

 Clarke County School District	SCHOOL IMPROVEMENT PLAN WITH 90-DAY ACTIONS				Important Dates		District: Clarke County	
					Draft Due	7/31/2023		
					LSGT Approval	8/31/2023	School: Johnnie Lay Burks Elementary	
					45-Day Check	Oct/Nov 2023		
					90-Day Check	Early Jan 2024	Principal: Tracy Neal	
					Spring Revisions	Late Jan 2024		
					135-Day Check	Feb/Mar 2024	Principal Supervisor: Neal Crosslin	
	180-Day Check	May 2024						
<i>The School Improvement Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the entirety of the school year and over the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's goals.</i>								
District Theory of Action								
Focusing on leader capacity and actions in the 3 Priority Areas of Instructional Leadership, Planning and Assessment, and Climate and Culture will increase student achievement and graduation rates.								
Needs Assessment								
Our African American, Special Education and ELL subgroups do not have access to engaging grade-level, Tier 1 content due to being removed from instruction for behavior or to receive academic interventions. Although these students are making gains, they continue to underperform.								
87.5% of all teachers' SWIS referrals are identifying African American students. Twelve African American students make up 68% of all referrals. Three out of 7 Asian Pacific learners have 55 referrals. Four percent of Caucasian students have office referrals (40 referrals for 248 qualifying students).								
Area	Student Groups	21-22	22-23	% Change	Race/Ethnicity	21-22	22-23	% Change
ELA Spring iReady (K-2) On or Above GL	All Students	66.90%	72.40%	5.50%	Black Students	32.50%	40.30%	7.80%
	SWD Students	54.50%	18.20%	-36.30%	Hispanic Students	66.60%	70.00%	3.40%
	EL Students	40.00%	45.50%	5.50%	Two or More Race	50.00%	63.70%	13.70%
	Gifted Students	100.00%	100.00%	0.00%	White Students	91.80%	93.80%	2.00%
ELA GMAS (3-5) Proficient or Above	All Students	56.80%	55.20%	-1.60%	Black Students	10.40%	13.40%	3.00%
	SWD Students	31.80%	16.60%	-15.20%	Hispanic Students	31.80%	18.80%	-13.00%
	EL Students	28.60%	12.50%	-16.10%	Two or More Race	33.30%	60.00%	26.70%
	Gifted Students			0.00%	White Students	87.30%	88.20%	0.90%
Math Spring iReady (K-2) On or Above GL	All Students	63.30%	68.00%	4.70%	Black Students	23.70%	28.80%	5.10%
	SWD Students	36.40%	18.20%	-18.20%	Hispanic Students	66.70%	50.00%	-16.70%
	EL Students	40.00%	27.30%	-12.70%	Two or More Race	50.00%	54.50%	4.50%
	Gifted Students	100.00%	96.80%	-3.20%	White Students	90.00%	96.50%	6.50%
Math GMAS (3-5) Proficient or Above	All Students	56.10%	52.80%	-3.30%	Black Students	10.60%	10.70%	0.10%
	SWD Students	27.20%	25.00%	-2.20%	Hispanic Students	22.70%	25.10%	2.40%
	EL Students	28.60%	12.50%	-16.10%	Two or More Race	33.30%	50.00%	16.70%
	Gifted Students			0.00%	White Students	89.10%	85.40%	-3.70%
PBIS ODR Rates (per 100 Students)	All Students	16.20	38.02	21.82	Black Students	30.23	94.48	64.25
	SWD Students	32.56	108.00	75.44	Hispanic Students	2.56	20.00	17.44
	EL Students	6.67	3.70	-2.97	Two or More Race	3.70	10.71	7.01

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PBIS OSS Rates (per 100 Students)	Gifted Students	2.10	5.92	3.82	White Students	1.17	5.35	4.18		
	All Students	8.66	23.17	14.51	Black Students	16.86	57.46	40.60		
	SWD Students	25.58	64.00	38.42	Hispanic Students	0.00	2.22	2.22		
	EL Students	0.00	0.00	0.00	Two or More Race	0.00	3.57	3.57		
	Gifted Students	1.40	2.63	1.23	White Students	0.39	2.47	2.08		
Data Resources	CCSD Data Analytics		GOSA Data Dashboards		Georgia Insights Dashboards		GA Milestones Comparisons by RESA			
Needs and Goals										
Your school's year-long goals in 3 areas: ELA, Math, and Climate & Culture.										
	Needs	Goals			Progress Metrics					
1	There is a need to improve Tier 1 ELA instruction to include engaging academically challenging lessons that supports academic growth of all students with a focus on culturally relevant lessons to engage our SPED and African American sub groups	Increase the number of students performing at proficiency in grades 3-5 by 4% on Milestone Assessments and K-2nd by 4% on iReady Assessments			iReady - School composite of 81% proficiency on iReady Reading Diagnostic(grades (K-2). Grade K: 3 students Grade 1: 3 students Grade 2: 3 students School composite of 55% proficiency on GMAS (grades (3-5). Additional students needed to reach goal per grade level: Grade 3: 4 students Grade 4: 3 students Grade 5: 3 students					

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2	There is a need to improve Tier 1 Math instruction to include engaging academically challenging lessons that supports academic growth of all students with a focus on culturally relevant lessons to engage our SPED and African American sub groups	Increase the number of students performing at proficiency in grades 3-5 by 4% on Milestone Assessments and K-2nd by 4% on iReady Assessments	Eureka School composite of 75 % proficiency on iReady Math Diagnostic(grades (K-2). Grade K: 3 students Grade 1: 1 student Grade 2: 3 students School composite of 57% proficiency on GMAS (grades (3-5). Additional students needed to reach goal per grade level: Grade 3: 1 student Grade 4: 3 students Grade 5: 4 students	
3	There is a need to increase teacher efficacy in redirecting students and providing students with soft skills to remain in the classroom.	Decrease the number of students with office referrals by 10%.	Infinite Campus Student Referrals Grade 1: 0 students Grade 2: 1 student Grade 3: 1 student Grade 4: 2 students Grade 5: 2 students	
Plan Development Narrative (pre-populated)				
Principal Commitment: My signature indicates that this plan provides focus and urgency to move the transformation initiative forward. The school's leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learning			District Commitment: My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation	
Tracy Neal		8/16/2023	Jennifer Scott	
Principal Signature		Date	Chief of Academics & Student Supports Signature	
			Date	