



Robert J. Burch Elementary 26-27 School Improvement Plan

Priority 1: Increase student achievement and growth while closing subgroup gaps.

Measure	District Strategic Plan Alignment	Burch Initiative	Burch Action Steps	Implementation Monitoring
By May 2027: ● Increase the percentage of students scoring Proficient or Distinguished on Georgia Milestones ELA to 60%. ● Increase the percentage of students scoring Proficient or Distinguished on Georgia Milestones math to 60%. ● Reading: Increase the percentage of students reading on or above grade level on Georgia Milestones to 75%. ● Increase the percentage of K-2 students scoring Proficient or Distinguished on the Fayette Summative Reading Assessment to 75%. ● Increase the percentage of K-2 students scoring Proficient or Distinguished on the Fayette Summative Writing Assessment to 70%. ● Progress will be monitored through district, HMH, Star, and GKIDS assessments.	1.1.1. Effective instructional practices	1.1 Strengthen instructional consistency and effectiveness	1.1.1 Establish, implement, and monitor expectations for consistent, high-quality, standards-aligned instruction. 1.1.2 Use consistent PLC and collaborative planning processes to strengthen standards-aligned instruction and plan next steps for learning. 1.1.3 Establish, monitor, and respond to schoolwide, grade-level, classroom, and student achievement goals through scheduled review cycles. 1.1.4 Use student learning evidence to adjust instruction, supports, and extensions to improve achievement, growth, and gap closure. 1.1.5 Strengthen teacher and team effectiveness through professional learning, coaching, walkthroughs, feedback, and targeted follow-up. 1.1.6 Clarify, implement, and monitor coordinated academic and behavioral supports based on identified student needs.	● PLC, collaborative planning, and review-cycle artifacts ● Walkthrough, coaching, and feedback evidence ● Student work, assessment, and progress-monitoring data ● Support schedules, service delivery, and communication records ● Evidence of Fayette 5, Building Thinking Classrooms, retrieval practice, and fluency routines
	1.1.2. Foundational literacy	1.2 Support consistent implementation of the new ELA standards, resources, and practices.	1.2.1 Clarify expectations for ELA standards, resources, and instruction. 1.2.2 Use dedicated ELA PLCs to apply professional learning, plan instruction, review data, and determine next steps. 1.2.3 Collaboratively prepare standards-aligned literacy instruction using district resources and effective literacy practices. 1.2.4 Strengthen literacy instruction through coaching, PLC support, and feedback. 1.2.5 Monitor ELA implementation and adjust support.	● ELA PLC and planning artifacts ● Student reading and writing work ● ELA assessment and progress-monitoring data ● Walkthrough, coaching, and feedback evidence

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Priority 2: Strengthen and sustain a positive, supportive, and engaging school culture.

Measure	District Strategic Plan Alignment	Burch Initiative	Burch Action Steps	Implementation Monitoring
By May 2027: 100% of students will have opportunities to participate in classroom or schoolwide leadership roles. 100% of students will set, track, and reflect on individualized literacy, math, and personal goals. - Increase the overall Leader in Me MRA score to 80. - Increase family engagement through participation in conferences, learning and feedback opportunities as measured by participation records and stakeholder feedback. - Progress will be monitored through Leader in Me implementation, student goal-setting, MRA results, and family participation.	2.2.4. Student engagement	2.1 Implement schoolwide expectations, Leader in Me practices, student ownership routines, and common adult responses across all settings.	2.1.1 Teach and reinforce common expectations across all settings. 2.1.2 Use common language and consistent adult practices. 2.1.3 Use Leader in Me practices to build student ownership. 2.1.4 Use culture data to reteach expectations and adjust supports. 2.1.5 Recognize student and staff leadership and progress. 2.1.6 Build teacher leadership through shared leadership opportunities. 2.1.7 Use Title I funds, as appropriate, for Leader in Me resources, student leadership materials, leader portfolios, goal-setting tools, and student ownership routines.	- Leader in Me, culture, leadership, goal-setting, recognition, and reflection evidence - Behavior, attendance, engagement, perception, and walkthrough data
	2.2.3. Parent and stakeholder engagement	2.2 Build family capacity to support student learning, leadership, attendance, and engagement.	2.2.1 Communicate key expectations to families. 2.2.2 Share student goals, progress, and next steps. 2.2.3 Send weekly grade-level newsletters. 2.2.4 Build family capacity through learning opportunities and resources. 2.2.5 Use Title 1 funds and resources to support family engagement. 2.2.6 Use family feedback to improve engagement opportunities.	- Family communication, conferences, learning opportunities, participation, and feedback evidence - Title I family engagement and implementation evidence

You can access additional documentation and information using the links provided below:

[FY27 Burch Comprehensive Needs Assessment & School Improvement Plan](#)

[FY27 Burch Compact and Parent and Family Engagement Plan \(English\)](#)

[FY27 Burch Compact and Parent and Family Engagement Plan \(Spanish\)](#)