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Georgia Department of Education
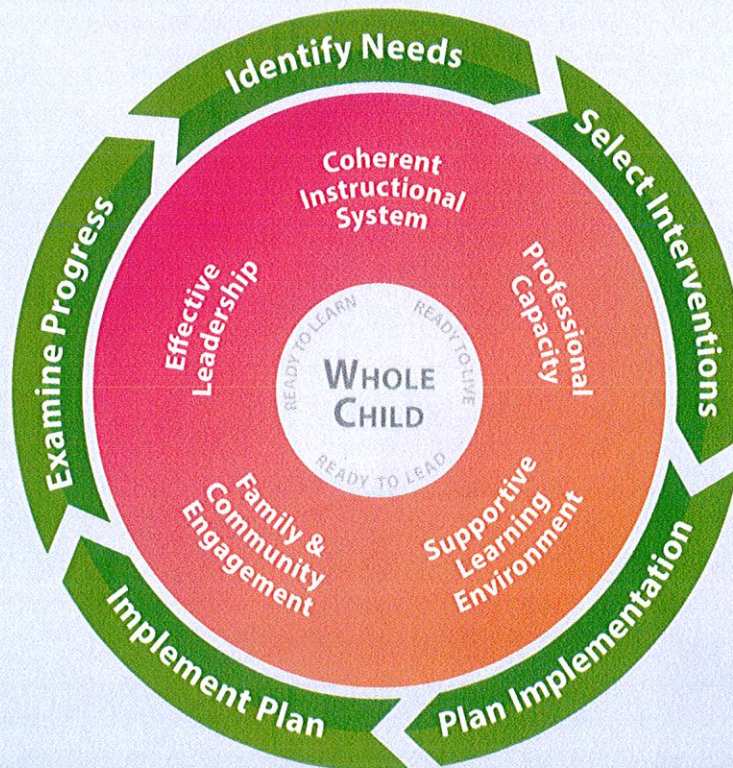
Austell Elementary
School Improvement Plan
# 2021-2022
Comprehensive Needs Assessment

| DATE SUBMITTED |
| May 19, 2021 |
| DATE REVISED |

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.
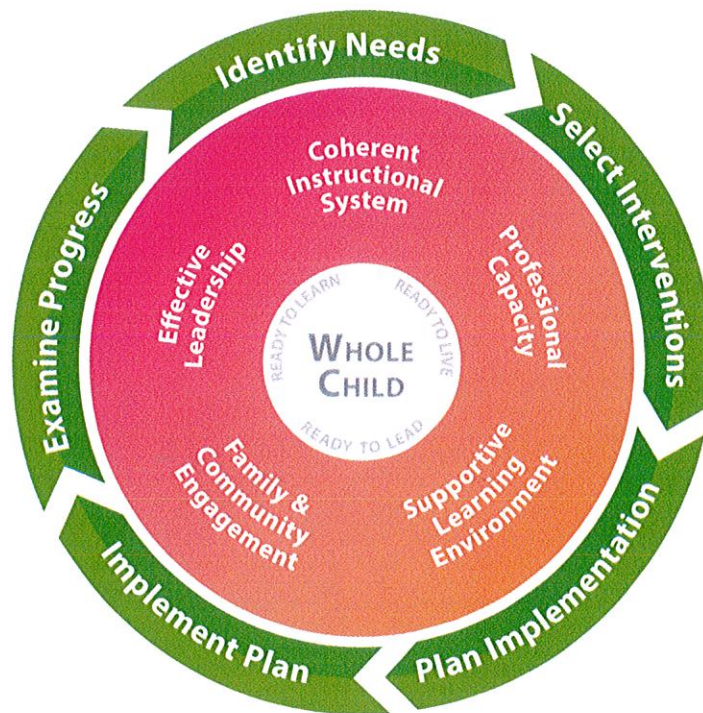
Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:
- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:
- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:
- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:
- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs

- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Georgia's Systems of Continuous Improvement

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:
- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.
- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.
- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.
- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.
- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.
- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia's Systems of Continuous Improvement

Georgia Department of Education
School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

District Name	Cobb County School District
School Name	Austell Elementary School
Team Lead	Dr. Marvin Bynes
Position	Principal
Email	Marvin.bynes@cobbk12.org
Phone	770-819-5804

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Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

1. General Improvement Plan Information

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific   *Measurable*   *Attainable*   *Relevant*   *Time-bound*

An example of a SMART goal is:
By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System
CIS-1   Planning for quality instruction
CIS-2   Delivering quality instruction
CIS-3   Monitoring student progress
CIS-4   Refining the instructional system

Effective Leadership
EL-1   Creating and maintaining a climate and culture conducive to learning
EL-2   Cultivating and distributing leadership
EL-3   Ensuring high quality instruction in all classrooms
EL-4   Managing the district and its resources
EL-5   Driving improvement efforts

Professional Capacity
PC-1   Attracting staff
PC-2   Developing staff
PC-3   Retaining staff
PC-4   Ensuring staff collaboration

2. School Improvement Goals

Family and Community Engagement
FCE-1 Welcoming all families and the community FCE-2 Communicating effectively with all families and the community
FCE-3 Supporting student success
FCE-4 Empowering families
FCE-5 Sharing leadership with families and the community
FCE-6 Collaborating with the community

Supportive Learning Environment
SLE-1 Maintaining order and safety
SLE-2 Developing and monitoring a system of supports
SLE-3 Ensuring a student learning community

PLANNING and PREPARATION

Date(s) 5/19/2021

1.1 IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process in order to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school

Position/Role	Name
Title I Supervisor	Ms. Delores Thompson
Academic Coach (District)	Dr. Sakinah Dantzler
Academic Coach (Local School)	Dr. Candice Broome and Mr. Benjamin Green
Parent (Non CCSD Employee)	Mr. Victor Huff
Business Partner	
Counselor	Dr. Gretchen Kea
Parent Facilitator	Dr. Candice Broome and Mr. Benjamin Green
Health Care Providers	Nurse Christine Green
Social Workers	Mr. Jean Filsaime Pierre
IHE Leaders (College Contact)	
Faith-based Community Leaders	Love Bridge Church of Austell
Technology Experts (TIS)	Dr. LeAnna Anantaraman
Media Specialists/Librarians	Mrs. Noel O'Brien
Police/Public or School Safety Officers	
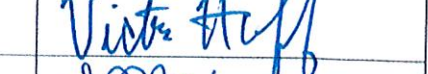
Meeting Date(s): __5/19/2021__

IDENTIFICATION OF TEAM

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by school.

Position/Role	Printed Name	Signature
Principal	Marvin Bynes	
Assistant Principal	Tara Oliver	
Math Coach	Benjamin Green	
Literacy Coach	Candice Broome	
Counselor	Gretchen Kea	
Social Worker	Mr. Jean Filsaime Pierre	
Parent	Victor Huff	
Media Specialist	Noel O'Brien	

IDENTIFICATION of STAKEHOLDERS

References: Schoolwide Checklist 3.b.

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders **must** be engaged in the process to meet federal program requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were principal, chairman of the school council, academic coaches, and parent. The ways they were involved was helping our building leadership team with analyzing assessment data that had been collected. Feedback was given on current academic data. Feedback and reflections were given on the results of last year's academic goals. The group reviewed the 2019-2020 and the 2020-2021 goals to formulate the goals for 2020-2021. The goals were based on current data information. Participants met virtually using Microsoft Teams and Zoom to provide input for the 2022 plan due to Covid-19 restrictions.

<u>**Comprehensive Needs Assessment**</u> (*References: Schoolwide Checklist 1.a.*)

Comprehensive Needs Assessment Evaluation of Goal(s)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

For the School Year: FY21

Goal 1: By the end of the 2020-2021 school year, the percent of students(K-5) performing at proficient or higher on the Reading Inventory will increase by 10% as measured by a comparison of the fall, winter, and spring assessment results.

1. Was the goal met? No

2. What data supports the outcome of the goal? RI Spring Administration, April 2021

3. What process/action step/Intervention contributed to the outcome of the goal? Goal not met

4. Reflecting on outcomes:

    a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? Continue the goal during the 21-22 school year
    b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
    c. If the outcomes **exceeded** the goal, what are the next steps?

Goal 2: By the end of the 2020-2021 school year, the percent of students(K-5) performing at proficient or higher on the Math Inventory will increase by 10% as measured by a comparison of the fall, winter, and spring assessment results.

1. Was the goal met? No

2. What data supports the outcome of the goal? MI Spring Administration – April 2021

3. What process/action step/Intervention contributed to the outcome of the goal? Goal not met

4. Reflecting on outcomes:

    a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? Continue the goal during the 21-22 school year

b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?

c. If the outcomes **exceeded** the goal, what are the next steps?

Goal 3: (Identify Goal 3 here)

1. Was the goal met?

2. What data supports the outcome of the goal?

3. What process/action step/Intervention contributed to the outcome of the goal?

4. Reflecting on outcomes:

   a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
   b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
   c. If the outcomes **exceeded** the goal, what are the next steps?

Goal 4: (Identify Goal 4 here)

1. Was the goal met?

2. What data supports the outcome of the goal?

3. What process/action step/Intervention contributed to the outcome of the goal?

4. Reflecting on outcomes:

   a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
   b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
   c. If the outcomes **exceeded** the goal, what are the next steps?

Comprehensive Needs Assessment (*References: Schoolwide Checklist 1.a.*)

Comprehensive Needs Assessment Summary of Findings

Data Types	Identified Strengths	Identified Challenges (Highlight 2-3 as Priority)	Multiple Data Sources Used
Student Achievement Data			
ELA	5th grade students scored an average grade equivalent of 5.6 in vocabulary (2021 IOWA assessment administration) - 47% 3rd grade students scored Advanced/Proficient on the RI - 56% 5th grade students scored Advanced/Proficient on the RI	- Vocabulary development - Rhyming - Blending and segmenting onset rimes - 54% 3rd grade students scored Basic or Below Basic on the RI - 69% 4th grade students scored Basic or Below Basic on the RI	- RI Assessment (Fall, Winter, and Spring) - NSGR Assessment -Iowa Assessment - ELF Benchmark Cycle Assessments
Math	3rd grade students showed an average growth of 73 percentage points on MI Spring 2021 administration 4th grade students showed an average growth of 68 percentage points on MI Spring 2021 administration 5th grade students showed an average growth of 65 percentage points on MI Spring 2021 administration 2nd grade students showed an average growth of 52 percentage points on MI Spring 2021 administration	• Operations and Algebraic Thinking • Number and Operations in Base 10 • Number and Operations in Fractions • Measurement and Data • Geometry • 40% of students schoolwide scored Below Basic in mathematics (2021 Spring MI administration) • 5th grade students scored an average grade equivalent of	• Math Inventory (MI) • IOWA Test of Basic Skills (ITBS)

		3.8 in computation fluency (2021 IOWA assessment administration)	
Science			
Social Studies			
Other			
Discipline / School Climate Data			
Perception Data			
Process Data			

Prioritized Need #1

Students need rigorous and accelerated instruction in the primary grades as well as students reading below grade level in the intermediate grades according to RI and Next Steps in Guided Reading data. There is a need for consistent and common instructional practices across grade levels in order to meet reading standards and learning targets.

Root Cause #1	Teachers need to provide strategies for K-2 students that address recognizing rhyming words.
Root Cause #2	Teachers need to implement phonics instruction and strategies taught daily with fidelity for students to decode challenging words and multi-syllabic words.
Root Cause #3	Teachers need to consistently implement fluency strategies or instruction to reduce inadequate fluency.
Root Cause #4	Techers need to implement strategies to increase vocabulary skills, and comprehension development to make connections with text to world, text to self, and text to text. Third and fifth grade students need more rigorous vocabulary instruction.
Root Cause #5	Small group guided reading instruction needs to be implemented with fidelity.
GOAL	By the end of the 2021-22 school year, the percent of students(K-5) performing at proficient or higher on the Reading Inventory will increase by 10% as measured by a comparison of the fall, winter, and spring assessment results.

Prioritized Need #2

Students need a strong foundation in math fact fluency and number sense, computation (addition, subtraction, multiplication, and division), and mathematical problem solving according to RI and IOWA data. There is a need for consistent and common instructional practices across grade levels in order to meet mathematics standards and learning targets.

Root Cause #1	A systematic, sequential foundation for teaching number sense and math fact fluency must be developed.
Root Cause #2	Students need consistent instruction and reinforcement of mathematical computation (addition, subtraction, multiplication, and division).
Root Cause #3	Teachers need to implement daily problem-solving strategies that require students to draw a model, write an equation, and explain the answer in writing.
Root Cause #4	Small group guided math instruction needs to be implemented with fidelity.
Root Cause #5	
GOAL	By the end of the 2021-2022 school year, a fifteen percent growth at each grade level (K-5) will move to the proficient level in math as measured by comparison of the fall and spring MI student assessment results.