



# Garrett Middle School Improvement Plan 2021-2022 Comprehensive Needs Assessment



DATE SUBMITTED

June 17, 2021

DATE REVISED

August 22, 2021

# 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

## ***Georgia's Systems of Continuous Improvement***

**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

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Garrett Middle School
<i>Team Lead</i>	Kristie Brown
<i>Position</i>	Principal
<i>Email</i>	<a href="mailto:Kristie.Brown@cobbk12.org">Kristie.Brown@cobbk12.org</a>
<i>Phone</i>	770-819-2466
<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)</b>	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	"Fund 400" - Consolidation of Federal funds only
<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply)</b>	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
	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:

<i>Specific</i>	<i>Measurable</i>	<i>Attainable</i>	<i>Relevant</i>	<i>Time-bound</i>
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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

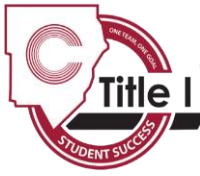
#### **2. School Improvement Goals**

#### 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) 4/28/21, 5/12/21, 5/19/21

### 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	Dennissa Brown
Academic Coach (District)	Meta Rome
Academic Coach (Local School)	Angela Price
Parent (Non CCSD Employee)	Nzinga Julson
Business Partner	Allison Carroll, Allstate
Counselor	John Nwosu, Denise Hood
Parent Facilitator	Pamela Walker
Health Care Providers	Natalie Burse
Social Workers	Linda Hobson, Bethany Miller
IHE Leaders (College Contact)	Zandra Genous-Tate, Clark Atlanta University
Faith-based Community Leaders	Jason Lumpkin, Woodstock Church Austell
Technology Experts (TIS)	Whitney Prather
Media Specialists/Librarians	Karii Zimmerman
Police/Public or School Safety Officers	Kyle Shelton
Communities in Schools Site Coordinator	Timothy Parham





## Cobb County Title I School Improvement Plan 2021-2022

Meeting Date(s): 4/28/21, 5/12/21, 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
Principal	Kristie Brown	<i>Kristie Brown (virtual)</i>
Assistant Principal	Rockette Anderson	<i>Rockette Anderson (virtual)</i>
Assistant Principal	Timothy Coefield	<i>Timothy Coefield (virtual)</i>
Assistant Principal	Danielle Crump	<i>Danielle Crump (virtual)</i>
Academic Coach	Angela Price	<i>Angela Price (virtual)</i>
Parent Facilitator	Pamela Walker	<i>Pamela Walker (virtual)</i>
ELA Department Chair	Monica Hobbs	<i>Monica Hobbs (virtual)</i>
Math Department Chair	Shoneka O'Neal	<i>Shoneka O'Neal (virtual)</i>
CIS Site Coordinator	Timothy Parham	<i>Timothy Parham (virtual)</i>
PTSA President	Brigette Thompson	<i>Brigette Thompson (virtual)</i>
Parent	Nzinga Julson	<i>Nzinga Julson (virtual)</i>
Business Partner	Allison Carroll	<i>Allison Carroll (virtual)</i>
Teacher/ 7th grade level leader	Sheyna Hairston	<i>Sheyna Hairston (virtual)</i>
John Nwosu	Counselor	<i>John Nwosu (virtual)</i>





## 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)]*

### Building Leadership Team Meeting/Teacher Input

- May 12
- CCC Meetings (Wednesdays/Thursdays in May)

### Community Input

- Principal Advisory Council – April 28, May 19
- School Improvement Forum – April 29
- Community in Schools Site Coordinator
- Social Worker
- Parents
- PTSA President

Garrett Middle School staff, parent, and community participants were invited through Zoom. Surveys were emailed to parents and staff, and the survey was created in Microsoft Forms.



**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).

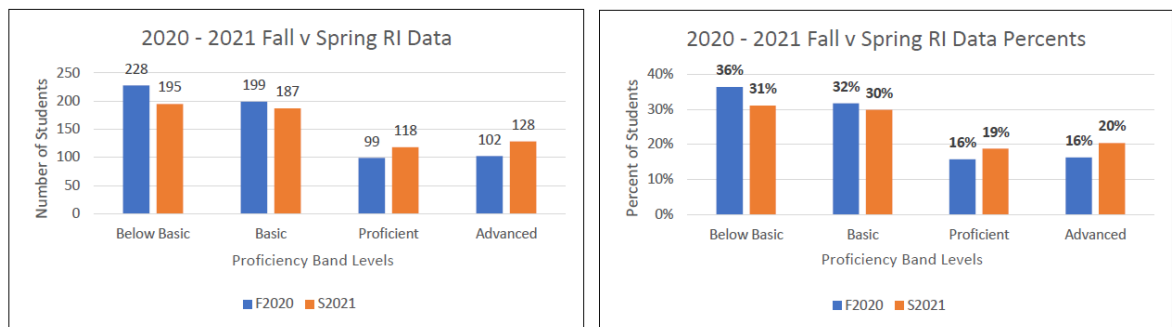
**For the School Year: FY21**

**Goal 1: The number of English Language Arts students scoring proficient or higher will increase by 15% from August 2020 to May 2021, as measured by the Reading Inventory school-wide.**

1. Was the goal met? Yes
2. What data supports the outcome of the goal?

Garrett Middle School  
2020 - 2021 Reading Inventory Data

2020 Fall Administration vs. 2021 Spring Administration



3. What process/action step/Intervention contributed to the outcome of the goal?
  - a. Advisement classes created based on RI/MI scores
  - b. Read 180
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?
    - i. Increase the use of school-wide literacy strategies
    - ii. RI will be administered during the first 7 days of school to place students in advisement classes based on level
    - iii. Continue Read 180 class



## Cobb County Title I School Improvement Plan 2021-2022

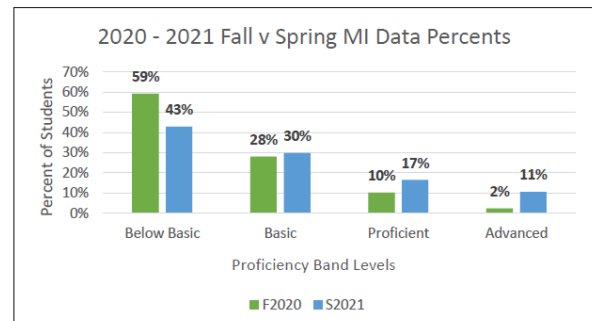
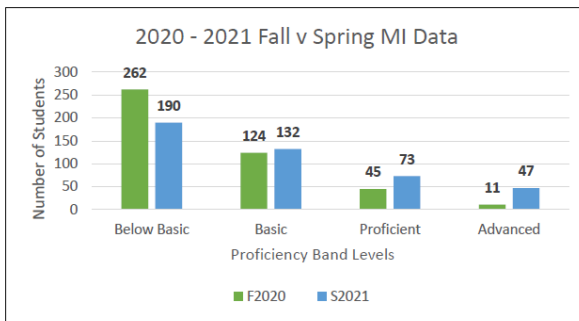
- iv. Additional ProjectLit books will be purchased to expose students to diverse topics, authors, etc.
  - v. Utilize Discovery Education resources and implement 4C's schoolwide
- c. If the outcomes **exceeded** the goal, what are the next steps?

**Goal 2: The number of Math students scoring proficient or higher will increase by 15% from August 2020 to May 2021, as measured by the Math Inventory school-wide.**

1. Was the goal met? Yes
2. What data supports the outcome of the goal?

Garrett Middle School  
2020 - 2021 Math Inventory Data

2020 Fall Administration vs. 2021 Spring Administration



3. What process/action step/Intervention contributed to the outcome of the goal?
  - a. CCC meetings focused on analyzing data and selecting strategies for various learning levels
  - b. Targeted intervention using IXL
  - c. Advisement classes created based on MI/RI data
  - d. Math connections implemented DreamBox and other digital resources
  - e. Common formative assessments with immediate feedback
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?



## Cobb County Title I School Improvement Plan 2021-2022

- i. Administer MI during the first 7 days of school to place students in leveled Advisement classes
    - ii. Focus on math literacy during advisement
    - iii. Students will use the 360 math class boards to solve problems and receive immediate feedback from the teacher
    - iv. Continue to utilize Dreambox in Math Connections
  - c. If the outcomes **exceeded** the goal, what are the next steps?
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## Cobb County Title I School Improvement Plan 2021-2022

**Goal 3: By the end of the 2020-2021 School year, 85% of students will receive no more than one referral as measured by the data in the PBIS Dashboard.**

1. Was the goal met? Yes
  2. What data supports the outcome of the goal?
    - a. 28 out of 1004 students received more than one referral for the 20-21 school year.
    - b. 976 students received one or no referrals. 97% of students received no more than one referral.
  3. What process/action step/Intervention contributed to the outcome of the goal?
    - a. PBIS Lessons
    - b. PBIS Rewards (school and classroom)
    - c. CIS Site Coordinator – Mentor
    - d. Classroom Guidance Lessons
    - e. Hybrid Learning Model
    - f. Trauma Informed Practices PL
  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?
      - i. Continue use of PBIS Rewards
      - ii. Continue PBIS Lessons
      - iii. Recruit new PBIS team members
- 

**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:



## Cobb County Title I School Improvement Plan 2021-2022

- 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?
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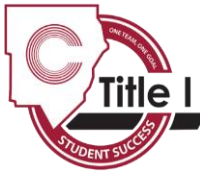


**Comprehensive Needs Assessment** (References: Schoolwide Checklist 1.a.)

**Comprehensive Needs Assessment Summary of Findings**

Data Types	Identified Strengths	Identified Challenges (Highlight 2-3 as Priority)	Multiple Data Sources Used
<b>Student Achievement Data</b>			
ELA	<p>Advisement – students grouped by RI score</p> <p>Frequent common assessments in CTLS</p> <p>MI Write</p>	<p>Creating a culture that values independent reading time</p> <p>Students reading at below basic or basic reading level</p> <p>Citing evidence from multiple sources</p>	<p>RI</p> <p>CTLS Common Assessment Data</p> <p>MI Write</p> <p>EOG</p>
Math	<p>Frequent Common Assessments using CTLS and teacher-made assessments</p> <p>Advisement – Intervention strategies</p> <p>Use of IXL to address learning needs</p>	<p>Lack of basic math skills and literacy skills (ex: unable to read and comprehend word problem)</p> <p>Lack of engagement from virtual students</p> <p>Adhering to pacing guide</p>	<p>MI</p> <p>Common Formative Assessments in CTLS</p> <p>IXL</p> <p>EOG</p>
Science			
Social Studies			
Other			
<b>Discipline / School Climate Data</b>	<p>Staff completed Trauma Informed Practices PL with Brittany Phillips</p> <p>Classroom – PBIS Lessons</p> <p>Weekly Second Step Lessons</p> <p>Communities in Schools</p>	<p>Lack of engagement – virtual learners</p> <p>Lack of rewards for students who exhibit positive behavior</p>	<p>PBIS Dashboard – Discipline Data</p> <p>Perception Surveys</p>
<b>Perception Data</b>			
<b>Process Data</b>			





Prioritized Need #1	
Increase the number of students demonstrating on or above grade level reading ability	
Root Cause #1	Access to engaging and relevant texts
Root Cause #2	Inconsistent use of common strategies
Root Cause #3	Low engage from virtual learners during 20-21 school year
Root Cause #4	
Root Cause #5	
<b>GOAL</b>	The number of English Language Arts students scoring proficient or higher will improve by 15% from August 2021 to May 2022, as measured by the Reading Inventory school-wide.



Prioritized Need #2	
Increase the percentage of students performing at or above grade level in mathematics	
Root Cause #1	Not focusing on math literacy, student confidence and endurance
Root Cause #2	Pacing
Root Cause #3	Not utilizing the vertical white boards as often as possible
Root Cause #4	Weak RTI protocols
Root Cause #5	
<b>GOAL</b>	The number of Math students scoring proficient or higher will improve by 15% from August 2021 to May 2022, as measured by the Math Inventory school-wide.



Prioritized Need #3	
Reduce the number of major and minor infractions that lead to an increase in ISS and OSS days and negative perception data	
Root Cause #1	Inconsistent use of PBIS Flow Chart
Root Cause #2	Clear and consistent classroom policies and procedures
Root Cause #3	Improve RTI for students with behavior needs
Root Cause #4	Funding for rewards
Root Cause #5	
<b>GOAL</b>	By the end of the 2021-2022 School year, 85% of students will receive no more than one referral as measured by the data in the PBIS Dashboard.