School Improvement Plan
2021-2022
Comprehensive Needs Assessment


Smyrna Elementary School

| DATE SUBMITTED

June 2, 2021

DATE REVISED

July 27, 2021 |
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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.
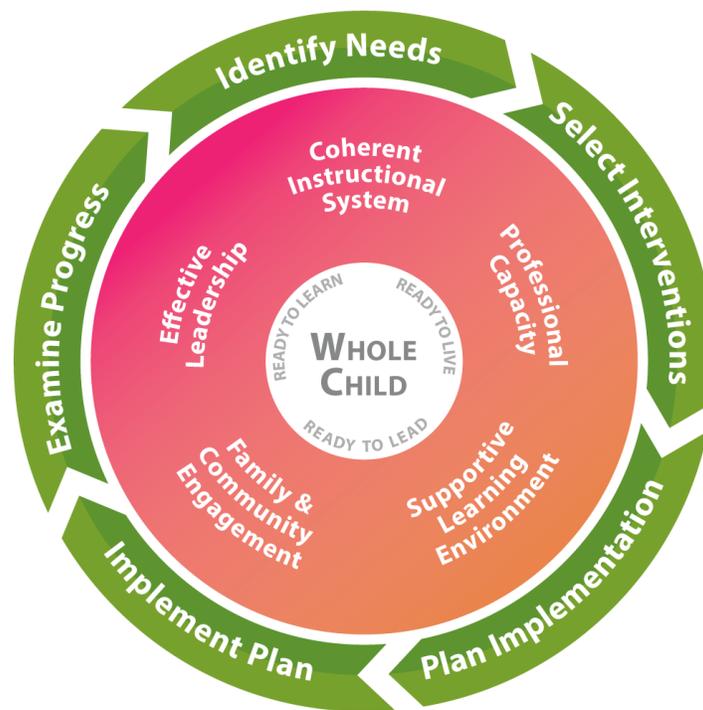
Systems to Improve (What to Improve)

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

District Name	Cobb County School District
School Name	Smyrna Elementary
Team Lead	Sharon Arduino
Position	Principal
Email	Sharon.arduino@cobbk12.org
Phone	678-842-6741

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)

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

Professional Capacity

PC-1   Attracting staff
PC-2   Developing staff
PC-3   Retaining staff
PC-4   Ensuring staff collaboration

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

<u>Family and Community Engagement</u>
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

<u>Supportive Learning Environment</u>
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	Lou Ferretti
Academic Coach (District)	Vinita Prasad
Academic Coach (Local School)	Lori LeVan Takevia Daniel
Parent (Non CCSD Employee)	
Business Partner	
Counselor	Beth Parker
Parent Facilitator	Ana Riley
Health Care Providers	
Social Workers	
IHE Leaders	
Faith-based Community Leaders	
Technology Experts (TIS)	Starla Townsend
Media Specialists/Librarians	Carol Ames
Police/Public or School Safety Officers	

Cobb County Title I School Improvement Plan 2021-2022

Meeting Date(s): April 19, April 21, April 28

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	Sharon Arduino	
Assistant Principal	Ashley Ford	
Assistant Principal	Shanti Ventura	
Academic Coach	Lori LeVan	
Academic Coach	Takevia Daniel	
EIP Teacher	Catherine Simonson	
EIP Teacher	Andrea Moon	
EIP Teacher	Carolyn Dwyer	
EIP Teacher	Michelle Carpenter	
ESOL Teacher	Chandra Marshall	

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)]*

Administration solicited input from all instructional staff on school improvement needs (academic and behavioral) through an electronic survey. The administration team, 5 EIP teachers, and the academic coaches reviewed the results of the survey. There were 49 responses. The administrative team, EIP Teachers and academic coaches analyzed the survey, 2018-19 Milestones results, discipline reports, and internal school results (RI, MI, Next Step Guided Reading Assessment) to adapt the FY22-22 School Improvement Plan in the areas of Literacy, Math, and SEL Competencies/Classroom Management. A core team of Smyrna Elementary teachers met on April 19, 21, and 28 to update the plan. In addition, administrators and coaches reviewed and revised the plan after the core team met. Our classroom management goal for the 2020-2021 school year reflected our SEL focus. As part of this goal, by the end of the 2020-21 year, all staff members will possess a working knowledge of the 5 SEL Competencies, with specific emphasis placed on SEL Competency-Self Awareness during Year 1 of implementation. Our goal for the 2021-2022 school year is: By the end of the 2021-22 year, all staff members will possess a deeper knowledge and begin the application process in the classroom of the 5 SEL Competencies and culturally relevant pedagogy. The Smyrna Foundation, which includes parents, teachers, and administrators, met multiple times to discuss the continued SEL focus for 2021 - 2022. We continued to work with Emily Lawery and Brittany Phillips, county SEL consultants, to discuss opportunities for our staff regarding SEL, Trauma informed practices and self-care. We also continue to work with an SEL Key Team, made up of Smyrna Staff Members, regarding next steps for integrating SEL into our daily practices.

The completed plan was shared with the Smyrna staff, PTA Board, and Foundation Board for review and input. Ideas were taken into consideration and revisions were made. We began implementation of the School Improvement Plan in August.

<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 FY20 School Improvement Plan (SIP).

For the School Year: FY20

Goal 1:

1. Was the goal met? Increase by 5% the number of students reading on grade level as measured by Milestones (3-4-5) and The Next Step Forward in Guided Reading Assessment (K-2) during the 2020-2021 school year.

According to RI data, the goal was met.

- **Second Grade** - The number of students reading at the Proficient or Advanced Levels increased by 14%.
- **Third Grade** - The number of students reading at the Proficient or Advanced Levels increased by 5%.
- **Fourth Grade** - The number of students reading at the Proficient or Advanced Levels increased by 14%.
- **Fifth Grade** - The number of students reading at the Proficient or Advanced Levels increased by 13%.
- Although students demonstrated progress according to the RI, the average score still falls below the Proficient Level Band in grades 3 and 4.

According to Fountas and Pinnell Levels, the goal was met in first and second grade, but not in kindergarten.

- **Kindergarten** - The number of students reading at grade level expectations decreased by 11%.
- **First Grade** - The number of students reading at grade level expectations increased by 12%.
- **Second Grade** - The number of students reading at grade level expectations increased by 13%

2. What data supports the outcome of the goal?

Grades K-2 – Fountas and Pinnell Levels (Measured by Next Step in Guided Reading Assessment)

Kindergarten

- End of Quarter 1: 51% of the students were on grade level according to Quarter 1 criteria (Level A).
- End of Quarter 1: .07% of the students were on grade level according to Quarter 4 criteria (Level D).
- End of Quarter 4: 40% of the students were on grade level according to Quarter 4 criteria (Level D).

*The number of students reading on or above grade level decreased by 11% when comparing the number of students reading on or above level according to end of quarter 1 criteria with the number of students reading on or above level according to end of quarter 4 criteria.

*The number of students reading at level D or higher (end of quarter 4 on level criteria) increased by 33% from the end of quarter 1 to the end of quarter 4.

First Grade

- End of Quarter 1: 42% of the students were on grade level according to Quarter 1 criteria (Level D and Above).
- End of Quarter 1: .09% of the students were on grade level according to Quarter 4 criteria (Level I and Above).
- End of Quarter 4: 52% of the students were on grade level according to Quarter 4 criteria (Level I and Above).

*The number of students reading on or above grade level increased by 10% when comparing the number of students reading on or above level according to end of quarter 1 criteria with the number of students reading on or above level according to end of quarter 4 criteria.

*The number of students reading at level I or higher (end of quarter 4 criteria) increased by 43% from the end of quarter 1 to the end of quarter 4.

Second Grade

- End of Quarter 1: 56% of the students were on or above grade level according to Quarter 1 criteria (Level I and Above).
- End of Quarter 1: 13% of the students were on or above grade level according to Quarter 3 criteria (Level M and Above).
- End of Quarter 4: 69% of the students were on or above grade level according to Quarter 3 criteria (Level M and Above).

*The number of students reading on or above grade level increased by 13% when comparing the number of students reading on or above level according to end of quarter 1 criteria with the number of students reading on or above level according to the end of quarter 4 criteria.

*The number of students reading at level M and higher (end of quarter 4 criteria) increased by 13% from the end of quarter 1 to the end of quarter 4.

Grades 2-5 – Reading Inventory (RI) Data

Smyrna Elementary School (612 total students)

Grade	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	PERFORMANCE STANDARD	
PK	N/A	N/A	N/A	
K	335	406	71	
1	224	285	61	
2	317	462	145	
3	426	512	86	
4	528	653	125	
5	743	830	87	

Second Grade

Grade 2 (129 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	25	19%	43	33%
Proficient	33	26%	33	26%
Basic	27	21%	29	22%
Below Basic	44	34%	24	19%

- August: 45% of the students scored at the Proficient Level or Advanced Level
- May: 59% of the students scored at the Proficient Level or Advanced Level.
- The number of the students performing at the Proficient Level or Advanced Level increased by 14%.
- Students' average RI score increased from 326L in August to 470L in May (increase of 144 points). The on-level range is 420-650L. **The average score is within the range.**

*129 students took the assessment in August and in May.

Third Grade

Grade 3 (147 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	27	18%	32	22%
Proficient	41	28%	43	29%
Basic	25	17%	30	20%
Below Basic	54	37%	42	29%

- August 2020: 46% of the students scored in the Proficient Level or Advanced Level (38% of the students scored at the Proficient Level or Advanced level in August 2019).
- May 2021: 51% of the students scored at the Proficient Level or Advanced Level.
- The number of the students performing at the Proficient Level or Advanced Level increased by 5%.
- Students' average RI score increased from 426L in August to 512L in May (Increase of 86 points). The on-level range is 520-820L. **The average score is below the range.**

*147 students took the assessment in August in May.

Fourth Grade

Grade 4 (146 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	16	11%	25	17%
Proficient	22	15%	33	23%
Basic	37	25%	31	21%
Below Basic	71	49%	57	39%

- August 2020: 26% of the students scored at the Proficient Level or Advanced Level (August 2019: 43% of the students scored at the Proficient Level or Advanced Level.)
- May 2021 40% of the students scored at the Proficient Level or Advanced Level.
- The number of the students performing at the Proficient Level or Advanced level increased by 14%.
- Students' average RI score increased from 528L in August to 653L in May (increased by 125 points). The on-level range is 740-940L. **The average score is significantly below the range.**

Fifth Grade

Grade 5 (154 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	31	20%	46	30%
Proficient	37	24%	42	27%
Basic	39	25%	34	22%
Below Basic	47	31%	32	21%

- August 2020: 44% of the students scored at the Proficient Level or Advanced Level (35% of the students scored at the Proficient Level or Advanced Level in August 2019.
- May 2021: 57% of the students scored at the Proficient Level or Advanced Level.
- The number of students performing at the Proficient/Advanced Level increased by 13%.

- Students' average RI score increased from 743L in August to 830L in May (increased by 87 points).
- The on-level range is 830-1010L. **The average score is within the range.**

*154 students took the assessment in August and May.

3. What process/action step/Intervention contributed to the outcome of the goal?
- Students had daily opportunities for independent reading.
- Teachers used the Next Step Forward in Guided Reading Assessment to determine students' reading levels, strengths, and next steps for instruction.
- Running record training took place three times this year during CCC meetings. The focus was on how to look closely at the results in the areas of accuracy, fluency, and comprehension in order to determine appropriate instruction.
- Teachers used Digital Literacy Footprints to provide instruction to students digitally. In addition, all students had an opportunity to use this program to practice reading books on their independent levels.
- Teachers implemented daily phonics using Benchmark materials. In addition, teachers met regularly throughout the year after each assessment (approximately every 3 weeks) to discuss the data. Teachers shared the strategies that supported student success as well as next steps to support students who needed additional support.
- Five teachers attended the Reading Recovery Conference. They implemented the strategies learned and the conference and shared the strategies with their team members during CCC meetings.
- Two teachers who attended the Teachers College Book club training implemented the ideas with students and shared the strategies with other teachers.
- New teachers to Smyrna attended monthly trainings with the academic coach and EIP reading teacher. Trainings included reading and writing workshop, *The Next Step Forward Guided Reading* lesson format, analyzing running records, writing conferences, and reading/writing strategy groups.
- Our kindergarten students strongly benefit from face to face instruction. The following might have contributed to the fact that our kindergarten students didn't meet the goal:
  - The students were virtual for the first part of the year (August-December).
  - The students received all day instruction for 4 out if 5 days each week.
  - Young students benefit greatly from face to face interaction with peers and teachers. Many students attended kindergarten virtually for the entire year.

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?

Although according to the RI data our goal was met. According to K-2 Fountas and Pinnell data, the goal was met in first and second grade, but not in kindergarten. The following strategies need to be implemented during the 2021-2022 school year to ensure that the goal is met in all grade levels.

- Teachers will provide daily independent reading time to build reading stamina. It will be necessary for teachers to make sure they provide material on students' independent reading levels for them to read during this time.
- Teachers will implement *The Next Step Forward in Guided Reading* running record assessment at least three times during the year and the Word Knowledge Inventory at least two times during the year (2-5) in order to determine students' strengths and needs. Teachers will use this assessment data to determine instructional reading levels and phonics/word work stages and needs. In addition, teachers will use the information from the assessments including reading behaviors, accuracy, fluency, and comprehension to guide instruction.
- Teachers will use the information gathered from The Next Step Forward in Guided Reading running record assessment and the Word Knowledge Inventory to plan and implement guided reading instruction tailored to students' needs. This will allow them to apply reading skills in continuous text and work on sight words, word work and writing responses in small groups. Teachers will use the guided reading template provided by the school.
- New teachers to Smyrna will attend one all day training in August and meet with the academic coaches and EIP reading teacher monthly throughout the year. Trainings included reading and writing workshop, *The Next Step Forward Guided Reading* lesson format, and analyzing running records.
- Teachers will implement Benchmark phonics in kindergarten through 2nd grade and analyze data during CCC discussions after each assessment. The focus will be on determining effective strategies and next steps to support students.
- Teachers will attend conferences (including Teachers College, ILA, and Reading Recovery) to strengthen reading instruction.
- Students will use software programs including Raz-kids, Headsprout, and Digital Literacy Footprints to practice reading skills.

Goal 2: Increase by 5% the number of students performing on grade level in math as measured by Milestones (Levels 3/4 –grades 3-5) and MI (Proficient or Advanced grades K-2) during the 2020-2021 school year.

1. Was the goal met?
- According to the MI data, all grade levels except first grade showed an increase in the percentage of students performing at the Advanced or Proficient Levels by more than 5%. In first grade, the number of students performing at the Advanced or Proficient Levels decreased by 4% from the beginning to the end of the year.
- As a school, the increase in the percentage of students performing at the Advanced or Proficient Levels from the beginning to the end of the year was 7%.
- All grade levels showed an increase in the average Quantile score except for first grade.

2. What data supports the outcome of the goal?

We are using MI data to determine if the goal was met since Milestones data is not available at this time.

All grade levels showed an increase in the average Quantile score except second grade.

Smyrna Elementary School (850 total students)

GRADE	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN QUANTILE®
Kindergarten	EM7	15	22
First grade	139	146	7
Second grade	265	259	0
Third grade	289	347	58
Fourth grade	387	440	53
Fifth grade	531	593	62

MI School Data

- The percentage of students performing at the Advanced or Proficient Levels in Quarter 1 was 8%.
- The percentage of students performing at the Advanced or Proficient Levels in Quarter 4 was 5%.
- **The increase in the percentage of students performing at the Advanced or Proficient Levels from the beginning to the end of the year was 7%.**

MI Kindergarten Data

- The percentage of students performing at the Advanced or Proficient Levels in Quarter 1 was 1%.
- The percentage of students performing at the Advanced or Proficient Levels in Quarter 4 was 7%.
- **The increase in the percentage of students performing at the Advanced or Proficient Levels from the beginning to the end of the year was 6%.**

MI First Grade Data

- The percentage of students performing at the Advanced or Proficient Levels in Quarter 1 was 63%.
- The percentage of students performing at the Advanced or Proficient Levels in Quarter 4 was 59%.
- **The decrease in the percentage of students performing at the Advanced or Proficient Levels from the beginning to the end of the year was 4%.**

MI Second Grade Data

- The percentage of students performing at the Advanced or Proficient Levels in Quarter 1 was 24%,
- The percentage of students performing at the Advanced or Proficient Levels in Quarter 4 was 45%
- **The increase in the percentage of students performing at the Advanced or Proficient Levels from the beginning to the end of the year was 21%.**

MI Third Grade Data

- The percentage of students performing at the Advanced or Proficient Levels in Quarter 1 was 33%,
- The percentage of students performing at the Advanced or Proficient Levels in Quarter 4 was 43%
- **The increase in the percentage of students performing at the Advanced or Proficient Levels from the beginning to the end of the year was 10%.**

MI Fourth Grade Data

- The percentage of students performing at the Advanced or Proficient Levels in Quarter 1 was 17%.
- The percentage of students performing at the Advanced or Proficient Levels in Quarter 4 was 45%.
- **The increase in the percentage of students performing at the Advanced or Proficient Levels from the beginning to the end of the year was 28%.**

MI Fifth Grade Data

- The percentage of students performing at the Advanced or Proficient Levels in Quarter 1 was 24%.
- The percentage of students performing at the Advanced or Proficient Levels in Quarter 4 was 40%
- **The increase in the percentage of students performing at the Advanced or Proficient Levels from the beginning to the end of the year was 16%.**

3. What process/action step/Intervention contributed to the outcome of the goal?
   - Teachers administered the math touchstones to monitor student progress and adjust instruction. (Grades 1-5)
   - Math concepts were reinforced through using technology (DreamBox and Freckle).
   - Tutors (3rd 4th, 5th grades) supported our students from January through March. The classroom teachers were our tutors. Most of the tutors worked with their own students. This was effective because the teachers knew the students' strengths and needs.
   - Teachers implemented small guided math groups to support students' needs.
   - Staff development was provided to new teachers to Smyrna on guided math/math workshop, Number Talks, and strategies and software programs to support students.
   - Classroom and EIP teachers utilized the Counting Inventory to implement appropriate math intervention strategies.
   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?

The following strategies will be implemented to sustain the progress that was made and all us to go to the next level.

- We will continue to focus on implementing the actions steps described above in number 3 to sustain the progress that was made and go to the next level. In addition, we will implement the following action steps:
- Implement Box of Facts in 1st, 2nd and 3rd (4th and 5th will use for intervention) during the math block (small group plans). Train teachers on Box of Facts in August/September.
- Provide guided math training as needed for staff and new teachers.
- Require all teachers to use the guided math/small group template provided by the school to plan small groups based on student needs.
- Provide Number Talks support/training for new teachers. Continue to monitor implementation of Number Talks.
- Provide opportunities for teachers to attend conferences and professional learning sessions to increase knowledge of math strategies to support all student groups. This may include Greg Tang, NCTM, GCTM, and Heinemann Conferences.
- Implement various software packages to improve math skills (DreamBox, Freckle, Generation genius, Reflex).
- Create a schedule for teachers to analyze data (including Touchstone data) in order to determine next steps for instruction.

Goal 3: By the end of the 2020-21 year, all staff members will possess a working knowledge of the 5 SEL Competencies, with specific emphasis placed on SEL Competency- Self-Awareness during Year 1 of implementation.

1. Was the goal met?
   - This is still a work in progress. It is evident from the survey that teachers completed that some teachers need additional support to internalize the information and understand that teaching the SEL competencies to their students will have an impact on positive behavior. According to the survey, some teachers still believe that rules and an outside threat or consequence are the keys to positive behavior. Other teachers indicated that a supportive environment is the key to positive behavior, so our training is having an impact on teacher beliefs and practices. Next year, we will continue to focus on the importance of building connections with students to reduce discipline issues.
   - Smaller classroom sizes have greatly impacted our discipline data. There were very few referrals from grades K-2 (3) The few reports that were completed were mostly from EBD classrooms and upper grade classrooms.

2. What data supports the outcome of the goal? The data that supports the outcome includes discipline reports/data from Ontrack and school-wide survey.

   Ontrack Discipline Data

   - Student behavior resulted in 6 suspensions during the 2020-2021 school year.

   Survey Results

- Some teachers indicated that they feel confident with the SEL competencies while others indicated that it is important to continue to focus on the SEL competencies next year.
- According the survey, many teachers think that conflict is a call for help, not disrespect. That shows that we are progressing towards our goal of helping teachers understand the impact of trauma on behavior. However, we need to continue to do more training on how trauma/feelings of threat impact the brain and behavior.
- The survey responses also indicate that we need to continue to communicate to teachers and students that mistakes are part of everyday life and learning.
- Teachers agree that when they pay attention to certain behaviors, children are likely to do them more. According to the survey, teachers think it is important to recognize and celebrate positive behaviors. As a result, we will implement reward days at least quarterly to recognize students who exhibit positive behavior.
- Teachers indicated that they want support with a structured way to teach positive behaviors and tips for carving out time to reteach desired behaviors. They would also like strategies for refocusing and deescalating students. In addition, they would also like continued strategies and SEL lesson plans for teaching positive behaviors. Teachers would like more training on how to support students in executive functioning.

3. What process/action step/Intervention contributed to the outcome of the goal?

- Staff Development was planned and implemented around SEL.
  - · The staff completed the SEL courses required from the district in August.
  - · SEL for staff focused on Co-Regulation & Self-Regulation.
  - · The staff received Trauma Informed professional development in September. The focus was on what trauma does to the brain and how it effects learning.
- All new teachers were trained on Restorative Classroom Circles.
- Restorative Classroom Circles/morning meetings/check-ins were held every morning.
- Classroom Management Plans were created by teachers and implemented with students.
- An RTI teacher was hired to support students with behavior goals as well as academic goals.
- Individual Behavior Plans supported by administration to reduce OSS as a consequence were required.
- Teachers were encouraged to use the 4 questions when conflicts occur including, "What Happened?"
- The SEL Key Team met monthly throughout the year to discuss strategies and next steps for implementation. Members read the book, *Trauma Informed Restorative Practices in Schools* by Joe Brummer.
- Some of the staff members attended the Star Commonwealth Trauma training and shared ideas with colleagues.
- Four staff members attended sessions at the Title 1 Conference related to SEL and shared information with the SEL key team.
- One of our administrators attended the Trauma Informed Schools Conference and shared information with the SEL key team.
- Many teachers participated in book studies to learn and discuss how to support students from diverse backgrounds. This included a study of diverse picture books that teachers used

in the classroom with their students. Other staff members read *Let's Talk About Race* and *The Dreamkeepers.*

4. Reflecting on outcomes:
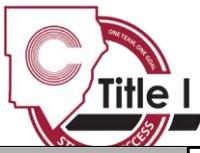
   a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
   b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
   c. If the outcomes **exceeded** the goal, what are the next steps?

Although we are progressing towards our goal of all staff members having a working knowledge of SEL Competencies, we need to continue to focus on this goal. In addition, we will implement training on how to support teachers in teaching the competencies to their students.

Actionable Strategies to Be Implemented During the 2021-2022 School Year

- Teachers will implement calming corners. We will consider purchasing Items for the calming corners with Title 1 funds.
- Teachers will be trained/refreshed with implementing restorative circles.
- Teachers will conduct daily meetings/restorative circles/check-ins each day.
- Administrators, teachers, and students will create respect agreements to use as guidelines for interactions throughout the year.
- Some of the teachers will attend the district SEL trainings presented by the district this summer.
- Grade levels will create a discipline plan to implement with their students.
- Teachers will implement the 2x10 plan with at-risk students. (Teachers spend 2 minutes in a non-school related conversation for 10 days in a row with each student).
- We will purchase the Quaver software program for teachers to use as a resource for teaching the SEL competencies to their students.
- We continue to provide SEL training to teachers including how to embed SEL Competencies in whole group activities and how to teach self-regulation strategies. Trainings will also include opportunities for teachers to role play how to talk to students when issues occur and the science behind behavior and learning.

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?

Title I

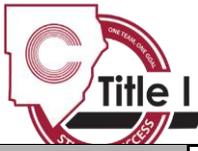**Comprehensive Needs Assessment** (*References: Schoolwide Checklist 1.a.*)

Comprehensive Needs Assessment Summary of Findings

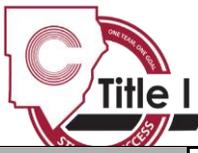| Data Types	Identified Strengths	Identified Challenges (Highlight 2-3 as Priority)	Multiple Data Sources Used
Student Achievement Data			
ELA	**Phonics Assessment** • Our students are showing growth in the reading foundation skills that are taught through the Early Literacy Framework (Benchmark Phonics). **May Results from Phonics Assessment:** • **Kindergarten:** 89% was the average score in May. (Last year, the average score was 88% in March.) Students improved their blending skills from an average of 67% in Cycle 5 to an average of 84% in Cycle 10. • **First Grade:** 79% was the average score in May. Listed below are the scores from the cycles throughout the year. Students have shown growth throughout the year. Cycle 10 was very challenging as students were required to memorize a variety of vowel patterns. Scores throughout the year: • 64%: cycle 2 • 69%: cycle 3 • 70%: cycle 4 • 84%: cycle 5	• We have identified the need for increased independent reading time with engaging published books at students' independent reading levels. • We have identified the need for intentional small group instruction addressing specific student needs based on analysis of running records (Next Step Guided Reading Assessment.) • We have identified the need for focused use of data results to determine appropriate small group instruction for students. • Students need to take ownership of learning through goal setting and working to meet those goals. • Students' writing skills are impacting their reading progress according to Milestones data. Hiring a writing lab teacher will strengthen	Next Step Guided Reading Assessment CTLS Phonics Assessment Data ELA Georgia Milestones Data RI Data

- 70%: cycle 6
- 77%: cycle 7
- 77%: cycle 8
- 82%: cycle 9
- 79%: cycle 10
- **Second Grade:** 87% was the average score in May. Our students have shown continuous progress since the beginning of the year. Our SWD student group has steadily increased their scores. Scores throughout the year:
- 70%: cycle 1
- 83%: cycle 2
- 83%: cycle 3
- 85%: cycle 4
- 84%: cycle 5
- 91%: cycle 6
- 90%: cycle 7
- 85%: cycle 8
- 88%: cycle 9
- 85%: cycle 10

Milestones Results:

- Third grade students showed an increase on ELA Milestones from 2017-2018 to 2018-2019.
- Lexile levels increased in third grade, fourth grade, and fifth grade according to 2018-2019 ELA Georgia Milestones scores.
- According to beginning and end of the year RI data and Next Step Forward Guided Reading Assessment reading level data in 2020-2021, students are showing growth in all grade levels.

Fountas and Pinnell Reading Levels:

students' writing skills and support student achievement in reading.

- Although students are showing progress in reading, many students are still reading below grade level. Hiring tutors to support students in strengthening reading skills will positively impact student achievement.
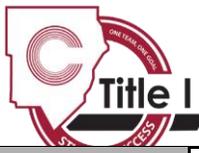
- **Kindergarten**: The number of students reading on or above grade level decreased by 11% from the end of quarter 1 to the end of quarter 4.

- **First Grade:** The number of students reading on or above grade level increased by 12% from the end of quarter 1 to the end of quarter 4.

- **Second Grade:** The number of students reading on or above grade level increased by 13% from the end of quarter 1 to the end of quarter 4.

May RI Data

Second grade students: The percentage of students who were at the proficient or advanced level in the fall was 45%. The percentage of students who were at the proficient or advanced level in the spring was 59%. **The increase in the number of students reading at the proficient or advanced level was 14%.**

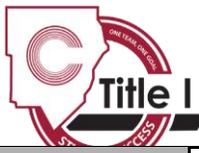**Third grade students:** The percentage of students who were at the proficient or advanced level in the fall was 46%. The percentage of students who were at the proficient or advanced level in the spring was 51%. **The increase in the number of students reading at the proficient or advanced level was 5%.**

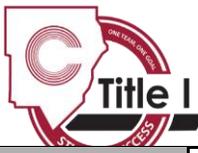|			
	Fourth grade students: The percentage of students who were at the proficient or advanced level in the fall was 26%. The percentage of students who were at the proficient or advanced level in the spring was 40%. **The increase in the number of students reading at the proficient or advanced level was 14%.** **Fifth grade students:** The percentage of students who were at the proficient or advanced level in the fall was 44%. The percentage of students who were at the proficient or advanced level in the spring was 57%. **The increase in the number of students reading at the proficient or advanced level was 13%.**		
Math	• All grade levels showed improvement according to the MI Assessment, except for first grade. • As a school, the increase in the number of students performing at the Proficient or Advanced Level was 7% from August to May. • Kindergarten: 6% Increase • First Grade: 4% Decrease • Second Grade: 21% Increase • Third Grade: 10% Increase • Fourth Grade: 28% Increase • Fifth Grade: 16% Increase Previous Milestones Data	Although our third and fourth grade students showed progress according to the Georgia Milestones, our fifth-grade students did not show progress from 2017-2018 to 2018-2019. We need to continue to support our students with mastering the math standards. In particular, fractions and place value are domains that need attention. Although students showed progress according to MI data, continued support with grade level standards is needed. The decrease in the number of students performing at the Proficient or Advanced Levels in First Grade could be because students were at home when	Math Georgia Milestones Scores GloSS and IKAN Assessments CTLS Math Assessments Data (Pre and Post Test Data) MI Data

	• All grade levels showed improvement according to the Georgia Milestones. The percentage of students at levels 2-4 increased from 57.4% in 2017-2018 to 64.5% in 2018-2019. • The percentage of third grade students performing at levels 2-4 increased from 58.3% in 2017-2018 to 77.9% in 2018-2019. • The percentage of fourth grade students performing at levels 2-4 increased from 55.5% in 2017-2018 to 62.9% in 2018-2019.	they took the MI at the beginning of the year. Some students may have received support from care givers. Hiring tutors to support students with gaps in math will increase the number of students performing on grade level.	
Science	**Previous Milestones Data** • The percentage of fifth grade students performing at levels 2-4 in science increased from 37.6% in 2017-2018 to 41.8% in 2018-2019.	• Our students' reading levels and lack of understanding of academic and content related vocabulary are impacting their ability to understand content. • The speed in which the content must be delivered is a challenge for mastery.	Georgia Milestones Scores RI Scores
Social Studies	**Previous Milestones Data** • Our fifth-grade students showed minimal improvement as the number of students performing at levels 2-4 in social studies increased from 49.3% in 2017-2018 to 50% in 2018-2019.	• Our students' reading levels and lack of understanding of academic and content related vocabulary are impacting their ability to understand content. • The speed in which the content must be delivered is a challenge for mastery.	
Other	22.96% of our students' primary language is not	The fact that more than 1/5 of our students' primary language is Spanish supports	248 Students are English Language Learners

	English. (21.30% of students' primary language is Spanish.	the need to hire a parent facilitator to strengthen communication with families.	
Discipline / School Climate Data	- We had 6 suspensions for the 2020-21 school year. There were very few referrals from grades K-2 (3) The few reports that were completed were mostly from EBD classrooms and upper grade classrooms. - We have implemented strategies and procedures to support our students including daily classroom morning meetings to discuss behavioral expectations (restorative practices/circles/SEL Competencies) and a calming corner in each classroom. - Staff Development was planned and implemented around SEL. - The staff completed the SEL courses required from the district in August. - SEL for staff focused on Co-Regulation & Self-Regulation. - The staff received Trauma Informed professional development in September.	- The social and emotional struggles of our students are impacting their progress in academic areas. - There is a need for smaller class sizes. This has clearly reduced the number of suspensions and office referrals. - More of our students are experiencing trauma. This impacts their focus and progress.	On-Track Discipline Reports Staff Survey

	• Behavior Intervention Plans were implemented with students. • All new teachers were trained on Restorative Classroom Circles. • An RTI teacher was hired to support students with behavior goals as well as academic goals. • Teachers were encouraged to use the 4 questions when conflicts occur including, "What Happened?" • The SEL Key Team met monthly throughout the year to discuss strategies and next steps for implementation.		
Perception Data	• Some teachers indicated that they feel confident with the SEL competencies • we are progressing towards our goal of helping teachers understand the impact of trauma on behavior.	• Some teachers indicated that it is important to continue to focus on the SEL competencies next year. • There is a need to continue to do more training on how trauma/feelings of threat impact the brain and behavior. • There is a need to recognize and celebrate positive behaviors. • There is a need to provide lesson plans/resources and strategies to support our focus on SEL Competencies and executive functioning.	

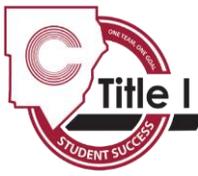|			
Process Data			

Prioritized Need #1	
Increase student achievement in reading at all grade levels.	
Root Cause #1	Need for a consistent learning environment - The learning environment during the 2020-21 school year posed challenges that impacted learning. • Many students started late due to the lack of devices and knowledge of how to use technology. • Small groups were not consistently implemented (guided reading) due to the hybrid model and CDC and DPH guidelines. • Students were not able to use many classroom materials due to CDC and DPH guidelines. • Students were on campus for a 4 day instructional week instead of a 5 day week.
Root Cause #2	Need for increased independent reading time with engaging published books at students' independent reading level.
Root Cause #3	Need for focused use of data results to determine intentional and responsive differentiated instruction for students including analysis of running records, Word Knowledge Inventory, and Early Literacy Framework Phonics data.
Root Cause #4	Need for consistent use of practice (sight words, letter formation/verbal pathways, components on guided reading template).
Root Cause #4	Students need to be taught how to take ownership of learning.
Root Cause #5	Additional support is needed to support student progress in reading. Many students are performing below the Proficient or Advanced level in writing on the Milestones Assessment. Additional small group and one on one instruction is needed.
GOAL	Increase by 5% the number of students reading on grade level as measured by the RI (3-4-5) and The Next Step Forward in Guided Reading Assessment (K-2) during the 2021-2022 school year.

Prioritized Need #2

Students are performing below grade level in math.

Root Cause #1	Need for a consistent learning environment - The learning environment during the 2020-21 school year posed challenges that impacted learning. • Many students started late due to the lack of devices and knowledge of how to use technology • Small groups were not consistently implemented due to the hybrid model and CDC and DPH guidelines. • Students were not able to use classroom materials due to CDC and DPH guidelines. • Students were on campus for a 4 day instructional week instead of a 5 day week.
Root Cause #2	Additional training is needed on teaching number sense to include counting skills, rote count sequence, counting forward/back from a given number, number words before/after, skip counting backwards/forwards.
Root Cause #3	Limited practice of fact fluency throughout the school day (first-third).
Root Cause #4	Clarification and consistency regarding the use of programs required at each grade level is needed.
Root Cause #5	Additional training is needed on teaching fraction sense in fourth and fifth grades.
Root Cause #6	There is a need for teachers to use data to identify gaps in math and determine the focus/prerequisite standard for flexible small group math instruction.
GOAL	Increase by 5% the number of students performing on grade level in math as measured by the MI (Proficient or Advanced grades) during the 2021-2022 school year.

Prioritized Need #3	
Classroom management and discipline concerns continue to impact instruction and the time students spend on task. 11	
Root Cause #1	New students are not being acclimated to the school culture in a consistent manner.
Root Cause #2	Discipline issues are more frequent in areas with less structure/supervision (cafeteria, PE, Recess, Bus). Expectations need to remain consistent in all areas of the school.
Root Cause #3	Teachers need to teach, model, and reinforce the expected behavior routinely.
Root Cause #4	Teachers need classroom management plans and SEL training for both the adults and students.
Root Cause #5	Frequent discipline issues are created by a small percentage of students. There is a lack of support in the area of mentorship for our students that are referred frequently.
GOAL	By the end of the 2021-22 year, all staff members will possess a deeper knowledge and begin the application process in the classroom of the 5 SEL Competencies and culturally relevant pedagogy.

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