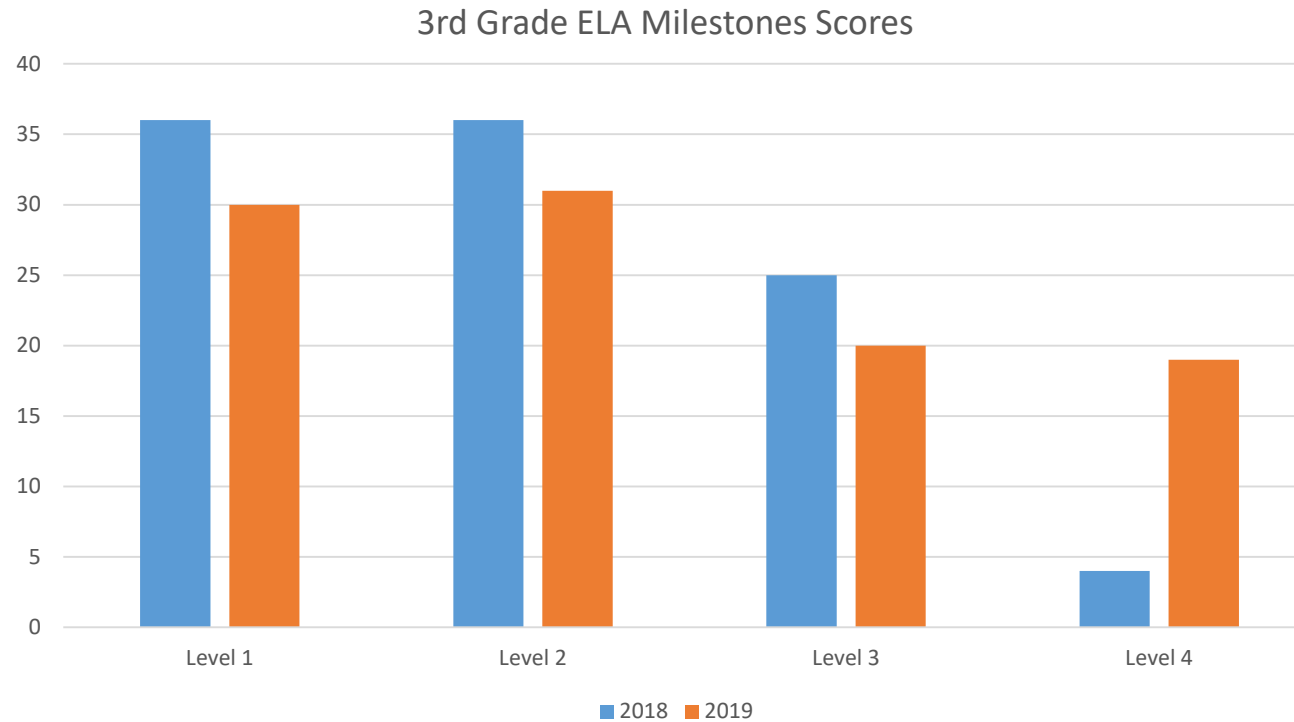
English Language Arts



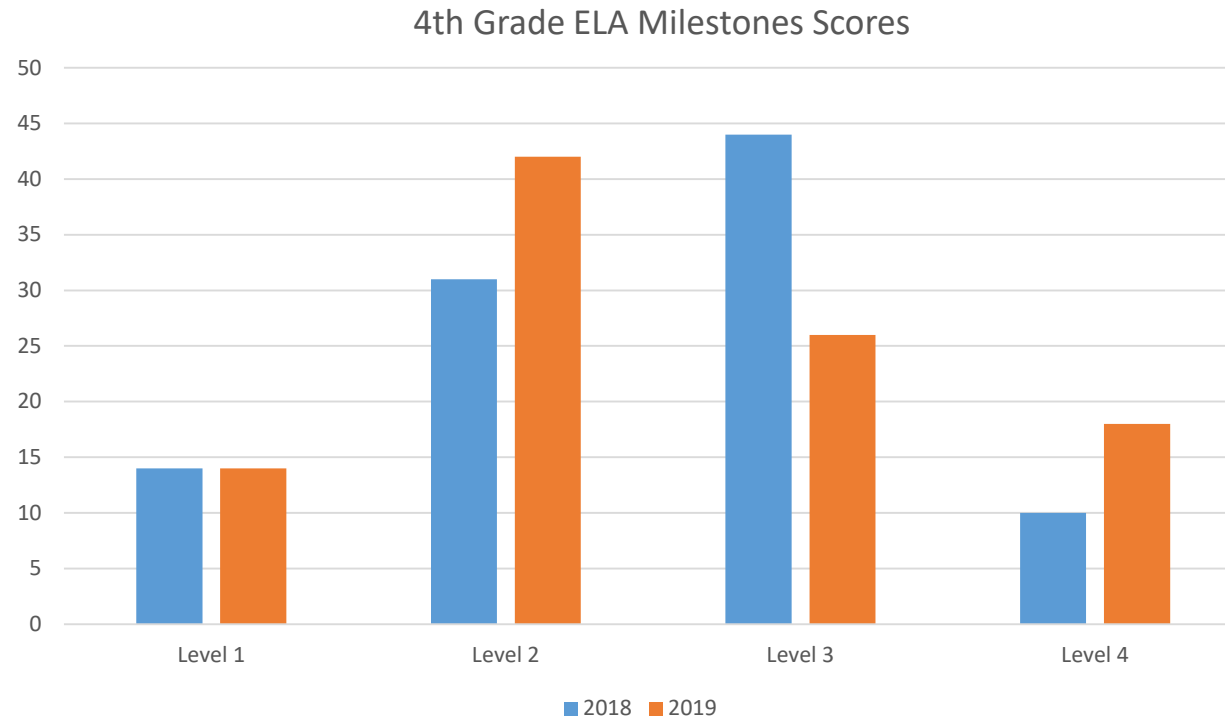
Math



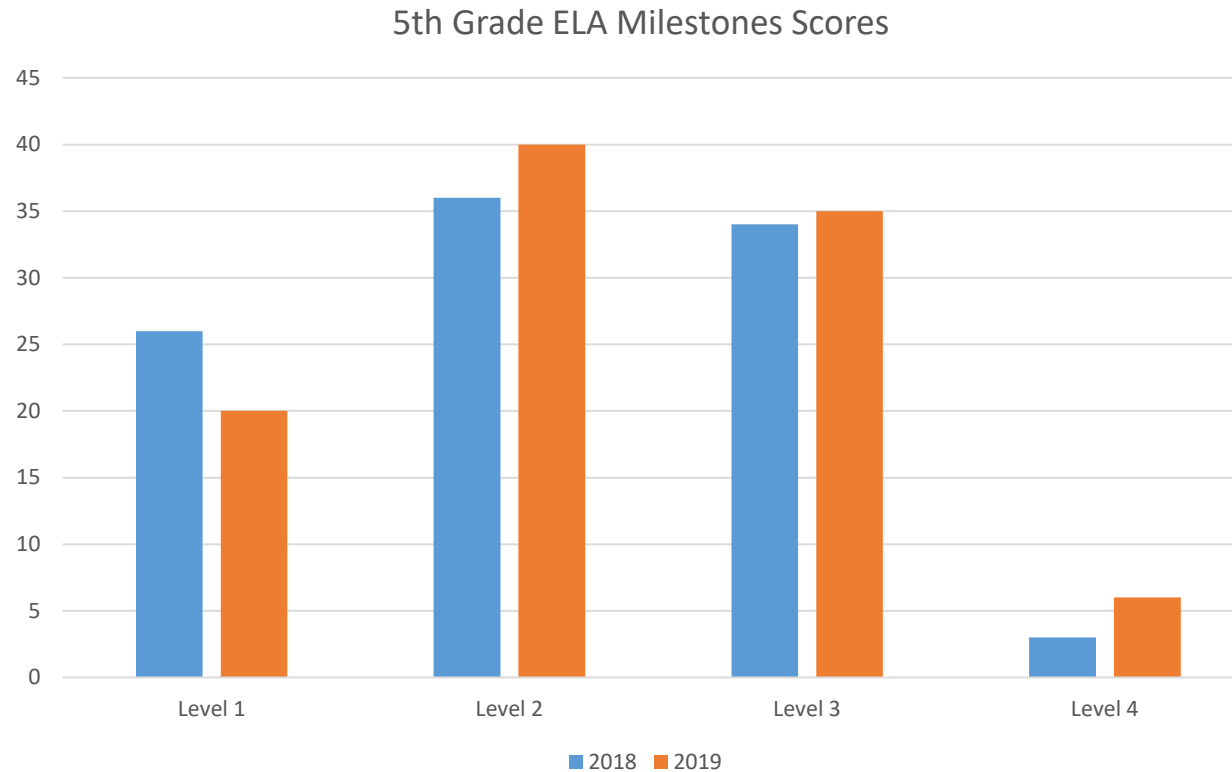
Needs Analysis: 3rd Grade ELA



Needs Analysis: 4th Grade ELA



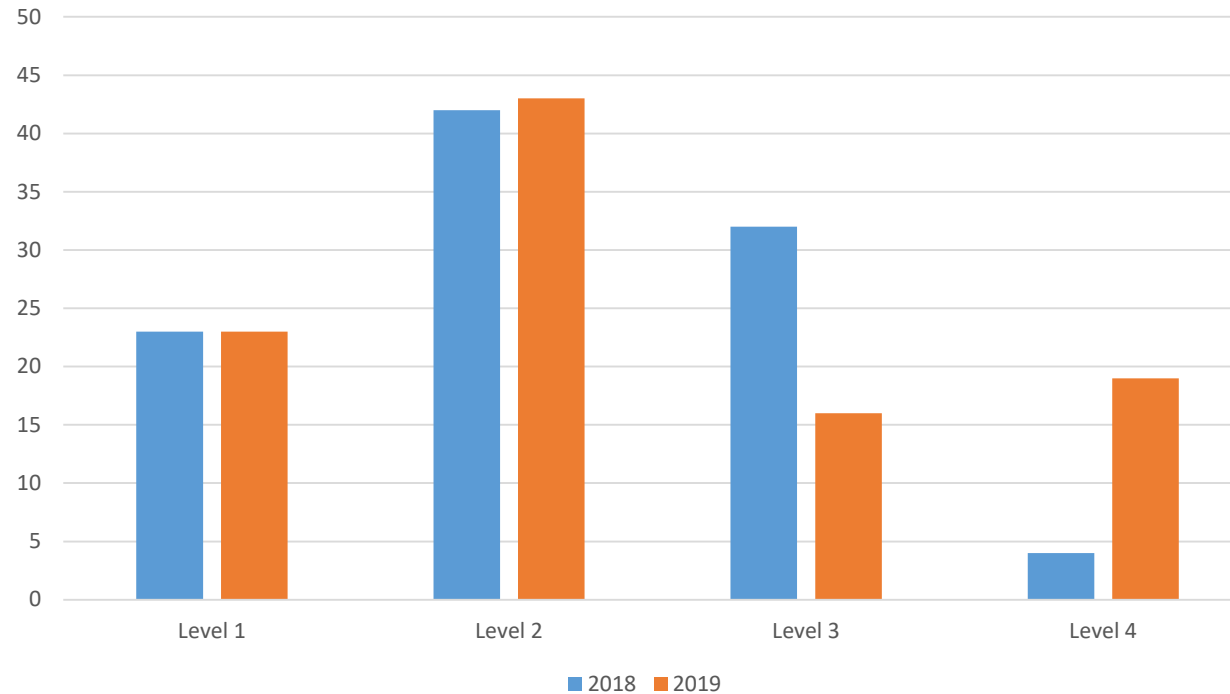
Needs Analysis: 5th Grade ELA



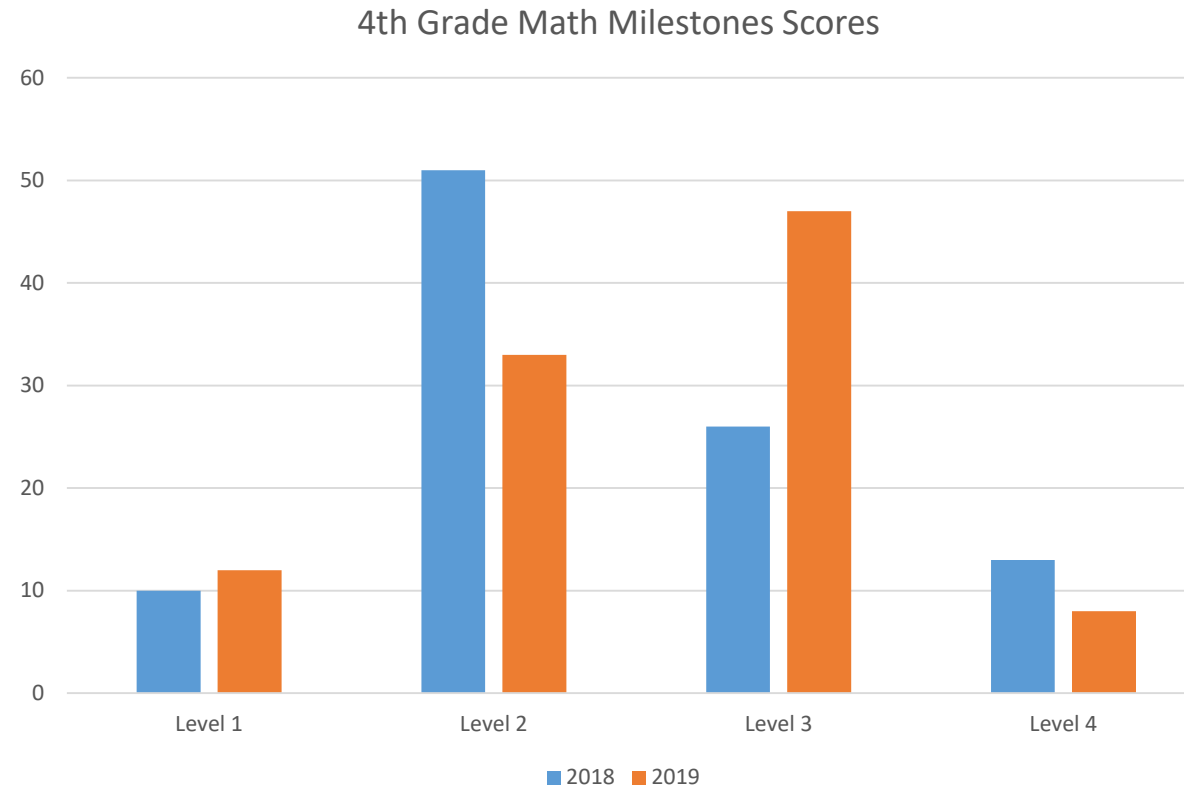
Needs Analysis: 3rd Grade Math Data 2018-2019



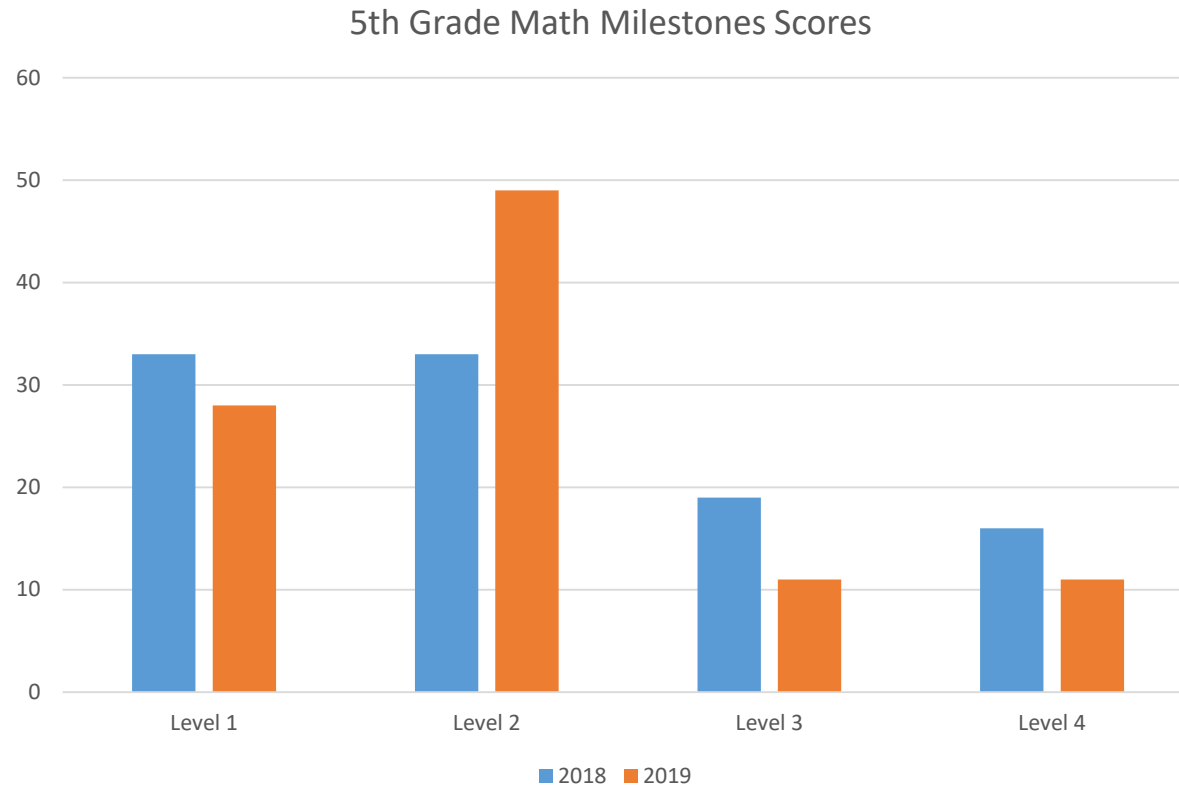
3rd Grade Math Milestones Scores



Needs Analysis: 4th Grade Math



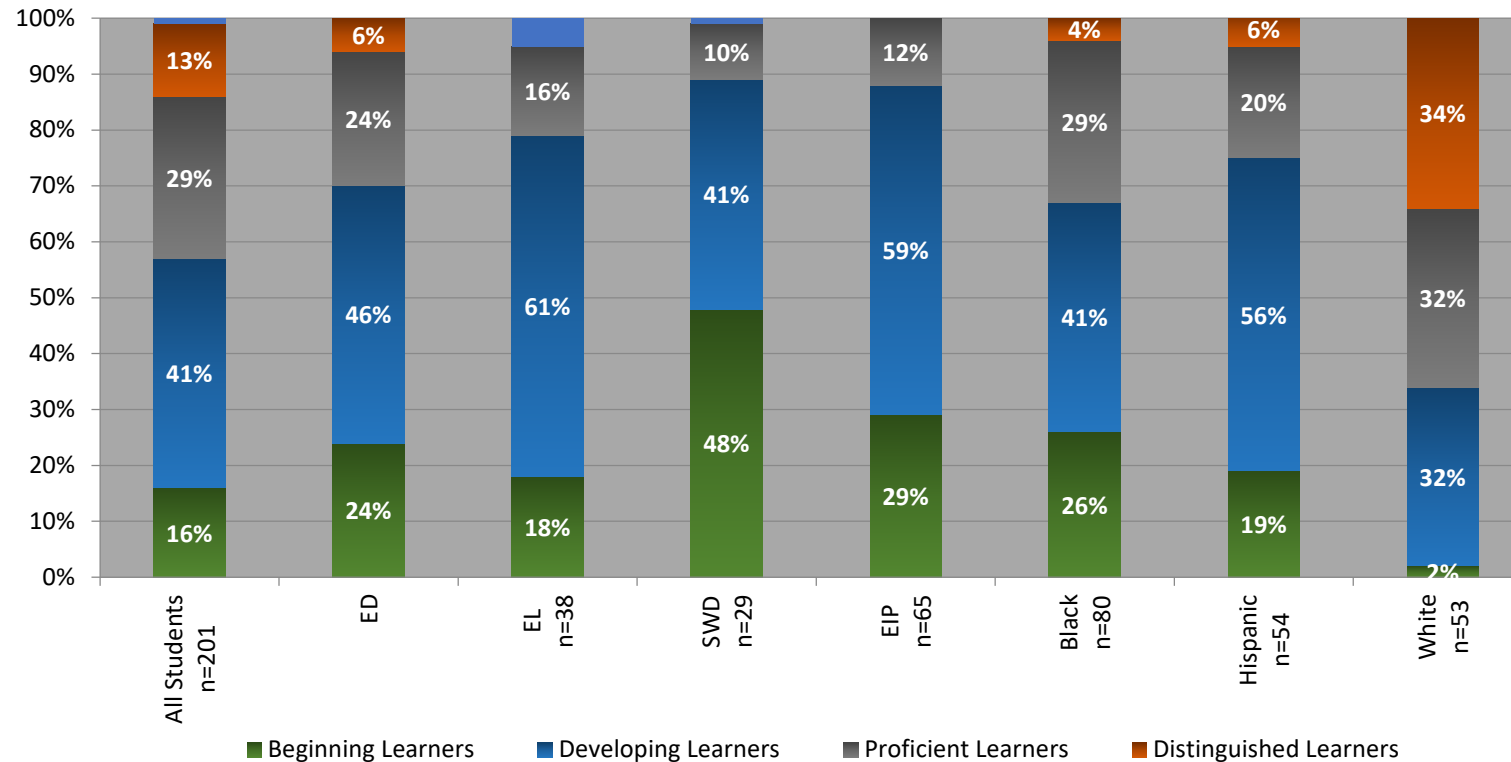
Needs Analysis: 5th Grade Math



Needs Analysis: Subgroup Data

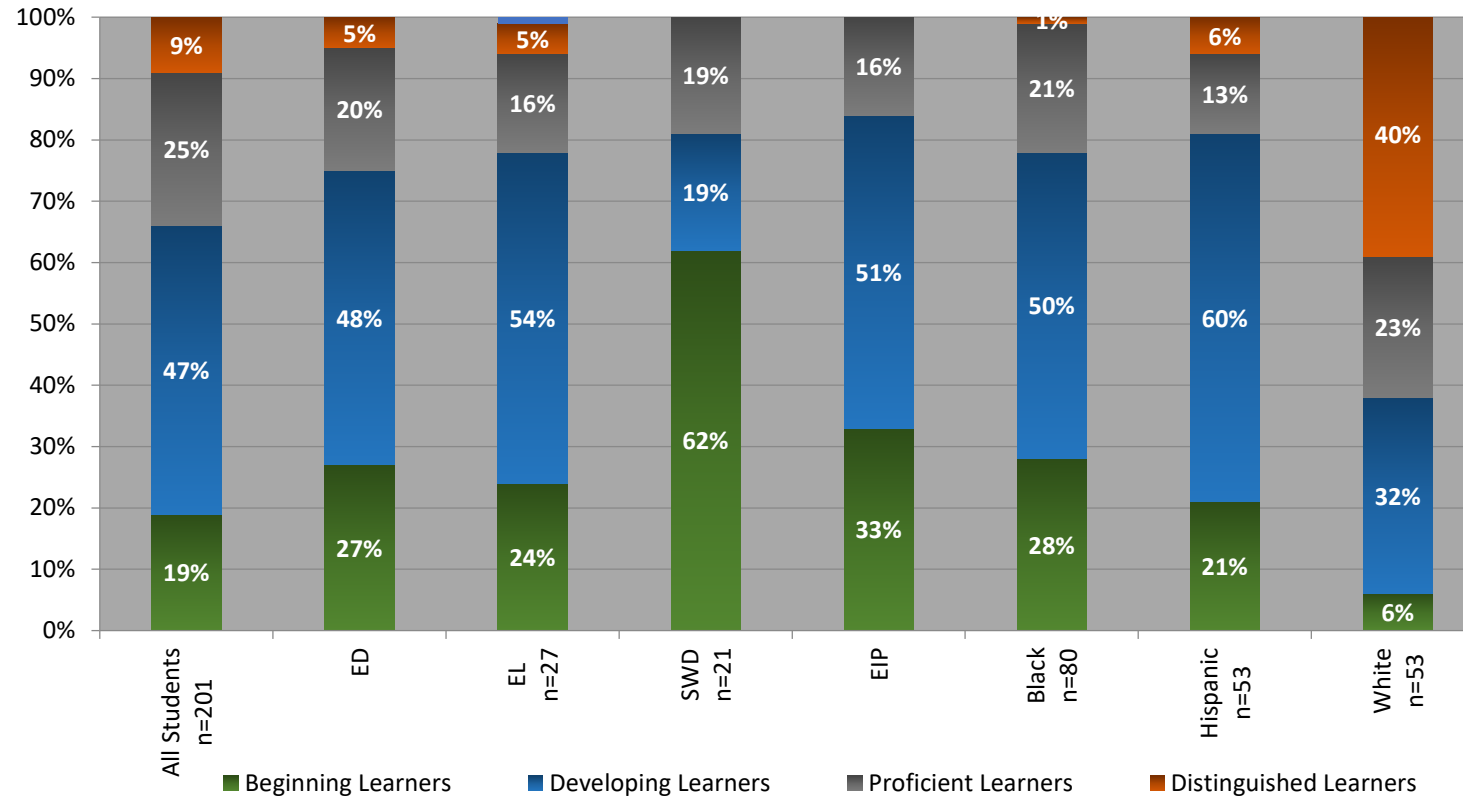


2019 ELA Grades 3-5



Needs Analysis: Subgroup Data

2019 Math Grades 3-5



Progress Monitoring Plan for Continuous Improvement



August 2018: Collaborate with School Leadership Team to Write 3-year Plan

September 2018: Present Plan to School Governance Team and to School Staff

October 2018: Review Plan with School Leadership Team

March 2019: Review Plan with School Staff

June 2019: Revise Plan with School Leadership Team based on Comprehensive Needs

August 2019: Review Revised Plan with School Governance

September 2019: Review Revised Plan with Leadership Team

October 2019: Review Revised Plan with School Staff

January 2020: Review/Revise Plan with Leadership Team with Mid-year Data

Strategic Plan:



STUDENT ACHIEVEMENT

Prepare every student for college and career success.



HUMAN CAPITAL & DEVELOPMENT

Recruit and retain effective teachers and staff who meet the district's diverse needs.



COMMUNITY COLLABORATION

Increase community engagement across the district.



FISCAL RESPONSIBILITY

Establish fiscal processes that align to the needs of students and staff.

Outcomes/Goals: What will success look like for our school? (Smart Goals)

3rd – 5th Grade English Language Arts
60% of 3rd – 5th graders will perform at proficient or distinguished levels in ELA on Georgia Milestones by 2021

3rd – 5th Grade Math
50% of 3rd – 5th graders will perform at proficient or distinguished level in Math on Georgia Milestones by 2021

Teacher Engagement
Increase teacher retention by 50%

Community Engagement
Increase the number of impactful community engagement sessions

Marietta High School Engagement
Leverage the proximity and resources of Marietta High School

Transparent and Equitable Use of Consolidated Funds

Initiatives: What will we do to achieve success?

Professional Learning Communities
Establish educational teams that meet regularly, disaggregate student data for instructional purposes, share best practices, and work collaboratively to improve teaching skills and student understanding

Instructional Frameworks
Implement district instructional frameworks that build student understanding through standards based instruction and work time

Staff Development
Provide staff with coaching and professional learning opportunities to sharpen their skills as educators and improve their student learning outcomes

Community Meetings
Hold community meetings on and off campus at varying times of the day to ensure all community members can participate

Vertical Alignment
Collaborate with high school faculty and students to create vertical learning experiences for all students

Focused Budgeting
All spending of consolidated funds will be directly connected to the School Improvement Plan


**Initiatives:
What will we
do to achieve
success?**

**Critical actions: What major actions
will we complete and by when?**

**Evidence of progress: How will we
know that the initiative is working?
(Timeline)**

**Outcomes: What will success look if
we provide opportunities for all
children (student groups)?**

Professional Learning
Communities



**STUDENT
ACHIEVEMENT**
Prepare every student for
college and career
success.

Instructional
Frameworks

Contract with EdPlanners to support PLCs and train PLC Leaders

Purchase Assessment Bank through Schoology to facilitate use of Common Formative Assessment data in PLCs

Schedule monthly Super Specials and bi-annual grade level planning days

Leverage administrators to enrich PLC conversations and instruction

Intentionally monitor progress of students in all subgroups: ED, SWD, ELL, ethnicity

Purchase WriteScore Assessment Kit Grades 3-5

Purchase MobyMax

Implement Instructional Framework instruction for both ELA and math

Use district resources from Schoology to support the Instructional Frameworks

Implement Pearson Envision Curriculum for Math K-5

Leverage Tier 2 and Tier 3 Interventions, including 95%, LLI, Lexia, GLOSS, and Symphony Math

Schedule Daily WIN (What I Need) Time for Grades K-5

Advanced Content Math for Grades 2-5; Advanced Content Reading for Grade 5

By January 2020, 50% of all students will meet growth expectations in reading and math on MAP

Lexia Usage and Growth Data for ESOL students

Common Formative Assessments in Grades K-5

Benchmark Phonics Assessments in Kindergarten and First Grade

Mid-year F&P data

Write Score Assessment Reports

MobyMax Assessment Reports

By January 2020, 50% of all students will meet growth expectations in reading and math on MAP

Lexia Usage and Growth Data for ESOL students

Common Formative Assessments in Grades K-5

Benchmark Phonics Assessments in Kindergarten and First Grade

Mid-year F&P data

Write Score Assessment Reports

MobyMax Assessment Reports

3rd – 5th Grade English Language Arts
50% of 3rd – 5th graders will perform at proficient or distinguished levels in ELA on Georgia Milestones by 2020

- 25% of EIP students will perform at proficient or distinguished
- 25% of EL students will perform at proficient or distinguished
- 30% of SWD students will perform at proficient or distinguished
- 40% of ED students will perform at proficient or distinguished

3rd – 5th Grade Math
40% of 3rd – 5th graders will perform at proficient or distinguished level in Math on Georgia Milestones by 2020

- 15% of EIP students will perform at proficient or distinguished
- 25% of EL students will perform at proficient or distinguished
- 30% of SWD students will perform at proficient or distinguished
- 30% of ED students will perform at proficient or distinguished

Initiatives:
What will we do to achieve success?

Critical actions: What major actions will we complete and by when?

Evidence of progress: How will we know that the initiative is working? (Timeline)

Outcomes: What will success look if we provide opportunities for all children (student groups)?

Teacher Engagement

- Hiring committee
- New teacher support sessions
- Peer observations
- Opportunities for collaboration
- IB certification opportunities
- Grassroots PD sessions led by teacher leaders
- Job fairs
- Teacher Mentor program
- Principal Advisory Council
- Training and support through instructional coaches in collaboration with district coordinators in all subject areas

- Climate Survey Data
- Quarterly Principal Advisory Committee Feedback

Increase the percentage of staff members who remain at A.L. Burruss for the 2019-2020 school year



HUMAN CAPITAL & DEVELOPMENT

Recruit and retain effective teachers and staff who meet the district's diverse needs.

Initiatives:
What will we do to achieve success?

Critical actions: What major actions will we complete and by when?

Evidence of progress: How will we know that the initiative is working? (Timeline)

Outcomes: What will success look if we provide opportunities for all children (student groups)?

Community Engagement



COMMUNITY COLLABORATION
Increase community engagement across the district.

Marietta High School Engagement

- Conduct family engagement nights, providing at least two off-campus family engagement events
- Increase purposeful positive outreach to every family through “Good News” postcards and positive phone calls home
- Fund Bilingual Family Engagement Liaison through Charter Funds
- Monthly lessons with guidance counselor in each homeroom
- Implement PBIS and SEL strategies schoolwide
- Train staff on de-escalation and trauma-sensitive teacher strategies
- Host Kindergarten transition activities and collaborate with area preschools

- Collaborate with Marietta High School faculty and students
- Acquire year-long field trip permission slips to allow students to walk to Marietta High School for collaborative efforts
- Guidance lessons in grade level classrooms connected to secondary and post-secondary opportunities

- By May 2020, hold at least two campus family engagement events
- By May 2020, every child will receive at least one “Good News” postcard
- School climate team will monitor conduct data and meet to address trends and possible solutions

By May 2020, have at least two opportunities where teachers and students at A.L. Burruss collaborated with Marietta High School

- Increase the number of community engagement opportunities
- Decrease student discipline referrals

Increase the number of interactions with Marietta High School faculty, staff, and campus

Initiatives:
What will we do to achieve success?

Critical actions: What major actions will we complete and by when?

Evidence of progress: How will we know that the initiative is working? (Timeline)

Outcomes: What will success look like if we provide opportunities for all children (student groups)?

Focused Budgeting



- Weekly meetings with principal and book keeper
- Implement purchase request process
- Create inventory of resources
- Purposeful scheduling of services to leverage FTE: gifted, ESOL, EIP, special education



- FTE Earnings from October report
- FTE Earnings from February report



FISCAL RESPONSIBILITY

Establish fiscal processes that align to the needs of students and staff.

Charter Funding - Strategic Support -SGT Request Form-

School:	A. L. Burruss Elementary			
Amount Requested:	\$34,790	Date of SGT Approval/Vote ¹ :	10/11/2018	

Strategic Alignment: Explain how your proposed use of charter funds aligns to your school improvement plan (and/or the district strategic plan) and the long-term outcomes or goals highlighted in your plan.

Charter funds at Burruss will be used to fund one enhanced roles: bilingual parent liaison

Funding Activities: Use the table below to state the project activities, strategic alignment, anticipated outcomes and long-term impact for your students.

Implementation: (Project Activities – including any Enhanced Roles ²)	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
Community Engagement Liaison	Family Engagement	Support families through translation services	Increase family engagement	\$4000
IB Instruction and Professional Development	Student Achievement and Human Capital and Development	Develop teacher capacity through training and resources that align with the IB PYP	Increase student achievement and increase teacher retention for 2019	\$30,790

Charter Funding - Strategic Support
-SGT Request Form (continued) -

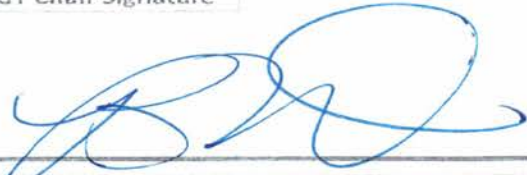
Evaluation/RO³: How will you measure your project results? For each of the project outcomes and long-term outcomes listed above, indicate how you will measure your results. Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.

Enhanced Roles will participate in the evaluation process as outlined by the district. For the Professional Development line item, results will be measured by staff quarterly temperature checks, classroom observations, and student growth and achievement data.

Barbara Esquijarosa



SGT Chair Signature



Superintendent (or Designee) Signature

Jillian Johnson



Principal Signature

11-15-2019

Date

¹ SGT approval of Charter Funding requests must be reflected in the SGT minutes.

² All Enhanced Roles must be reflected in the attached 2018-19 Enhanced Roles excel file, which must be submitted with this form.

³ Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.

APPENDIX A– Budget Template 1

Schoolwide School Improvement Plan- Combining Funds

How the school will meet the Intent and Purpose of each funding source?

- Please indicate the programs and items that will be supported with your consolidated funds. Make sure the programs/items meet the intent and purpose of each program.
- Attach template for EACH school consolidating funds to the Consolidated Application.

District Name: Marietta City Schools		Fiscal Year: 2018-2019
School Name: A.L. Burruss Elementary		Date Submitted: 9/21/18 Revised: 11/22/2019
Grade Level: K-5		
Describe how the Intent and Purpose for each consolidated funding source will be met by the school		
Program	Intent and Purpose Statement	
Title I, Part A	Improve academic achievement through parent involvement activities, parent liaison, instructional coach, focused academic and behavior interventions, data driven interventions, small group instruction, writing units of study, and web-based resources to support content learning	
Title II, Part A	Improve teacher quality through mentor/induction program, professional development in targeted instructional areas, ongoing job embedded professional development using professional learning communities, endorsements, and extended planning focused on curriculum design and instructional strategies	
Title III, Part A	Improve English proficiency and achievement of English Learners through professional development on differentiation of instruction, focused intervention time, and small group instruction, ACCESS data analysis, and WIDA standards training	
Title IV, Part A	Provide students with access to well-rounded education through technology integration, preventive truancy resources, PBIS framework, and school safety training <i>(supplemental)</i>	

Signatures:

Title I Director

Date

11/22/19

Title II Director

Date

11/22/19

Title III Director

Date

11/22/19

Superintendent

Date

12-9-19

Principal

Date

11-22-2019