# School Improvement Plan
2021-2022
Comprehensive Needs Assessment

DATE SUBMITTED
DATE REVISED

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.
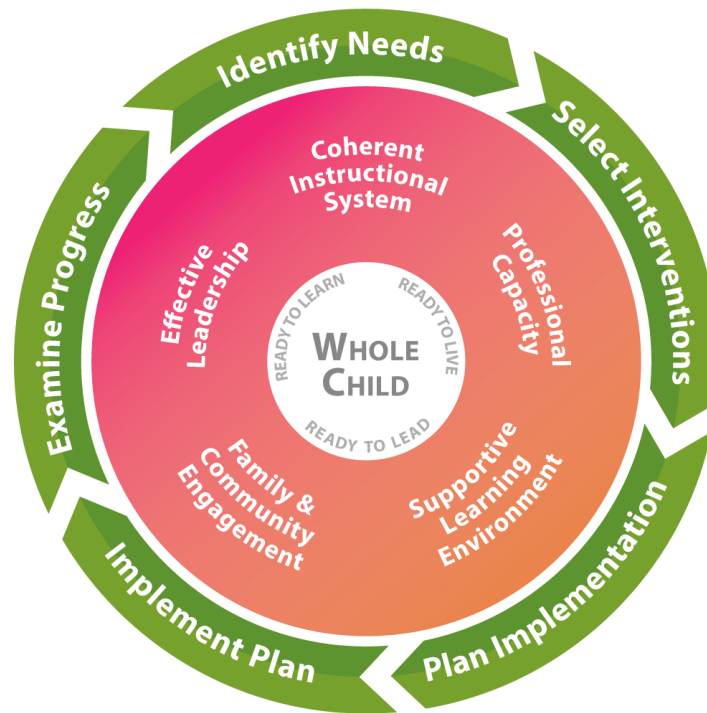
Systems to Improve (What to Improve)

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	Lindley Middle School
Team Lead	Elayna Wilson
Position	Principal
Email	Elayna.Wilson@cobbk12.org
Phone	

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
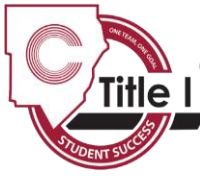
PLANNING and PREPARATION

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	Delores Thompson
Academic Coach (District)	
Academic Coach (Local School)	Marcella Jones
Parent (Non CCSD Employee)	An Goh
Business Partner	
Counselor	Jesssica Chester
Parent Facilitator	Tanisha Humphrey
Health Care Providers	
Social Workers	
IHE Leaders	
Faith-based Community Leaders	
Technology Experts (TIS)	
Media Specialists/Librarians	
Police/Public or School Safety Officers	

Meeting Date(s): 6/ 23 /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	Elayna Wilson	
Assistant Principal	Sara Johnson	
Academic Coach	Marcella Jones	
Math Teacher	Dana Burney	
Social Studies Leads	Beverley Cross	
Gifted Lead	Dana Roberts	
ELA Teacher	Ketrina Owens	
Parent	Leresa James	
Math Support	Cedric Rumph	
Math Department Chair	Marcia Hood	
Parent Facilitator	Tanisha Humphrey	
Media Specialists/Librarians	Tawanda Coaxum	

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)]

Lindley Middle School met with stakeholders to address the needs of the school. A meeting was held on June 23rd where specific areas of growth and concerns were addressed. The team analyzed SRI and SMI data for the year (the assessment was administered three times during the 2020-21 year). The content focus was Reading/ELA/Math.

The meeting focused on identifying interventions and instructional strategies (both areas to sustain the progress made and increase student performance to the next level and areas of need for improvement), root causes, and developing action steps (interventions and strategies) to be implemented during the 2021– 2022 school year to help address student needs. The team analyzed students' data from the Fall of 2020, January 2021 and May 2021. The team took an in-depth look to identify the number of students tested for each assessment, as well as the number of students who performed in each performance category; Below Basic, Basic, Proficient and Advanced. Specifically, our SIP Goals #1 and #2 focused on increasing the number of students who scored in the Proficient and Advanced categories.

<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: (Identify Goal 1 here)By the end of the 2020-2021 school year, increase the percentage of students performing on or above level by 5% as measured by the Mathematics Inventory.

1. Was the goal met? Yes

2. What data supports the outcome of the goal? SMI Data

SMI Data 2020	SMI Data 2021
Below Basic- 48%	Below Basic-43%
Basic-28%	Basic-30%
Proficient-11%	Proficient-16% +5%
Advanced-3%	Advanced-11% +8%

Did not Tested 10%

3. What process/action step/Intervention contributed to the outcome of the goal? Falcon Focus (Remediation/Enrichment Block)--teachers utilized CTLS to collaboratively teach and link classes together to focus on skill reinforcement based on immediate need, Homework Hotline (Power Hour), Afterschool Program, Saturday School, Data Meetings, CCC Meetings with specific emphasis being placed on teachers sharing strategies implemented that yielded a positive impact on student learning.

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?
- We are requesting the addition of 2 Math Interventionists to the team
- Continue with following the intervention program: Falcon Focus (Remediation/Enrichment Block) Homework Hotline, Afterschool Tutorial, Saturday School Tutorial, and March Madness standards/skills tutorial/review

- Students will receive opportunities to remediate and accelerate skills through after school tutoring and Saturday School programs. Transportation will be provided.

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

- Continue with the following intervention program: Falcon Focus (Remediation/Enrichment Block) Homework Hotline, Afterschool Tutorial, Saturday School Tutorial, and March Madness standards/skills tutorial/review
- Students will receive opportunities to remediate and accelerate skills through after school tutoring and Saturday School programs. Transportation will be provided.
- Professional Development – Academic Coach will facilitate trainings for teachers to equip teachers with an understanding of effective ways to promote student engagement and to provide small group instruction via Flexible Grouping

Goal 2: (Identify Goal 2 here) By the end of the 2020-2021 school year, increase the percentage of students performing on or above level by 5% as measured by the ELA Inventory.

1. Was the goal met?

2. What data supports the outcome of the goal? SRI Data

SRI Data 2020	SRI Data 2021
Below Basic- 25%	Below Basic-26%
Basic-35%	Basic-26%
Proficient-19%	Proficient- 22% +3%
Advanced-14%	Advanced-21% +7%

3. What process/action step/Intervention contributed to the outcome of the goal?
5. Professional Development with Ms. Lambert (Capsule Summary), Falcon Focus (Remediation/Enrichment Block) Homework Hotline, Afterschool Program, Saturday School, Data Meetings, CCC's Meetings with specific emphasis being placed on teachers sharing strategies implemented that yielded a positive impact on student learning. Academic Coach will facilitate trainings for teachers to equip teachers with an understanding of effective ways to promote student engagement and to provide small group instruction via Flexible Grouping

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?

- Continue with following the intervention program: Falcon Focus (Remediation/Enrichment Block) Homework Hotline, Afterschool Tutorial, Saturday School Tutorial, and March Madness standards/skills tutorial/review
- Students will receive opportunities to remediate and accelerate skills through after school tutoring and Saturday School programs. Transportation will be provided.

      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	Due to COVID19 SMI and SRI data were used to analyze strengths.	Due to COVID19 10%-15% of the students did not take the test. It was a struggle getting the remote students to take the SMI or SRI.	SMI and SRI Data
ELA	**SRI data** 2021 data 3% increase in students scoring in the proficient level on SRI assessment. 2021 data 7% increase in students scoring in the advanced level on SRI assessment.	Due to COVID19 10%-15% of the students did not take the test. It was a struggle getting the remote students to take the SMI or SRI.	SRI Data
Math	**SMI data** 2021 data 5% increase in students scoring in the proficient level on SMI assessment. 2021 data 8% increase in students scoring in the advanced level on SMI assessment.	Due to COVID19 10%-15% of the students did not take the test. It was a struggle getting the remote students to take the SMI or SRI.	SMI Data
Science			
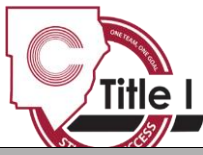
Social Studies			
Other			
Discipline / School Climate Data			
Perception Data			
Process Data			

	Prioritized Need #1
	Create an academic support and response system that improves student performance in ELA on the End of Grade Assessment.
Root Cause #1	Students struggle with reading comprehension, accuracy, and fluency skills.
Root Cause #2	Students lack basic/foundational vocabulary, academic vocabulary, and language tied to the content standards.
Root Cause #3	Teachers lack research-based instructional strategies that provide a holistic, interdisciplinary approach to academic reading and writing in all content areas.
Root Cause #4	Students struggle with the elements and the application of the writing process in all genres.
Root Cause #5	Teachers lack the training and the implementation of culturally responsive and social emotional learning instructional practices that support student achievement.
GOAL	By the end of the 2021- 2022 school year, increase the percentage of students performing on or above proficiently level by 5% as measured by the ELA EOG (Proficient- Level 3, Distinguished Learner- Level 4).

Prioritized Need #2	
Create an academic support and response system that improves student performance in math to address their socio-economical needs.	
Root Cause #1	Students struggle interpreting math vocabulary due to their low reading levels.
Root Cause #2	Students are missing key prerequisite skills.
Root Cause #3	Teachers lack research-based instructional strategies to engage students.
Root Cause #4	Low parental involvement in school-sponsored meetings to increase student achievement.
Root Cause #5	Lack of technology available to students and teachers due to the COVID-19 pandemic
GOAL	To increase the percentage of students scoring on level (Proficient- Level 3) or above level (Distinguished Learner- Level 4) by 5% on the Math End of Grade Assessment.

Prioritized Need #3