



School Improvement Plan 2021-2022 Comprehensive Needs Assessment



Sedalia Park Elementary School
DATE SUBMITTED June 30, 2021 DATE REVISED August 10, 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>	Sedalia Park Elementary School
<i>Team Lead</i>	Tiffany Jackson
<i>Position</i>	Principal
<i>Email</i>	Tiffany.Jackson@cobbk12.org
<i>Phone</i>	(770) 509-5162
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:

<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

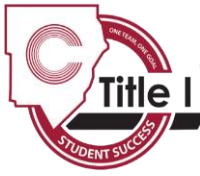
2. School Improvement Goals

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) _____

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)	n/a
Academic Coach (Local School)	Carmen Bandy
Parent (Non CCSD Employee)	Lauren Murray
Business Partner	
Counselor	Bridgette Turner
Parent Facilitator	Ximena Tapia-Gonzalez
Health Care Providers	
Social Workers	Julie Lance
IHE Leaders	
Faith-based Community Leaders	
Technology Experts (TIS)	Jennifer Tillman
Media Specialists/Librarians	Jill Ward
Police/Public or School Safety Officer	



Cobb County Title I School Improvement Plan 2021-2022

Meeting Date(s): 7/22/21, 8/6/21

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
Tiffany Jackson/Principal	Tiffany Jackson	<i>Tiffany Jackson</i>
Kahliah Rachel/Assistant Principal	Kahliah Rachel	<i>Kahliah Rachel</i>
Adam Casey/Assistant Principal	Adam Casey	<i>Adam Casey</i>
Kellie Bruce/SSA	Kellie Bruce	<i>Kellie Bruce</i>
Sheila DeGrossi/Bookkeeper	Sheila DeGrossi	<i>Sheila DeGrossi</i>
Bridgette Turner/Counselor	Bridgette Turner	<i>Bridgette Turner</i>
Carmen Bandy/Academic Coach	Carmen Bandy	<i>Carmen Bandy</i>
Janequa Williams /5 th grade Team Lead	Janequa Williams	<i>Janequa Williams</i>
Rebecca Harrison/4 th grade Team Lead	Rebecca Harrison	<i>Rebecca Harrison</i>
Anna-Maria Reyes/3 rd grade Team Lead	Anna-Maria Reyes	<i>Anna-Maria Reyes</i>
Priya Aiyer/2 nd grade Team Lead	Priya Aiyer	<i>Priya Aiyer</i>
Kate Adkins/1 st grade Team Lead	Kate Adkins	<i>Kate Adkins</i>
Kristin Cross/K Team Lead	Kristin Cross	<i>Kristin Cross</i>
Taya Nelson/ESOL Team Lead	Taya Nelson	<i>Taya Nelson</i>
Caroline Ham/Special Education Team Lead	Caroline Ham	<i>Caroline Ham</i>
Ximena Tapia-Gonzalez/Parent Facilitator	Ximena Tapia-Gonzalez	<i>Ximena Tapia-Gonzalez</i>
Lauren Murray /Non CCSD Employee Parent	Lauren Murray	<i>Lauren Murray</i>



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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).

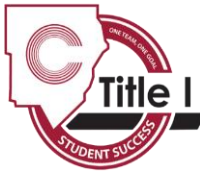
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

The school has developed a one-year school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan for the 2021-2022 school year. Those persons involved were parents, administration, the academic coach, school counselor, parent facilitator, bookkeeper, grade level representatives, and community members.

The following individuals participated in the development, revision, and review of this plan:

Tiffany Jackson/Principal
Kahliah Rachel/Assistant Principal
Courtney Hardy/SSA
Sheila Degrossi/Bookkeeper
Bridgette Turner/Counselor
Moniquea Willingham/Academic Coach
Carmen Bandy/Academic Coach
Janequa Williams/5th grade Team Lead
Rebecca Harrison/4th grade Team Lead
Anna-Maria Reyes/3rd grade Team Lead
Priya Aiyer/2nd grade Team Lead
Kate Adkins/1st grade Team Lead
Kristin Cross/K Team Lead
Taya Nelson/ESOL Team Lead
Special Education/Caroline Ham Team Lead
Ximena Tapia-Gonzalez/Parent Facilitator
TBD-Non CCSD Employee Parent

Each member of this committee played an active role in the development and/or annual review of this School-wide Title I plan. The committee conducted a needs assessment that included an analysis of student data, a staff survey, and the predicted outcomes. This information was used to continue prior goals and targets due to Covid-19. The committee also reviewed school-wide reform strategies, planned for professional development, and brainstormed ways to increase parent involvement.



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:

K-2:

We will increase the percentage of students performing at proficient or distinguished levels in reading as measured by the Early Literacy Framework Phonics assessments by 15% from August 2020 to May 2021.

3-5:

We will increase the percentage of students scoring proficient or advanced as measured by the Reading Comprehension Assessment (RCA) by 15% from August 2020 to May 2021.

1. Was the goal met? **K-2: Grade 2 met their goal and increased their initial performance on the ELF Assessment by 25%. Grades Kindergarten and 1 did not meet the goal of increasing the percentage by 15% from the August 2020 to May 2021 administration. 3-5: Grade 3 met the goal. They increased their initial performance on the Reading Inventory by 18%. Grade 4 did not meet the goal. They increased from their initial performance by 3%. Grade 5 cannot be determined. The data for the students is not available.**
2. What data supports the outcome of the goal? **The August 2020/May 2021 Early Literacy Framework Phonics Assessment and Reading Inventory and the Fall/Spring Administration of the Reading Inventory.**
3. What process/action step/Intervention contributed to the outcome of the goal?
 - **Teachers will continue to implement the Guided Reading process with fidelity in grades K-5. The Guided Reading process includes: Assessment, Data Analysis and Personalized Instruction for Differentiation with the inclusion of stronger Closings**
 - **Teachers will provide students with opportunities to receive multiple exposures to a variety of science and social studies academically based vocabulary across the K-5 system**
 - **Teachers will implement Panther Intervention and Enrichment Time (PIE) at least 5 days a week for 45 minutes across the K-5 system**
 - **Grade K-2 teachers will participate in the district's Early Literacy Framework initiative - Cohort 4.**



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- **K-5 students will utilize MobyMax learning software for a minimum of 60 minutes per week.**
- **Purchase K-2 classroom laptops (36) and headphones**

4. Reflecting on outcomes:

- a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? ***Due to instructional interruptions caused by Covid-19, action steps will remain in place in the 2021-2022 SIP.***
- b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level? N/A
- c. If the outcomes **exceeded** the goal, what are the next steps? N/A

Goal 2: At least 63% of students will be performing at proficient or advanced levels in math as measured by the Math Inventory by the end of the 2020-2021 school year.

1. Was the goal met? ***No, the goal was not met.***
2. What data supports the outcome of the goal? ***Students in grades K-4 did not meet the goal. End of year grade-level percentages students who performed on the MI in the proficient and advanced levels combined.***

Grade K- 44%

Grade 3 – 59%

Grade 1- 63%

Grade 4 – 37%

Grade 2-47%

Grade 5- cannot be determined. Data is not available.

3. What process/action step/Intervention contributed to the outcome of the goal?
 - ***Implement Guided Math with fidelity with an emphasis on closings across the K-5 system***
 - ***Implement basic fact fluency strategies across the K-5 system***
 - ***Implement Kinder/1st/2nd/3rd Grade Math Fluency Initiative***
 - ***Implement Panther Intervention and Enrichment Time (PIE) at least 5 days a week for 45 minutes across the K-5 system***
 - ***Implement Zearn for grades K-5 to support teacher instruction of EngageNY lessons.***

4. Reflecting on outcomes:

- a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? ***Due to instructional interruptions caused by Covid-19, action steps will remain in place in the 2021-2022 SIP.***
 - 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 3: We will increase the percentage of students performing at proficient or distinguished levels in writing as measured by the EOG Milestones from the 2020 to 2021 school year by at least 3%.

1. Was the goal met? **No, the goal was not met.**
2. What data supports the outcome of the goal? **The EOG Milestone Assessment measures writing in 3 categories: Accelerate Learning, Monitor Learning, and Remediate Learning. The EOG was not taken in 2020, so there is no data to measure the annual growth goal. Here are the Writing Assessment results from the 2021 EOG. The 2022 goal is to increase the number of students scoring in the Accelerate Learning category by 2%.**

Writing

	Accelerate Learning	Monitor Learning	Remediate Learning
Grade 3	14%	17%	69%
Grade 4	17%	16%	67%
Grade 5	12%	25%	63%

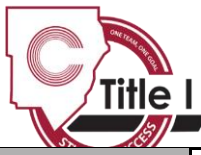
3. What process/action step/Intervention contributed to the outcome of the goal?
 - ***Implement Writer's Workshop with fidelity- Writer's Workshop Focus for Professional Development Writing Strategies,***
 - ***Identify, monitor, and nurture the Learning Targets of each student.***
 - ***Provide opportunities for students to write daily and across the curriculum***
 4. Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? ***Due to instructional interruptions caused by Covid-19, action steps will remain in place in the 2021-2022 SIP***
 - 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	<ul style="list-style-type: none"> • ELA- 47% of K-5 students scored at the Proficient or Advanced level on Winter RI (RCA) administration • Average Lexile Growth for Sedalia Park was 123 • Math-44% of K-5 students scored at the Proficient or Advanced levels on the Winter MI administration • ELA-Average growth performance in 2nd grade was 141 points • Math-Average growth in Quantiles for 3rd grade students was 106 points. 	<ul style="list-style-type: none"> • Reading- Increase Lexile® levels across the K-5 system • Writing- Increase student achievement in writing across the K-5 system 	<ul style="list-style-type: none"> • Reading Inventory • Math Inventory • Common Assessments • Touchstone Assessments (Interim Assessments)
ELA	<ul style="list-style-type: none"> • Guided Reading is increasingly being implemented across the K-5 system 	<ul style="list-style-type: none"> • Lack of differentiation and growth for each learner in reading across the K-5 system • Inconsistent opportunities for exposure of science and social studies-based vocabulary and literature • Writing conferencing and collaborative scoring 	<ul style="list-style-type: none"> • Reading Inventory • Next Steps in Guided Reading Assessment • Common Assessments • Touchstone Assessments (Interim Assessments)
Math	<ul style="list-style-type: none"> • Workshop Model is being utilized across the K-5 system • Increased effort to increase student 	<ul style="list-style-type: none"> • Inconsistent structure and monitoring of student progress 	<ul style="list-style-type: none"> • Math Inventory • Common Assessments • Touchstone Assessments



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	understanding and attainment of basic fact fluency using researched based instructional strategies and resources	during Guided Math	<ul style="list-style-type: none"> (Interim Assessments)
Science	<ul style="list-style-type: none"> Increased use of data to drive instruction 	<ul style="list-style-type: none"> 22% of students scored proficient or distinguished on the 20-21 Milestones Assessment Due to Covid-19, lack of hands-on experiments for students 	<ul style="list-style-type: none"> End-of-Grade Assessment SY20-21 Touchstone Assessments (Interim Assessments) Common Assessments
Social Studies	<ul style="list-style-type: none"> Increased consistency of data and CCCs in 5th grade to drive instruction and improve student learning Increased implementation of integrated instruction across subjects in 5th grade 		<ul style="list-style-type: none"> Common assessments SS Unit Touchstone Assessments-(Grade 5 only) (Interim Assessments)
Other			
Discipline / School Climate Data	<ul style="list-style-type: none"> Increased the amount of staff members on the PBIS Team Uniform grade level behavior expectation charts, K-2 	<ul style="list-style-type: none"> Inconsistent use of support at Tier 3 Inconsistent use of “Check and Connect” 	<ul style="list-style-type: none"> PBIS Walkthroughs Discipline Referrals SWISS Data Problem Identification Process Brief Functional Behavior Assessment
Perception Data	<ul style="list-style-type: none"> Strong communication between school and home Curriculum nights are engaging and fun Provided recordings of Parent Academies via the school website 	<ul style="list-style-type: none"> Continued implementation of CTLS Parent with fidelity 	<ul style="list-style-type: none"> Title I Spring Improvement Forum Parent’s Input SY20-21 CTLS Parent Data Report Parent Academy Parent Feedback via Parent Surveys



Cobb County Title I School Improvement Plan 2021-2022

Process Data			



Prioritized Need #1

Significant number of students are not proficient or distinguished learners in literacy as measured by 2020-2021 Fall/Winter/Spring Reading Inventory scores in ELA.

Root Cause #1	Due to Covid-19, teachers and students faced difficulties with implementing the Guided Reading process consistently with fidelity across the K-5 system. As a result, this led to difficulties implementing differentiation for learners
Root Cause #2	Due to Covid-19, there were inconsistent opportunities for students to receive multiple exposures to a variety of science and social studies academically based vocabulary and literature across the K-5 system
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	<p>K: We will increase the percentage of Kindergartners taking the Reading Comprehension Assessment by 25% as measured by the Spring Reading Inventory administration from Spring 2021 to Spring 2022.</p> <p>1st grade: We will increase the percentage of 1st graders scoring proficient or advanced on the Reading Comprehension Assessment (RCA) from 50% (Spring 2021) to at least 65% as measured by the Spring 2022 Reading Inventory administration.</p> <p>2-5: We will increase the percentage of students scoring proficient or advanced as measured by the Reading Comprehension Assessment (RCA) by 15% from August 2021 to May 2022.</p>



Prioritized Need #2

Significant number of students are performing in the below basic and basic categories as measured by the scores on the 2020-2021 Fall/Winter/Spring Math Inventory.

Root Cause #1	Due to Covid 19, teachers were unable to maintain a consistent structure
Root Cause #2	Increased need to review and analyze student work to monitor progress and areas of growth
Root Cause #3	Inconsistent implementation of basic fact fluency strategies
Root Cause #4	
Root Cause #5	
GOAL	<p>K-We will increase the percentage of students performing at the proficient or advanced levels by at least 25% from the Fall 2021 to Spring 2022 Math Inventory administration.</p> <p>1st-We will increase the percentage of students performing at proficient or advanced levels in math from 45% (Spring 2021) to 48% as measured by the Spring 2022 Math Inventory administration.</p> <p>2nd- We will increase the percentage of students performing at proficient or advanced levels in math from 57% (Spring 2021) to 60% as measured by the Spring 2022 Math Inventory administration.</p> <p>3rd-5th: We will increase the percentage of students performing at proficient and distinguished levels in math as measured by the End of Grade Georgia Milestones from the 2021 to 2022 school year by at least 2%.</p>



Prioritized Need #3

11

Significant number of students are not proficient or distinguished learners in writing as measured by End-of-Year Final On-Demand Writing samples.

Root Cause #1	Due to Covid-19, the Writer's Workshop/Writing Process was difficult to implement. There was inconsistent conferencing across the K-5 system.
Root Cause #2	Increase need for standards/Learning Targets to be fully identified, monitored, and nurtured.
Root Cause #3	Due to Covid-19, there were inconsistent opportunities for students to write daily and across the curriculum with the support of student rubrics/checklists
Root Cause #4	Increased need for collaborative scoring among teachers
Root Cause #5	
GOAL	<p>K-2nd We will increase the number of students scoring proficient or distinguished in writing by at least one level per quarter from the Winter to Spring On-Demand Writing sample.</p> <p>3-5: We will increase the percentage of students performing at the Accelerate Learning level in writing, as measured by the ELA (Writing) End of Grade Milestones, from the 2021 to 2022 school year by at least 2%.</p>