

2022-2023 Local School Plan for Improvement (LSPI)

School: Burnette Elementary Principal: Dr. Sally Lehmann

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI) to increase student achievement results, with targeted goals based on the four strategic priorities within the district's [Blueprint for the Future](#): **Empathy, Equity, Effectiveness, and Excellence**. All schools across the district will focus on goals **2A- Multi-tiered Systems of Support and 2B- Opportunity and Access**. However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are used to determine areas needing improvement and to identify specific, measurable, annual objectives. Key Performance Indicators (KPIs) are the way we will measure success for each goal. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
Empathy 1B: Staff and student wellbeing	For each child to achieve at her or his highest potential students, their families, and staff must be embraced, valued equally, and served with equity—regardless of race, ethnicity, religion, sexual orientation,	<ul style="list-style-type: none"> ● Staff recognition program highlighting instructional practices and student success stories ● EES data analysis with PBIS and MTSS Team to plan appropriate interventions/supports ● Self-care opportunities for staff ● Leadership opportunities for teachers ● Monthly New Teacher meetings 	<p>Burnette Elementary School will show an improvement in the Student ESS Survey on the question, “I enjoy coming to school” from 50% (2022) to 55% (2023).</p> <p>Burnette Elementary School will show an improvement in the Staff ESS Survey on the question, “I believe that all students can meet state standards” from 65% (2022) to 68% (2023).</p>

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	<p>gender, socioeconomic circumstance, or disability.</p>	<ul style="list-style-type: none"> ● Daily Morning Meetings ● Professional Development on SEL (morning meetings, mindful moments, optimistic closure) ● Hire an additional counselor ● Peachtree Ridge Cluster SEL Vertical Team 	
<p>LSPI 90-Day Update</p>		<p>Data Update on Available Measures</p>	
<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● <i>Staff are recognized weekly in the Burnette Bugle with Staff Shout-Outs.</i> ● <i>The beginning of the year student EES (Educational Effectiveness Survey) Wellness data was analyzed by the PBIS (Positive Behavior Interventions and Supports) and MTSS (Multi-Tiered Systems of Support) teams. As a result small group counseling sessions were created and students were identified for Tier 2 or Tier 3 emotional/behavior interventions.</i> ● <i>Wellness Wednesdays are scheduled twice a month for staff. Each staff member sets goals for themselves to do something for themselves on these days.</i> ● <i>To continue to improve the daily Morning Meetings, there is a "Thought of the Day" shared on the morning announcements. This gives teachers a fun topic or question they can discuss with their class.</i> ● <i>SEL (Social Emotional Learning) professional learning opportunities have been included during the monthly staff meetings. These have focused on positive classroom support, getting to know students, as well as creating fun and engaging learning experiences.</i> ● <i>An additional school counselor was hired to support grades 3-5.</i> ● <i>A local SEL Team has been established which consists of an administrator, several classroom teachers, and the two counselors. This team collaborated with the Peachtree Ridge Cluster SEL Vertical Team.</i> 		<p><i>Survey data for growth measures above will be available at the 180 day updates.</i></p>	

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<p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none"> ● <i>A process will be established for teachers to celebrate student success stories.</i> ● <i>The January EES student data will be analyzed by the PBIS and MTSS teams to revise the small group counseling sessions and determine if additional students are in need of Tier 2 or Tier 3 emotional/behavior interventions.</i> 																								
<p>Equity 2A: Multi-tiered system of supports</p>	<p>To reach and teach each and every child, a well-defined and executed multi-tiered system of supports (MTSS) must be in place focused on the whole child (academically and non-academically).</p>	<ul style="list-style-type: none"> ● Development of a local MTSS Team that will be trained to support Grade Level Tier 2 Data Talks ● Strengthen Tier 1 instruction and interventions through targeted professional learning, instructional walks, and teacher feedback ● Professional Development on the effective use of MAP/DIBELS data ● Schedule monthly Tier 1 Data Talks that are data driven ● Train support teachers on district approved Tier 2 and Tier 3 interventions ● Introduce co-teaching (SPED) instructional model ● Implementation of the EL pilot in 1st and 5th grades 	<p>Burnette Elementary School will show an improvement in the Staff ESS Survey on the question, “My principal facilitates systems/processes to support school improvement” from 77% (2022) to 80% (2023).</p> <p>Burnette Elementary School will decrease the percentage of students scoring at the Beginning Level on the ELA GMAS.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">2022 Baseline</th> <th style="width: 35%;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>English Learner</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">35%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Free/Reduced Meals</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td>Special Education</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">55%</td> </tr> </tbody> </table>		2022 Baseline	2023 Target	All Students	23%	20%	Black	23%	20%	English Learner	39%	35%	Hispanic	34%	30%	Free/Reduced Meals	32%	29%	Special Education	59%	55%
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LSPI 90-Day Update		Data Update on Available Measures	
<p>Implementation Plan Progress:</p> <ul style="list-style-type: none">• <i>MTSS team has been established which consists of the school counselors, support teachers, and Specials teachers. This team supports assigned grade levels by collecting progress monitoring data, recording interventions in Synergy, and facilitating Data Talk meetings which occur at least once a month.</i>• <i>Staff have participated in several professional learnings that have focused on understanding the assessment reports from MAP, DIBELS, Amplify, and iReady.</i>• <i>Support teachers and several classroom teachers have been trained in Burst lessons, Read 180, SPIRE, Wilson, Foundations, Math Intervention kit, and iReady Toolbox.</i>• <i>The co-teaching model has been implemented to support Special Education students in grades 3-5.</i>• <i>First and Fifth grade teachers have implemented the EL literacy pilot which included attending numerous professional learning sessions and engaging in monthly coaching sessions.</i> <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none">• <i>The administration team will engage in weekly instructional walks to provide feedback on the Tier 1 instruction that is occurring in classrooms.</i>		<p><i>Survey data for growth measures above will be available at the 180 day updates.</i></p>	

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<p>Equity 2B: Opportunity and access</p>	<p>Each and every student will only meet her or his highest potential if provided equitable access to programs that ensure she or he has the knowledge and skills to succeed as contributing members of a global society, regardless of race, gender, sexual orientation, ethnic background, English proficiency, faith, socioeconomic status, or disability.</p>	<ul style="list-style-type: none"> ● Begin the Play 2 Learn program ● Advanced Content Reading classes offered in grades 3-5 for gifted and high performing students ● Creation of Burnette Barnes and Noble to allow students to choose books to take home ● Expand use of restorative practices as an intervention for students struggling with their behavior ● Expand before/after school clubs offerings ● PTA student scholarships for students in need to attend before/after school clubs ● Partner with PTA and local organizations to expand access to parents who speak other languages to PTA and school events ● Schoolwide use of Class Dojo for communication with families 	<p>Burnette Elementary School will decrease the percentage of students scoring at the Beginning Level on the ELA GMAS.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">2022 Baseline</th> <th style="width: 35%;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>English Learner</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">35%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Free/Reduced Meals</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td>Special Education</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">55%</td> </tr> </tbody> </table>		2022 Baseline	2023 Target	All Students	23%	20%	Black	23%	20%	English Learner	39%	35%	Hispanic	34%	30%	Free/Reduced Meals	32%	29%	Special Education	59%	55%
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<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● <i>There are currently 20 students enrolled in the Play2 Learn program.</i> ● <i>Classes regularly visit the Burnette Barnes & Noble so students can “shop” for books that they can read in their classroom and take home to read as well.</i> 			<p><i>Survey data for growth measures above will be available at the 180 day updates.</i></p>																					

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- *Several restorative practices have been implemented with the addition of the second counselor as well as the addition of a part-time behavior coach.*
- *We have added additional before/after school clubs this year which has allowed for more students to participate.*
- *There are currently 1400 parents connected to Class Dojo, which represents the majority of our families. Class Dojo has been utilized this year schoolwide to share about upcoming events as well as timely updates (like late buses).*

Implementation Plan Next Steps:

- *A local Restorative Practice Team has been established and will begin attending district training this Spring.*
- *The PTA is partnering with community organizations to provide support for parents who do not speak English to be able to become more active in the school.*

Effectiveness 3A:
Results-Based
Evaluation System

The use of a redesigned RBES which includes equal elements of academic growth and supportive community promotes continuous improvement through the identification of strengths and weaknesses and communicates the annual change in school performance in both academic growth and creating a supportive community.

- Professional learning that focuses on effective use of data to determine targeted interventions
- Develop school wide MTSS team that includes representation of all instructional areas
- Development of Burnette’s Keys to Success to establish clear instructional expectations which will be the focus for instructional walks
- Implementation of the EL pilot in 1st and 5th grades

Burnette Elementary School will decrease the percentage of students scoring at the Beginning Level on the ELA GMAS.

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<p>LSPI 90-Day Update</p>			<p>Data Update on Available Measures</p>
<ul style="list-style-type: none"> ● <i>Throughout the first semester, teachers have engaged in just-in-time learning about the new assessments and interventions that have been implemented (MAP, DIBELs, Edulastic, Amplify, iReady).</i> ● <i>A MTTTS team has been established which is composed of all support and Specials teachers. This provides classroom teachers with an understanding of students that extends the classroom.</i> ● <i>During pre-planning Burnette’s Keys to Success was established which details the school’s instructional expectations. These expectations have been highlighted in the weekly newsletter as well as during instructional walks.</i> ● <i>First and fifth grade teachers have been implementing the new EL literacy curriculum. As part of this implementation, they have participated in professional learning sessions and have received support from local, district, and EL Curriculum coaches.</i> <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none"> ● <i>Continuing professional learning will be provided for teachers that focus on the effective use of data to determine appropriate targeted interventions for students.</i> 			<p><i>Survey data for growth measures above will be available at the 180 day updates.</i></p>
<p>Excellence 4C: World-class communications and engagement</p>	<p>The implementation of a strategic communication plan is needed to meet the diverse needs of families, students, and staff members.</p>	<ul style="list-style-type: none"> ● Schoolwide use of Class Dojo to communicate with families ● Establish schoolwide expectation for family communication that defines tools, frequency, and topics that are consistent across the school 	<p>Burnette Elementary School will increase their family participation rate on the ESS survey from 21% (2022) to 25% (2023).</p> <p>Burnette Elementary School will show an improvement in the Family ESS Survey on the question, “This school communicates effectively with my family” from 65% (2022) to 70% (2023).</p>

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		<ul style="list-style-type: none"> • Offer parent workshops and create videos that focus on the needs of families 	
LSPI 90-Day Update		Data Update on Available Measures	
<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> • <i>There are currently 1400 parents connected to Class Dojo, which represents the majority of our families. Class Dojo has been utilized this year schoolwide to share about upcoming events as well as timely updates (like late buses).</i> • <i>Schoolwide communication expectations have been established in the Burnette's Keys to Success as well as in the PBIS flowchart. The purpose is to create consistency for communication between teachers and parents across grade levels.</i> <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none"> • <i>Videos will be created and provided for parents to access that focus on helpful tools like ParentVue and Class Dojo. Videos and resources will also be shared with parents to help them support their students at home.</i> 		<p><i>Survey data for growth measures above will be available at the 180 day updates.</i></p>	