

# School Improvement Plan 2021-2022 Comprehensive Needs Assessment

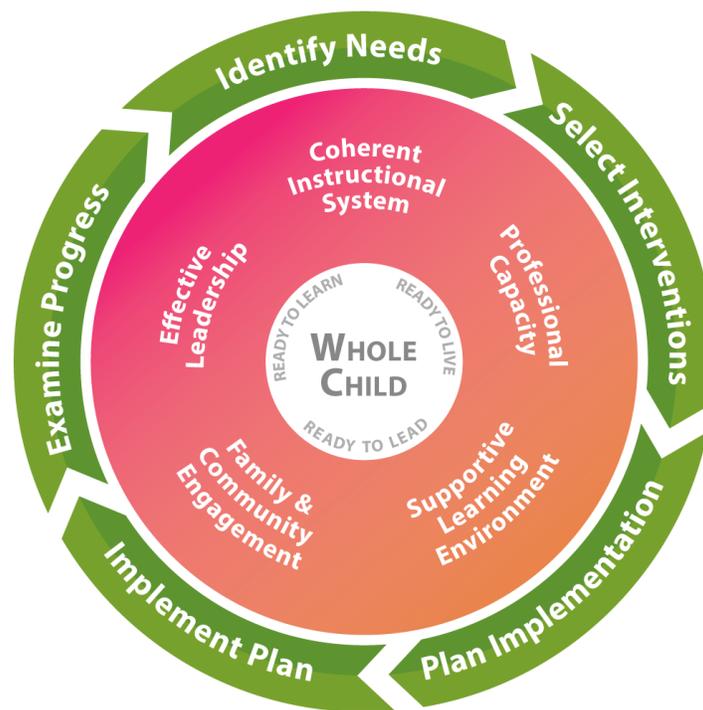


Lindley 6<sup>th</sup> Grade ACademy

June 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

## **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>	Lindley 6 <sup>th</sup> Grade Academy
<i>Team Lead</i>	Denise Magee
<i>Position</i>	Principal
<i>Email</i>	Denise.magee@cobbk12.org
<i>Phone</i>	770.819.2414
<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:

*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

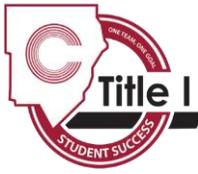
#### **2. School Improvement Goals**

#### 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) 06/03/2021

**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
<b>Title I Supervisor</b>	
<b>Academic Coach (District)</b>	
<b>Academic Coach (Local School)</b>	<b>Kelly Beer</b>
<b>Parent (Non CCSD Employee)</b>	
<b>Business Partner</b>	<b>Michele Copeland, Chick-Fil-A</b>
<b>Counselor</b>	<b>Bianca Walker</b>
<b>Parent Facilitator</b>	<b>Yamile Mojica</b>
<b>Health Care Providers</b>	<b>Vibha Bhatti</b>
<b>Social Workers</b>	<b>Kimberly Chinn</b>
<b>IHE Leaders</b>	
<b>Faith-based Community Leaders</b>	
<b>Technology Experts (TIS)</b>	<b>Patrenia Gooden</b>
<b>Media Specialists/Librarians</b>	<b>Ingrid Hanson</b>
<b>Police/Public or School Safety Officers</b>	<b>CPO Sparks</b>



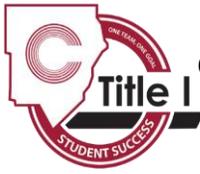
**Cobb County Title I School Improvement Plan 2021-2022**

Meeting Date(s): 06/03/2021

**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	Dr. Denise Magee	
Assistant Principals	Mr. Kasisi Brown Mrs. Tida Bruce-Banfield	
Parent Facilitator	Mrs. Yamile Rivera Mojica	
Academic Coach	Mrs. Kelly Beer	
Math Subject Coordinator	Patrenia Gooden	
ELA Subject Coordinator	Dr. Charity Johnson	
Science Subject Coordinator	Mrs. Amber Thomas	
Social Studies Subject Coordinator	Mrs. Laquananisha Adams	
Principal Advisory Council Members	Bridgette Thompson Brandies Crumley Michele Copeland Brian Delaney Wanda Lynah	



**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)]*

Core Subject Coordinators and other school personnel were given the opportunity to review and provide feedback. The Principal Advisory Council along with PTSA members and parents were also given the opportunity to review and provide input.



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: (Identify Goal 1 here)

1. Was the goal met? Not Met
2. What data supports the outcome of the goal? Reading inventory shows that we did not meet our goal because there was only a 6% increase.
3. What process/action step/Intervention contributed to the outcome of the goal?
  - A pandemic year with hybrid learning presented multiple challenges with ensuring all students were tested.
  - Students inconsistently took the RI test during the 3 administrations because they flipped flopped between face-to-face and virtual learning
4. Reflecting on outcomes:
  - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
5. A more focused environment in which a culture of literacy is pervasive across all content areas. Each content will be given a book to read aloud to students to model and to engage students in the reading process
6. Literacy will be a central discussion in weekly CCCs to identify the specific needs of students
7. An intervention specialist utilizing READ 180 for identified students in need of additional reading support
8. School wide vocabulary focus with a word of the day
9. Continued use of Discovery Education SOS strategies
10. Connections Teacher will continue to support core content teachers with Wednesday Enrichment Reading Strategies delivery
11. ESOL students will receive ACCESS support with reading, writing, and speaking using Summit 12
12. Special Education Teachers will focus on more targeted support for SWD students during Wednesday Enrichment hour of support
13. Early Identification of students for READ 180
  - a. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?

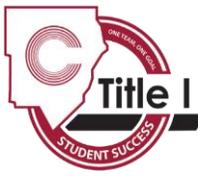


## Cobb County Title I School Improvement Plan 2021-2022

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

Goal 2: (Identify Goal 2 here)

1. Was the goal met? Yes, the goal was met
  2. What data supports the outcome of the goal? MI administrations during the year
    - Wednesday Enrichment targeted support
    - Tremendous Student participation in evening tutoring sessions 3 times a week from 6pm – 7pm
    - Students actively participated in Wednesday morning Help Sessions
    - APTT students performed at a higher rate on MI
    - Smaller math class sizes allowed for better support
    - Use of Freckle Resource to support students
  3. What process/action step/Intervention contributed to the outcome of the goal?
    - See above mentioned bullets
  4. Reflecting on outcomes:
    - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? N/A
    - b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
      - APTT will be continued next year
      - Wednesday Enrichment will continue to focus on student math deficits
      - An additional math teacher was hired for SY22 to lower math class sizes
      - There is a high probability that a math intervention specialist will be secured for SY22
    - c. If the outcomes **exceeded** the goal, what are the next steps?
-



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

Goal 3: (Identify Goal 3 here) N/A

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?
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Goal 4: (Identify Goal 4 here) N/A

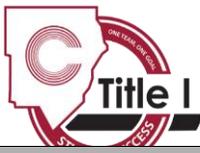
1. Was the goal met?
  2. What data supports the outcome of the goal?
  3. What process/action step/Intervention contributed to the outcome of the goal?
  4. Reflecting on outcomes:
    - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
    - 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	Exposed and able to use technology at a higher rate	Attendance * Student Organizational Skills * Technology Usage	Attendance Data * Grades * MI & RI * Perceptual Data * Common Formative Assessments
ELA	Teacher & Student Resiliency Teacher flexibility and able to pivot with the learning environment Student Engagement and Independent Reading increased	Management of the learning Environment with F2F and Remote Student inconsistent attendance and lack of follow through with assignments Teachers were not able to determine student progress and true ability levels due to the lack of work being turned in by students	Attendance Data * Grades * Common Formative Assessments * Student Participation
Math	Teacher & Student Resiliency Teacher flexibility and able to pivot with the learning environment	Management of the learning Environment with F2F and Remote Student inconsistent attendance and lack of follow through with assignments Teachers were not able to determine student progress and true ability levels due to the lack of work being turned in by students	Attendance Data * Grades * Common Formative Assessments * Student Participation
Science	Teacher & Student Resiliency Teacher flexibility and able to pivot with the learning environment	Management of the learning Environment with F2F and Remote Student inconsistent attendance and lack of follow through with assignments Teachers were not able to determine student progress and true ability levels due to the lack of work being turned in by students	Attendance Data * Grades * Common Formative Assessments * Student Participation



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

Social Studies	<p><b>Teacher &amp; Student Resiliency</b>  <b>Teacher flexibility and able to pivot with the learning environment</b></p>	<p><b>Management of the learning Environment with F2F and Remote</b>  <b>Student inconsistent attendance and lack of follow through with assignments</b>  <b>Teachers were not able to determine student progress and true ability levels due to the lack of work being turned in by students</b></p>	<p><b>Attendance Data * Grades</b>  <b>* Common Formative Assessments * Student Participation</b></p>
Other			
<b>Discipline / School Climate Data</b>	<p><b>There were fewer students and fewer issues</b></p>	<p><b>SEL Needs</b>  <b>Insubordination</b>  <b>Physical Aggression</b></p>	<p><b>Discipline Data</b>  <b>Attendance Data</b>  <b>Perceptual Data</b>  <b>Adult/Student Interactions</b></p>
Perception Data			
Process Data			



### Prioritized Need #1

To enhance mathematical understanding and skills with an emphasis on application, critical thinking, constructive writing and solving word problems

**Root Cause #1**

Poor reading comprehension skills impacted the ability to tackle multi step word problems

**Root Cause #2**

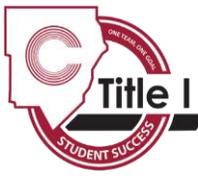
**Root Cause #3**

**Root Cause #4**

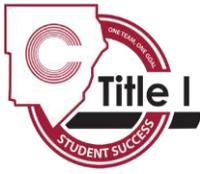
**Root Cause #5**

**GOAL**

By May 2022, to increase the number of students performing at the proficient level on MI and EOG by 10%.



<b>Prioritized Need #2</b>	
<b>To improve literacy skills (reading, writing, speaking, listening, critical thinking and presenting skills) across all content areas for all student groups to ensure higher academic performance.</b>	
<b>Root Cause #1</b>	<b>Underdeveloped academic vocabulary/lanaguagw</b>
<b>Root Cause #2</b>	
<b>Root Cause #3</b>	
<b>Root Cause #4</b>	
<b>Root Cause #5</b>	
<b>GOAL</b>	<b>By May 2022, to integrate literacy across all content areas with an emphasis on independent reading and writing to improve performance by 10% as measured reading and writing to improve performance by 10% as measured on the RI and EOG.</b>



<b>Prioritized Need #3</b>	
<b>NONE</b>	
<b>Root Cause #1</b>	
<b>Root Cause #2</b>	
<b>Root Cause #3</b>	
<b>Root Cause #4</b>	
<b>Root Cause #5</b>	
<b>GOAL</b>	