



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

School Strategic Plan

School
Name

A.L. Burruss Elementary

School
Year

2021-2024

School Leadership Team Members



Dr. Jillian Johnson, Principal

Anthony Pearson, School Counselor

Celis Hartley-Lewis, Assistant Principal

Katy Magee, Kindergarten Teacher

Jill Waldrep, Assistant Principal

Jenny Brems, First Grade Teacher

Katie Gaudette, Instructional Coach

Chris Galpin, Second Grade Teacher

Kristen Green, IB Coordinator and Instructional Coach

Blaise Bowman, Third Grade Teacher

School Leadership Team Members



Ashley Olensky, Fourth Grade Teacher

Kristin Saxon, Media Specialist

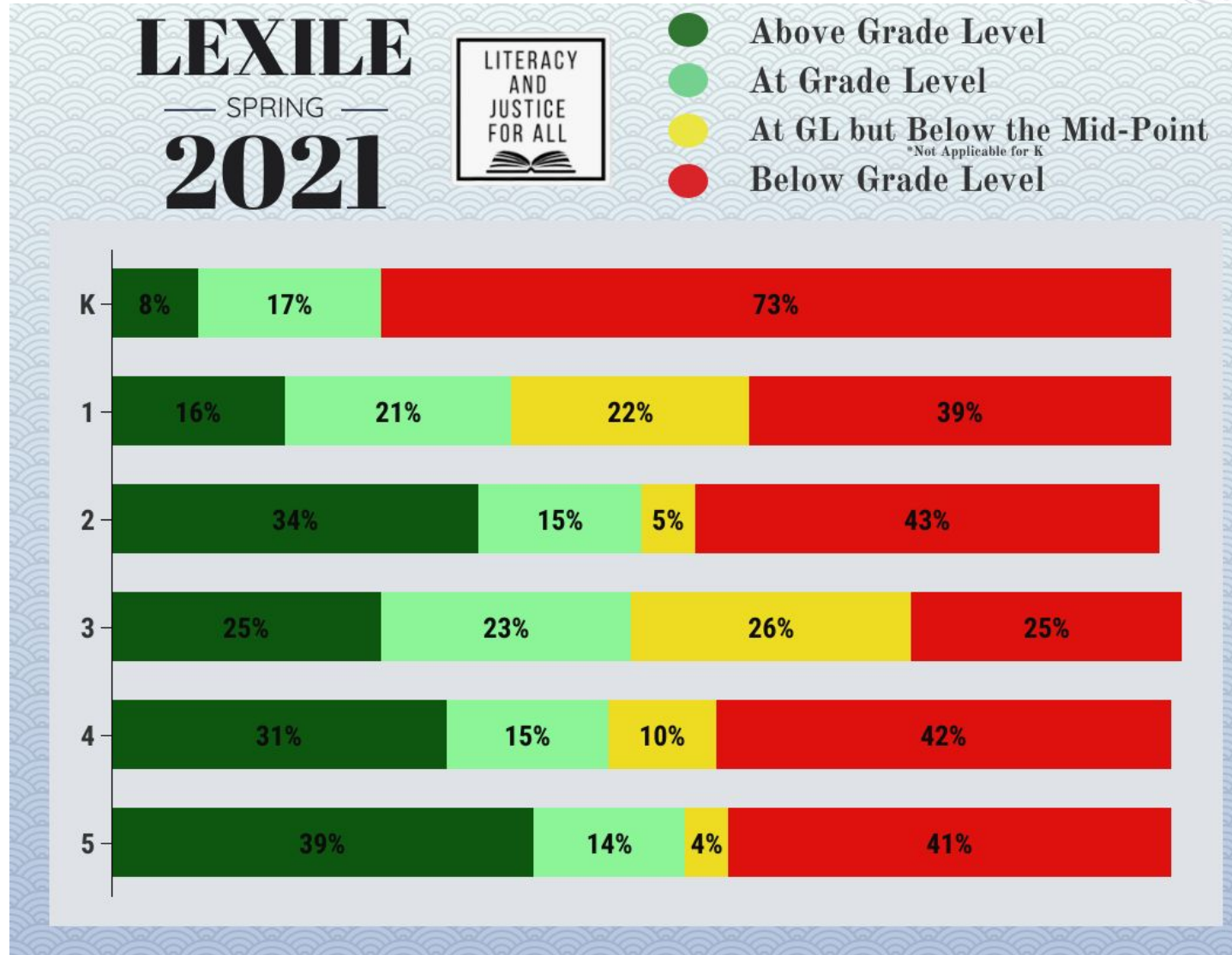
Sophie Morton, Fifth Grade Teacher

Cheryl English, Teacher Support Specialist

Carla Wallace, Gifted Teacher

Christy Grubbs, Art Teacher

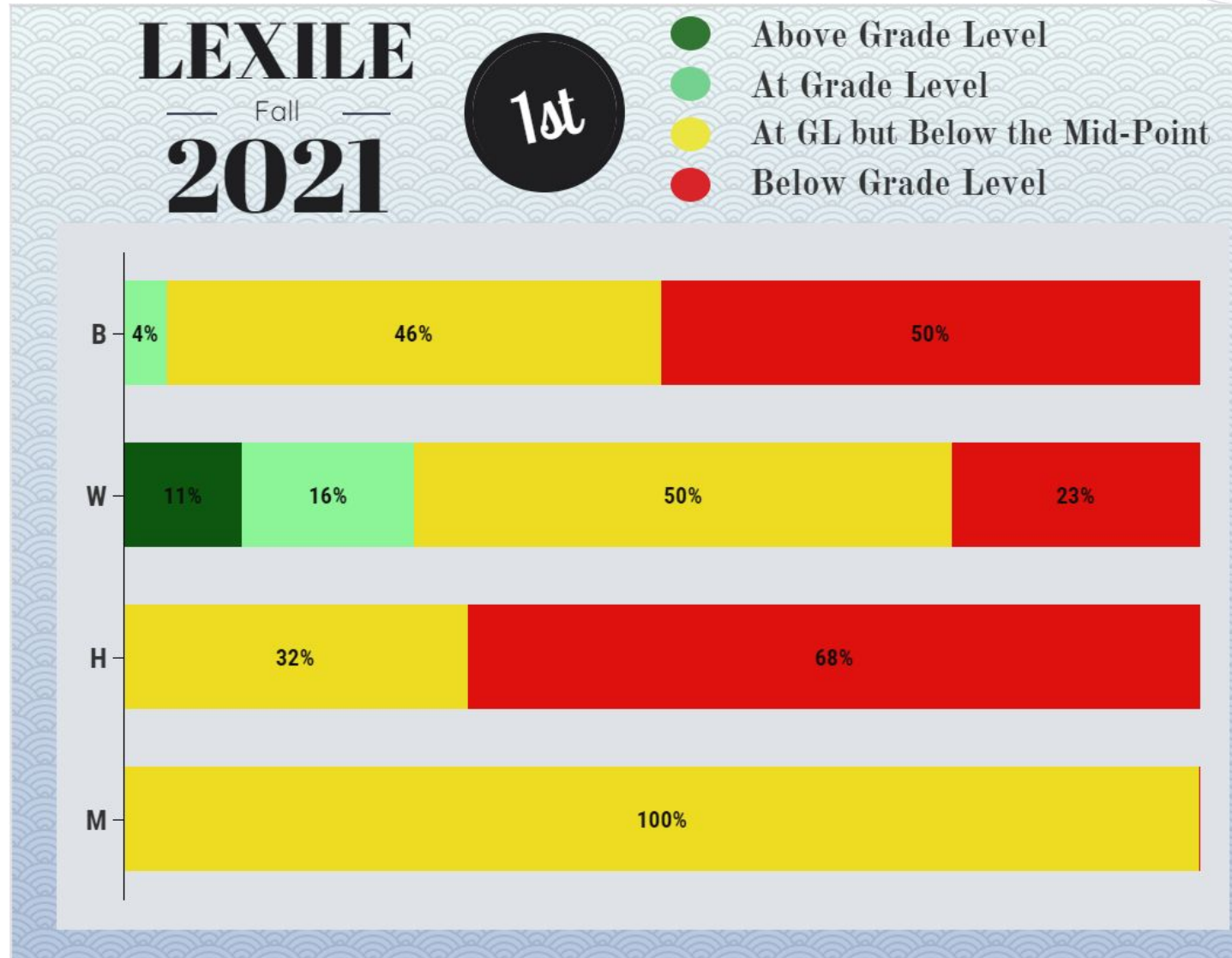
Needs Analysis



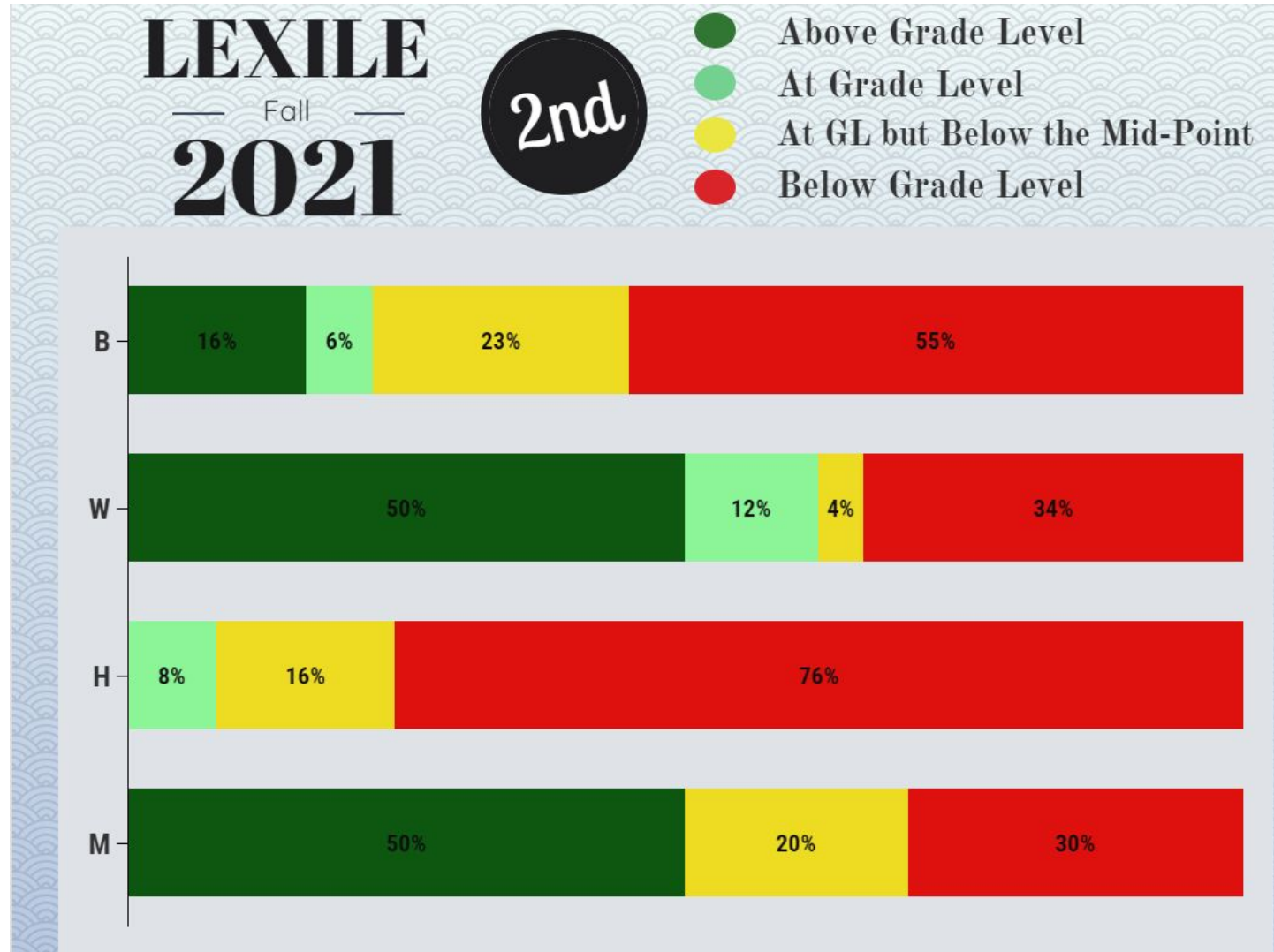
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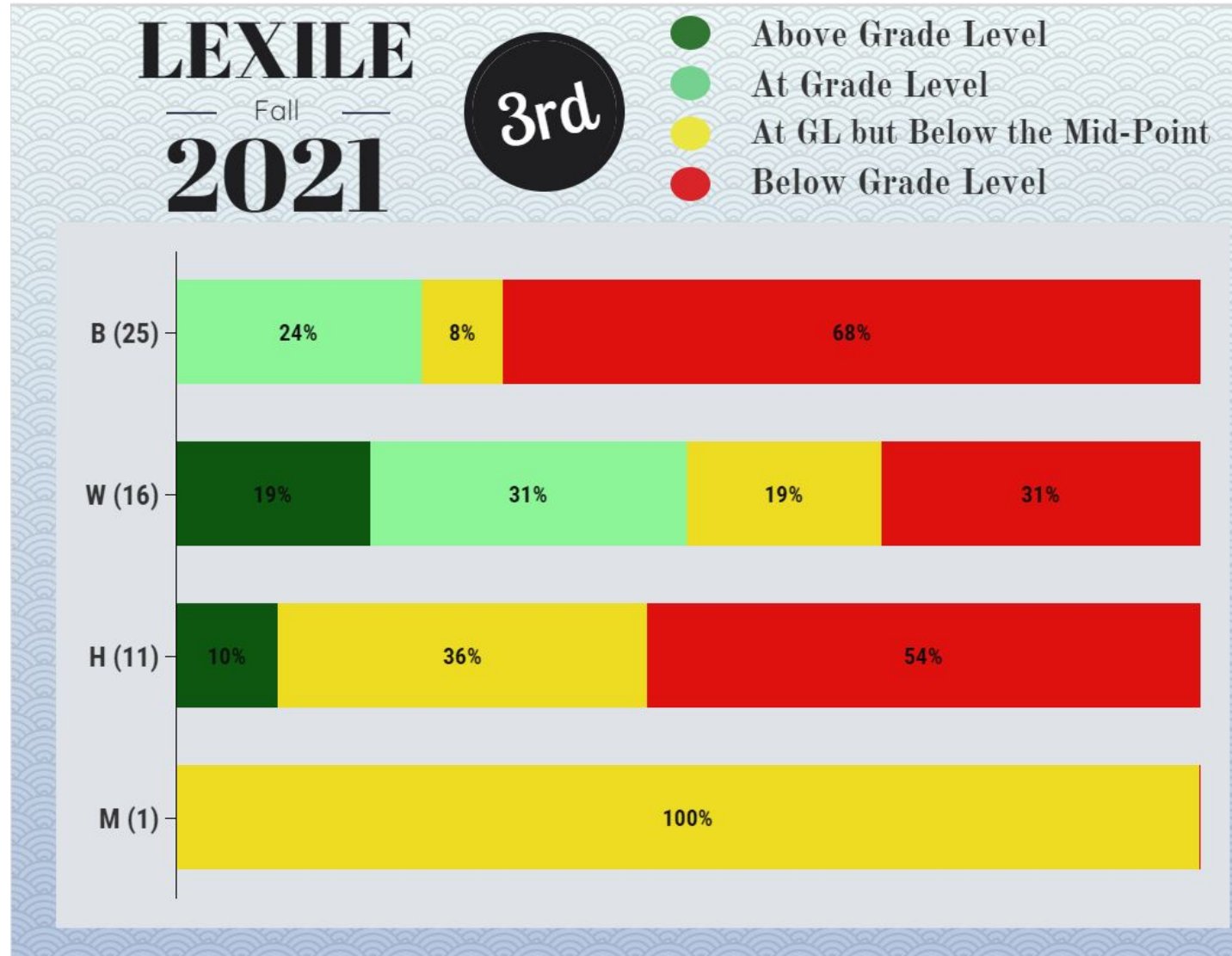
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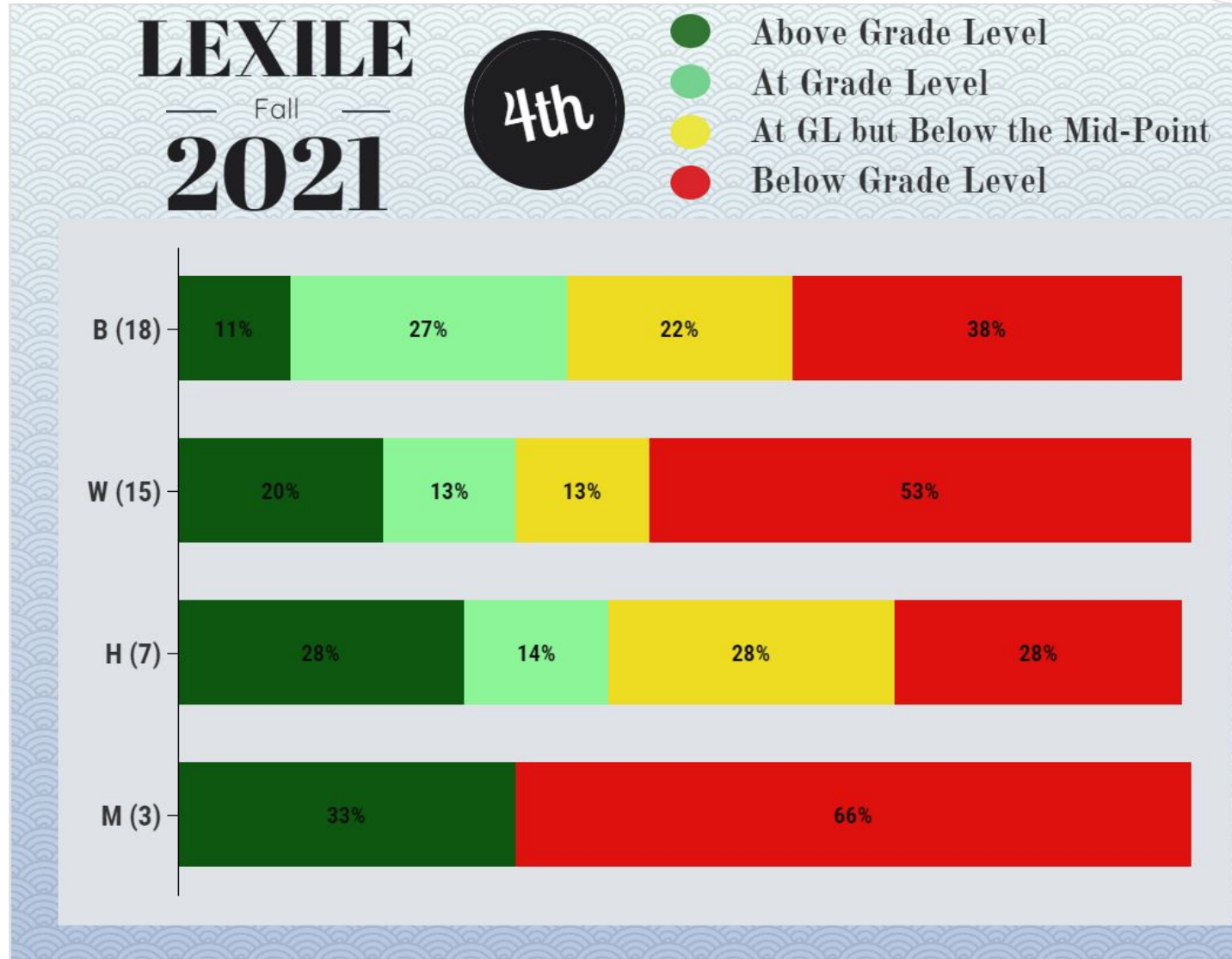
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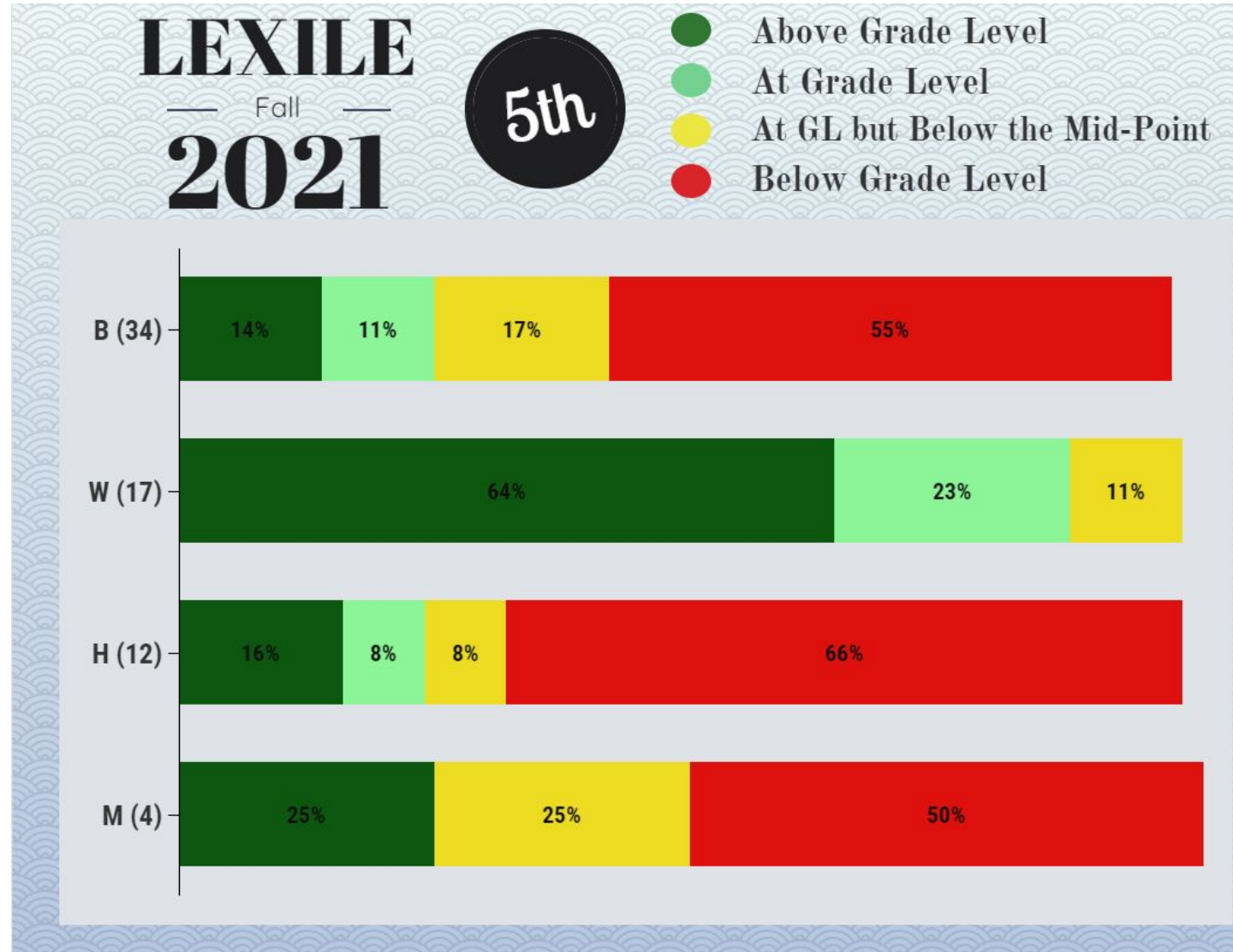
Needs Analysis



Needs Analysis



Needs Analysis



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)

English Language Arts

By May 2024, 95% of students in Grade 3 will be reading on grade level, as defined by their lexile score.

Teacher Engagement

By May 2024, Burruss will have a 98% staff retention rate

Community Engagement

Facilitate stronger vertical relationships and experiences with secondary schools in Marietta City

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 Appreciation

Provide staff with coaching and professional learning opportunities to sharpen their skills as educators and improve their student learning outcomes; show appreciation for staff many times throughout the year

Middle and High School Experiences

Hold events on campus and in the community to build strong relationships with MSGA, MMS, and MHS

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

Monthly coaching weeks with Rollins Center
System 44 and READ 180 Reading intervention
implementation
Leverage administrators and academic coaches to
enrich PLC conversations and instruction
Intentionally monitor progress of students in all
subgroups: ED, SWD, ELL, ethnicity
Purchase Newsela for Grades 2-5
Purchase RAZ Kids for Grades K-3
PLC meetings every Tuesday and Thursday
Super Specials monthly

Implement systematic, data-driven instruction in
phonemic awareness
Daily interactive read-alouds
Increase opportunities for students to hear and
produce oral language
Schedule Daily WIN (What I Need) Time for Grades
K-5

By January 2021, 50% of all students have a MAP
lexile that is at or above grade level range in
Reading
Lexia Usage and Growth Data for ESOL students
Benchmark Phonics Assessments in Grades K-3
Mid-year Phonemic awareness screener data
Student data tracking through the MTSS process

By January 2021, 50% of all students have a MAP
lexile that is at or above grade level range in
Reading
Lexia Usage and Growth Data for ESOL students
Benchmark Phonics Assessments in Grades K-3
Mid-year Phonemic awareness screener data
Student data tracking through the MTSS process

English Language Arts

**2022: 75% of students at AL Burruss will
read on-grade level as defined by lexiles
from MAP Reading data**

**2023: 85% of students at AL Burruss will
read on-grade level as defined by lexiles
from MAP Reading data**

**2024: 95% of students at AL Burruss will
read on-grade level as defined by lexiles
from MAP Reading data**

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
- Gifted endorsement opportunities
- ESOL endorsement 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
- Mid-Year Conference feedback with all teaching staff

Teacher retention remains above 95% every 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)?

Vertical Alignment



- Collaborate with MSGA, MMS, and MHS 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
- Host MSGA transition activities with current 5th grade families and student

- Every Burruss child has the opportunity to visit Marietta High School
- Every Burruss 5th grade student visits MSGA and MMS

- Increased academic performance in secondary schools by AL Burruss students



COMMUNITY COLLABORATION

Increase community engagement across the district.

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)?

Focused Budgeting



- Weekly meetings with principal and book keeper
- 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

All funds will be directly connected to goals outlined in the School Improvement Plan



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:	\$30,834	Date of SGT Approval/Vote ¹ :	09/17/2020	

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 will be used to supplement curriculum and instruction as aligned with the School Improvement Plan.

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:
IB and Literacy Instruction and Professional Development Curriculum supplementation, updated instructional resources	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 2021	\$30,834

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.

Results will be measured by staff quarterly temperature checks, classroom observations, and student growth and achievement data.

SGT Chair Signature

Superintendent (or Designee) Signature

Jillian Johnson

Principal Signature

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.