Georgia Department of Education

School Improvement Plan
2021-2022
Comprehensive Needs Assessment

SCHOOL NAME
Fair Oaks
DATE SUBMITTED
June 1st 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	Fair Oaks Elementary School
Team Lead	Cathie Seibert
Position	Principal
Email	Cathie.Seibert@cobbk12.org
Phone	678-594-8080 x 010

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
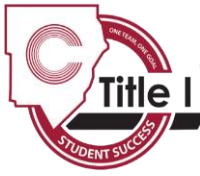
PLANNING and PREPARATION

Date(s)_____

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	James Milliman
Academic Coach (District)	Jen Shiers
Academic Coach (Local School)	Nikki Wold Kim Olson, Kelli Wood, Jodi Paulsen K Lead 1st lead 2nd Lead 3rd Lead 4th Lead 5th lead ESOL Lead EIP Lead SWD Lead
Parent (Non CCSD Employee)	
Business Partner	
Counselor	Valerie Wagley
Parent Facilitator	Diana Rossie Dinna Ortiz de Gracia
Health Care Providers	
Social Workers	Darlene Alvarez
IHE Leaders	
Faith-based Community Leaders	Adrian Coetzer
Technology Experts (TIS)	Adrienne Rogers
	Tiffany Spriggs

Media Specialists/Librarians	
Police/Public or School Safety Officers	

Meeting Date(s):

5/19/21_____

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

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)]*
The development of our SY2022 Title I School Improvement Plan included participation and input from school administrators, teachers, paraprofessionals, business leaders, and families. The guiding coalition team began with reviewing the data from the SY2021 school year. Data was pulled from the following sources to determine our strengths and weaknesses: RI Data, MI Data, EOG, Report card and common assessment, Discipline data, Counseling/Social Worker Data.   The team discuss our priorities for the 2021-2022 school year to best support our students as we shift from hybrid instructional model to face to face instruction. The Title 1 parent survey was also reviewed to provide parent input based on strengths and weaknesses. The comprehensive needs assessment CAN was reviewed with the Guiding Coalition for feedback. Revisions were applied and submitted for approval. The Guiding Coalition monitors the implementation of our plan throughout the school year.   The announcement for the meeting was posted in our parent newsletter and shared out for three weeks consecutively prior to the meeting.

Comprehensive Needs Assessment (*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 final administration of the FY 21 the target percentage of proficient and advanced will be the following on the Math Inventory (M.I.) for K-4: K – 44%, 1st- 44%, 2nd - 58%, 3rd – 56%

MI math growth (proficient to advanced) for 4th and 5th from August 2020 to May 2021 will be 25%.

1. Was the goal met? Goal was met in 5th grade. It was not met in 3rd or 4th. The goal was not met in K, 1, or 2nd grade

2. What data supports the outcome of the goal? Math Inventory growth from August 2020 to April 2021: 3rd grade increased by 13%, 4th grade increased by 21% and 5th grade increased by 30%. Kindergarten increased by 4%, 1st grade decreased by 13%, and 2nd grade increased by 4%.

3. What process/action step/Intervention contributed to the outcome of the goal?
   Positive: Departmentalization and additional planning time for teachers to create activities.
   Negative: Due to Covid restrictions, guided math and small groups were rarely implemented this year. Students took MI at home in August and at school in May.

4. Reflecting on outcomes:

   a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? Guided math and small group implementation, writing in math, problem solving, vocabulary development, and additional practice such as center time or group activities.
   b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level? Guided math and small group implementation.
   c. If the outcomes **exceeded** the goal, what are the next steps?

Goal 2: **We will increase the percentage of students scoring proficient and advanced on the Reading Inventory by 25% from August 2020 to May 2021 in grades 2nd-5th**

Kindergarten- Students will increase sight words by an average of 50 words from August 2020-May 2021
1st grade- Students will increase sight words by an average of 100 words from August 2020-May 2021

1. Was the goal met? No
2. What data supports the outcome of the goal? Kindergarten increased an average of 36 sight words. 1st grade increased an average of 62 sight words. 2nd grade increased by 13%, 3rd grade increased by 5%, 4th grade increased by 13% and 5th grade increased by 13%
3. What process/action step/Intervention contributed to the outcome of the goal? Due to Covid restrictions, guided reading, small groups and individual conferences were not implemented this year. Social Studies and Science integration was started but not fully implemented. Additionally, student data notebooks were not implemented.
4. Reflecting on outcomes:

    a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? Small group instruction, content integration
    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: Decrease the number of total discipline referrals by 50% from the FY 20 number of total referrals to the FY 21 number of total referrals.

Maintain, or reduce, the percentage of targeted students who had 10 or more unexcused absences from 4.0% in 2020 to at or below 4% in 2021.

1. Was the goal met? The percentage of targeted students who had 10 or more unexcused absences from 2020 to 2021 was 30%. The goal was not met. Yes, the discipline goal was met and exceeded. The discipline referrals were decreased by more than 50%.

2. What data supports the outcome of the goal? The attendance summary from 8/31/2020-5/17/2021 generated by OnTrack. The Discipline Action Distribute Report reflects the following totals: 6 referrals for ISI (3 full day ISI, 3 half day ISI referrals) and 6 referrals for OSS (5 Short Term, 1 less than full day). The ISI referrals decreased from 17 in 2020 to 6 in 2021. In 2021, the OSS referrals were 48 less than 2020 (54 to 6).

3. What process/action step/Intervention contributed to the outcome of the goal? As a result of the Covid Pandemic, school attendance was negatively impacted. District and school interventions initiated to support attendance and offered to students included the creation of a school district remote/virtual platform for teaching and learning, supplying devices, providing Internet, creating work packets for pick-up or delivery, home visits, phone calls, parent conferences, social worker referrals, and truancy meetings. The Covid Pandemic contributed to the decrease in discipline referrals for this school year. Specifically, due to the pandemic, students were not in the school building between August and September of 2020. However, administration continued to analyze discipline data to determine strategies that are needed to increase positive behavior; ongoing collaborative team building activities with administration, counselors, and "high flyer" behavioral students; mediation time with students and administrators, including parents in problem solving conversations with students, consistency with communicating behavioral expectations for students (including virtual and face to face behavioral expectations discussions held with each grade level by administration); classroom and school wide incentive initiatives for students.

Reflecting on outcomes:

a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? A possible recommendation could include implementation of the district attendance policy for with fidelity at the school level and tracking a daily attendance percentage or targeting 10 or more unexcused absences using pre-covid data.
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? Since the outcomes exceeded the discipline goal, the next steps include the following: maintaining the action steps and interventions (mentioned above) to continue to decrease the discipline

referral. Furthermore, the school leadership team (grade level leaders) will participate in quarterly discussions and analysis of their grade level discipline data, implementing the second step program school wide, providing ongoing classroom management training and support to staff.

d.

e.

f.

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?

<u>**Comprehensive Needs Assessment**</u> (*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	Decoding Explicit Retelling (Gr. 3-5) Workshop model Guided Reading Instruction knowledge Phonics Cohort/Resources Use of data to plan lessons	Vocabulary Writing Inferencing Distance learning Implementation of small group instruction	Jan Richardson Assessments WRITE Score (5) Reading Inventory Common Formative Assessments
Math	Perseverance One step equations Number talks ESOL strategies Using math manipulatives (K-2)	Problem solving Fact fluency Writing in math Correct algorithms Math Vocabulary Multi-step equations Math manipulatives (3-5) Implementation of small group instruction	Math Inventory Common Formative assessment
Science	Utilizing HMH science materials with fidelity Content Vocabulary	Prioritizing standards Science Vocabulary	Common Assessments
Social Studies	Studies weekly resources	Prioritizing standards	Common Assessment
Other			
Discipline / School Climate Data	Decrease of chronic discipline infractions	Chronic Absences Growth Mindset Consistent soft skills integration	Survey Office Referrals
Perception Data	Parent resources through Eagle University and workshops to support academic success Staff Retention	Intervention strategies for striving students	Title 1 survey DOE Health Survey School climate survey
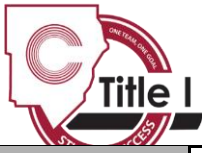
	School Culture		
Process Data			

	Prioritized Need #1
	An increase of students reading on grade level.
Root Cause #1	Students missing 20% of instruction based on 4-day academic setting and 2 months of face-to-face instruction for the SY20-21
Root Cause #2	Lack of vocabulary in English and native language
Root Cause #3	Effective ESOL to support the language objectives.
Root Cause #4	Differentiation of instruction/Specialized instruction
Root Cause #5	Lack of prerequisite language skills coming into Kindergarten.
GOAL	Grades 3- 5: The Percent of students performing at or above grade level proficiency on the Reading Inventory will increase by 20% from August 2021-May 2022. Grades K-2: The percentage of students performing at or above grade level proficiency on Guided Reading levels will increase by 20% from August 2021 – May 2022

	Prioritized Need #2
	10 Develop K-5ᵗʰ math proficiency.
Root Cause #1	Striving students struggle with math fluency.
Root Cause #2	Small group instruction not taking place due to Covid. Students were not able to receive frequent feedback or guidance on their level.
Root Cause #3	There are gaps in the prerequisite skills to solve specific grade level algorithms.
Root Cause #4	Reading comprehension and vocabulary affects understanding of word problems.
Root Cause #5	Differentiation of instruction/Specialized instruction
GOAL	A 15% increase in students performing at or above grade level for the math inventory from August 2021-May 2022

Prioritized Need #3	
For the last 460 days students have missed 20% of the instruction with the 4 day a week schedule. Absences have increase and a higher than normal level of 'school disengagement' has been identified with the hybrid model	
Root Cause #1	Importance of attendance has been minimized due to environmental factors.
Root Cause #2	School staff need additional training on communication strategies to increase attendance concerns.
Root Cause #3	Consistent plans are needed to communicate attendance concerns.
Root Cause #4	
Root Cause #5	
GOAL	Decrease chronic attendance concerns by 7% by August 2021 to May 2022.