



RICHLAND ONE

ENGAGE • EDUCATE • EMPOWER

Title One School Report Card Data Meeting 2024

Burton-Pack Elementary



Agenda – November 19 Parent and Staff Meetings

11:00 a.m. and 2:00pm



- Welcome and Greetings
- Learning Intention and Success Criteria
- School Demographics
- Performance Goals
- Chronic Absenteeism
- School Goals
- SC Ready DATA
- Attendance and Discipline
- Questions
- School Website- Letter
- Upcoming Events
- Closure



Learning Intention and Success Criteria



- **Learning Intention:** As a result of attending Burton-Pack Elementary participants will...
 - Review scholar's data and identify overall trends.
 - Identify scholars' needs and instructional practices to support goals.
- **Success Criteria:** Participants will know they are successful when they can...
- Analyze the current data points across grade levels and subgroups through examples of the work



Current Demographics



| Grade Level | Total In Grade | Black or African American | Hispanic/Latino | Two or More Races | White |
|-------------|----------------|---------------------------|-----------------|-------------------|-------|
| -1 | 22 | 18 | 1 | 3 | |
| 0 | 48 | 44 | 2 | 2 | |
| 1 | 41 | 37 | 2 | 2 | |
| 2 | 33 | 30 | 2 | | 1 |
| 3 | 39 | 33 | 3 | 2 | 1 |
| 4 | 38 | 36 | 1 | 1 | |
| 5 | 38 | 34 | 2 | 2 | |
| Total | 259 | 232 | 13 | 12 | 2 |

Performance Goals



- By May 2024, Chronic Absenteeism rate will decrease from 43.9% to 30%
- By May 2024, the percentage of students scoring meets or exceeds in ELA will increase from 26.1% to 30% on SC READY
- By June 2024, the percentage of students scoring meets or exceeds in Math will increase from 14.7% to 20% as measured by SC READY.



Chronic Absenteeism



- **As of June 1, 2024, the chronic absenteeism rate was 58.4%. Burton-Pack Elementary School (BPES) had the highest chronic absenteeism rate in Richland County School District One at the end of the 2023-2024 school year. As of September 12, 2024, the chronic absenteeism rate for BPES was 19.1% which is a decrease of 39.3%. Grades 1 and 4 had the highest rates during the 2023-2024 school year with grade 1 displaying over 81% chronic absenteeism. The current second graders are now at 16.7% which is a decrease of more than 60%. Strategies for increased attendance: the Scholar Support Team consisting of administration, social worker, school counselor, behavior interventionist, Restorative Practices Coordinator/PBIS/ISS, Parent and Family Engagement Specialist, and academic interventionist meet weekly to discuss attendance including absences and tardies, conduct AIP meetings, home visits, and interventions. Administration and teachers host Scholar Town Halls with grade levels throughout the school year. The school awards Bulldog Bucks for positive behavior, attendance, academics, and assessments. The bucks are used for the PBIS school store twice a month. Attendance celebrations are held monthly for scholars and staff with 95% or higher attendance. Quarterly celebrations are held for attendance, academics, assessments, positive behavior, character traits, leadership, scholars of the month, and most improved scholars. This goal has been met as of 09-12-2024. The school is working on maintaining the 30% for the 2024-2025 school year. Scholar advocacy groups/mentoring have started. MTSS, 504, and IEP meetings are held as needed to discuss attendance and other areas.**

ELA- SC Ready



- **As of May 2024, the percentage of students scoring meets or exceeds in ELA decreased from 26.1% to 21.8% on SC Ready. As of September 2024, STAR Reading increased from spring 2024. Strategies to increase the number of students scoring meets or exceeds in ELA to 30% on the 2025 SC ready assessment include the following: daily school-wide intervention (BARK time) for reading and math, small groups for reading and math during classroom instruction, Professional Learning Communities (PLCs) three days a week for administration, instruction, data analysis, and guided planning. Teachers have common planning time daily built into the master schedule. Teachers analyze assessments including district CFAS utilizing an assessment analysis form. Teachers have PLOs weekly. Professional development is provided by the Instructional Leadership Team, district curriculum consultants/specialists, and outside providers as needed. Faculty and staff attend conferences and present information learned to other staff members. Students in grades 2-5 attend after school three days a week. Interventionists, special education staff, related arts, and support staff work with small groups for reading and math. MTSS, 504, and IEP meetings are held as needed to discuss reading, math, behavior, attendance and other areas.**

Math-SC Ready



- **As of May 2024, the percentage of students scoring meets or exceeds in math decreased from 14.7% to 14.5% on SC Ready. Strategies to increase the number of students scoring meets or exceeds in math to 20% on the 2025 SC ready assessment include the following: daily school-wide intervention (BARK time) for math and reading, small groups for math and reading during classroom instruction, Professional Learning Communities (PLCs) three days a week for administration, instruction, data analysis, and guided planning. Teachers analyze assessments including district CFAS utilizing an assessment analysis form. Teachers have PLOs weekly. Professional development is provided by the Instructional Leadership Team, district curriculum consultants/specialists, and outside providers as needed. Faculty and staff attend conferences and present information learned to other staff members. Students in grades 2-5 attend after school three days a week. Interventionists, special education staff, related arts, and support staff work with small groups for math and reading. MTSS, 504, and IEP meetings are held as needed to discuss reading, math, behavior, attendance and other areas.**

School Goals



Goal is to make growth and to move up to the next category which is 34% (Below Average).

It doesn't just start at 3rd grade. According to KRA only 5.5% Demonstrated Readiness, 29.1% Approaching Readiness, 65.5% Emerging Readiness. District 39.9% State 40.8%



SC READY 2024- Unsatisfactory



| Academic Achievement | Preparing for Success | English Learners' Progress | Student Progress | School Climate | Overall Score and Rating |
|--|---|----------------------------|---------------------------|---|--|
| <p>ELA 21.8% SC Ready ELA- 21.8% 27/124 Met/ Exceed District 44.6%, State 54.1% Exceeds-7.3% Meets-14.5% Approaches-28.2% DNM-48.4 Not Tested-1.6%</p> <p>Math 14.5% 18/124 District 32.1% State 42.8% Met/Exceed Exceeds-4% Meets-10.5% Approaches-29% DNM-54.8% Not Tested-1.6%</p> <p>Unsatisfactory 8.23/35</p> | N/A | N/A | Below Average 12.17/35 | Unsatisfactory 4.26/10 | <p>Unsatisfactory 30</p> <p>Increase of 8% from 22%.</p> |
| Strengths | <p>Grade 5 ELA scores increased 8.4%. Grade 3 Math scores increased 1.8%. 5-yr change ELA 0.0 for disabled population 2-yr math scores remained the same for grades 3 and 4. Some scholars are progressing.</p> | | Opportunities for Growth | <p>Grades 3 and 4 ELA scores decreased. Increase academic achievement across content areas. Increase school climate and culture. Decrease discipline and RESET referrals. Increase parent and community engagement.</p> | |

Attendance and Discipline



Strategies for increased attendance: the Scholar Support Team consisting of administration, social worker, school counselor, behavior interventionist, Restorative Practices Coordinator/PBIS/ISS, Parent and Family Engagement Specialist, and academic interventionist meet weekly to discuss attendance including absences and tardies, conduct AIP meetings, home visits, and interventions. Administration and teachers host Scholar Town Halls with grade levels throughout the school year.

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Next Steps



- Weekly PLCs (Monday through Wednesday)
- Mondays – Administrative PLCs (Administration)
- Tuesdays – Instructional/Data Analysis PLCs using the Assessment Analysis for CFAs, assessments, Progress Monitoring, and Interventions (Principal HD and AP Squirewell)



- Wednesdays – Guided Planning using Assessment Data, Intervention, and Progress Monitoring (Coach Jones, Administration, and District Curriculum Specialists)
- Mondays – PLOs/PD
- Customized/Tiered PD and Support Sessions for Faculty/Staff
- Classroom Observation Matrix (Classroom Environment Facilitates Scholar Engagement and Curriculum Pacing/Lesson Plans – Phases 1 and 5) followed by other phases
- Monitor Intervention, Progress Monitoring, and CFA Usage Weekly
- Small Groups and Tiered Differentiation PD
- Outside Consultants, Conferences, and Workshops through Title 1
- Monitor and Inspect the Expectations for All Staff – Action Plans/Responsible Parties
- Weekly PLCs (Mondays – Administrative Team, Wednesdays – Principal and Reading Coach, ILT- Fridays)
- Schoolwide Strategies for Reading and Math
- Data Folders for Scholars
- Curriculum Nights and Parent Workshops
- Celebrations and Competitions – Attendance, PBIS, Academics, Assessments, and Interventions for Scholars and Staff
- MTSS, IEPs, 504s, and Mental Health

Next Steps – Keeping the Main Things



- See the handout for the three main things.
 - Academics across all content areas and grade levels
 - Safe, positive, healthy climate and culture including attendance, behavior, academics, and assessments
 - Staff, parent, scholar, and community communication, engagement, and morale
- Focus on scholars and data (CFAs weekly, STAR monthly, and other assessments for patterns, misconceptions, trends, strengths, and deficits using Assessment Analysis)
 - Focus on Tier 1 Instruction and Intervention – Observations, Spiral review for reading and math, Visible Learning, Stetson and Associates, Reading and Math PD, District support/Coaching Cycles, Push-in/Inclusion, CRA and Read-Draw-Write for Math, READ and Bulls-eye for reading, and Instructional Rounds/Peer Rounds
 - Monitor and Inspect what we Expect with Increased Accountability (LI/SC, lesson planning, small groups, schoolwide intervention, PLCs, Tracking reading and math interventions, progress monitoring, data usage and District CFAS, Mastery Connect, Lexia, Freckle tracking, Problems of the Day, and Intentional Alignment with PLCS, Assessments, and Guided Planning
 - Visit other schools as teams with sustained success in reading, math, and 4th grade science
 - Manipulatives
 - Special education and general education planning
 - Schedule adjustments as needed