



School Improvement Plan 2021-2022 Comprehensive Needs Assessment



SCHOOL NAME
City View Elementary School
DATE SUBMITTED
June 4, 2021
DATE REVISED

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Georgia's Systems of Continuous Improvement

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs

- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Georgia's Systems of Continuous Improvement

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia's Systems of Continuous Improvement

Georgia Department of Education School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Cobb County School District
<i>School Name</i>	City View Elementary School
<i>Team Lead</i>	Dr. Barbara Swinney
<i>Position</i>	Principal
<i>Email</i>	Barbara.swinney@cobbk12.org
<i>Phone</i>	770-819-2553
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>
-----------------	-------------------	-------------------	-----------------	-------------------

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

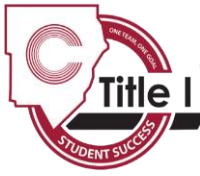
2. School Improvement Goals

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) 5/27/21

1.1 IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process in order to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school

Position/Role	Name
Title I Supervisor	Delores Thompson
Academic Coach (District)	
Academic Coach (Local School)	Bileni Teklu, Joan Ellis-Paul
Parent (Non CCSD Employee)	Jenitha Harris
Business Partner	
Counselor	Tiffany Holiday, Tyrone Oliver, Natasha Greer
Parent Facilitator (academic coach)	Malissa Ocean
Health Care Providers (school nurse)	Antoinese Boykins
Social Workers	Heather Anderson
IHE Leaders	
Faith-based Community Leaders	
Technology Experts (TIS)	Tanya Walker, Latasha Bell
Media Specialists/Librarians	Teresa Kent
Police/Public or School Safety Officers	



Cobb County Title I School Improvement Plan 2021-2022

Meeting Date(s): _____ 5/27/21 _____

IDENTIFICATION OF TEAM

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by school.

Position/Role	Printed Name	Signature
Principal Barbara Swinney		
Assistant Principal Brian Burnaugh		
Assistant Principal Maxine Miller		
Assistant Principal Julie Lynn		
Administrator James Groover		
Academic Coach Bileni Teklu		
Data Coach Joan Ellis-Paul		
Parent Facilitator/Coach Malissa Ocean		
Media Specialist Teresa Kent		
PTA President, Parent Jenitha Harris		
Technology Teacher Tanya Walker		
Counselor Tyrone Oliver		
Counselor Natasha Greer		
Counselor Tiffany Holiday		



Cobb County Title I School Improvement Plan 2021-2022

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)]

We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school strategic plan. Those persons involved serve on the City View Elementary School Strategic Team. The School Strategic Team is composed of members from horizontal teams as well as vertical teams. The administrators, academic coaches, counselors, media specialist, and an Advanced Learning Program teacher comprise the Instructional Leadership Team addressing the Leadership and Planning and Organization Keys. An academic coach, and member of the ILT facilitates the Data Teams as they address Curriculum, Instruction, and Assessment. A member of the ILT co-facilitates the Student, Family and community CCC, the Professional Development CCC, and the School Culture CCC. The plan is developed, reviewed and revised throughout the school year by the School Strategic Team, parents, and community members. The ways they are involved are through participation in PTA, school council, parent meetings, and surveys. The ILT met several times to create the school-wide plan. We then presented the plan to our PLC's, School Council and PTA to ensure all stakeholders were able to give feedback. The ILT came back together to revise the plan based on the feedback from the various groups. As the year progresses, we will continuously review the plan, making revisions as needed. This process included an analysis of our state and local data including student learning data, Family Engagement Surveys, District Climate Surveys, and other local perception surveys. This analysis revealed our over-arching needs, and as a team, we determined the root causes of these needs. From there, we set goals to guide the school-wide plan.



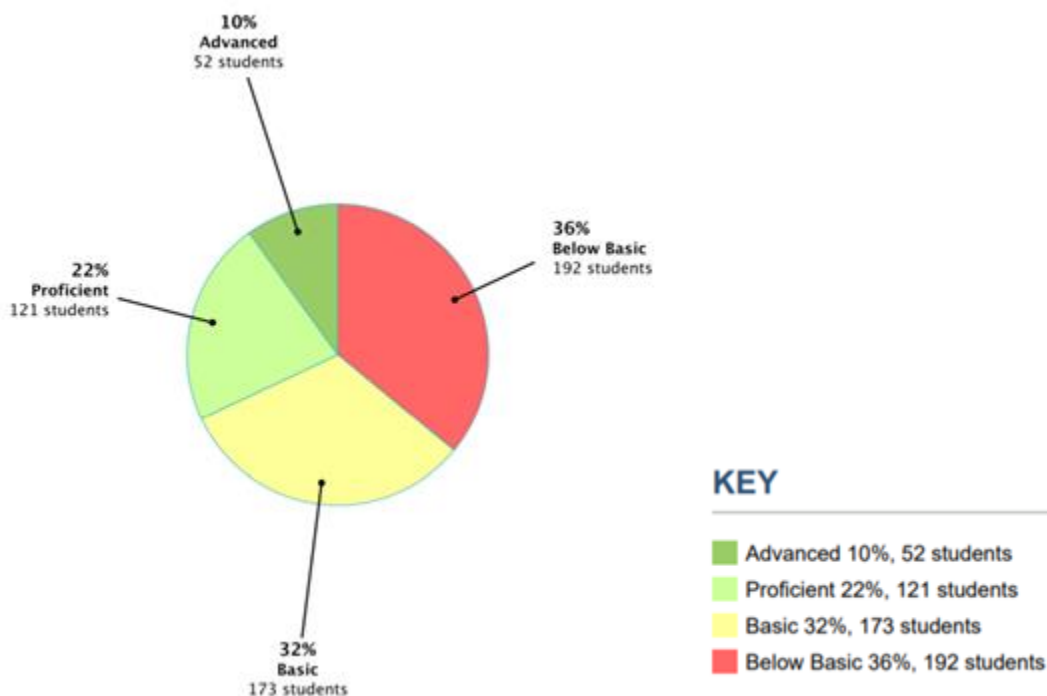
Cobb County Title I School Improvement Plan 2021-2022

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).

City View Elementary School

Reading Inventory: Reading Proficiency Summery 2020-2021



Grade K (2 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	1	50% <div><div></div><div></div><div></div><div></div><div></div></div>	0	0% <div><div></div><div></div><div></div><div></div><div></div></div>
Proficient	0	0% <div><div></div><div></div><div></div><div></div><div></div></div>	1	50% <div><div></div><div></div><div></div><div></div><div></div></div>
Basic	1	50% <div><div></div><div></div><div></div><div></div><div></div></div>	1	50% <div><div></div><div></div><div></div><div></div><div></div></div>
Below Basic	0	0% <div><div></div><div></div><div></div><div></div><div></div></div>	0	0% <div><div></div><div></div><div></div><div></div><div></div></div>



Cobb County Title I School Improvement Plan 2021-2022

Grade 1 (21 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	1	5%	3	14%
Proficient	5	24%	7	33%
Basic	15	71%	11	52%
Below Basic	0	0%	0	0%

Grade 2 (86 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	8	9%	11	13%
Proficient	19	22%	17	20%
Basic	17	20%	28	33%
Below Basic	42	49%	30	35%

Grade 3 (145 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	6	4%	10	7%
Proficient	22	15%	39	27%
Basic	45	31%	42	29%
Below Basic	72	50%	54	37%

Grade 4 (166 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	7	4%	11	7%
Proficient	27	16%	37	22%
Basic	51	31%	51	31%
Below Basic	81	49%	67	40%

Total Reading Inventory Students: 420

City View Elementary School (420 total students)

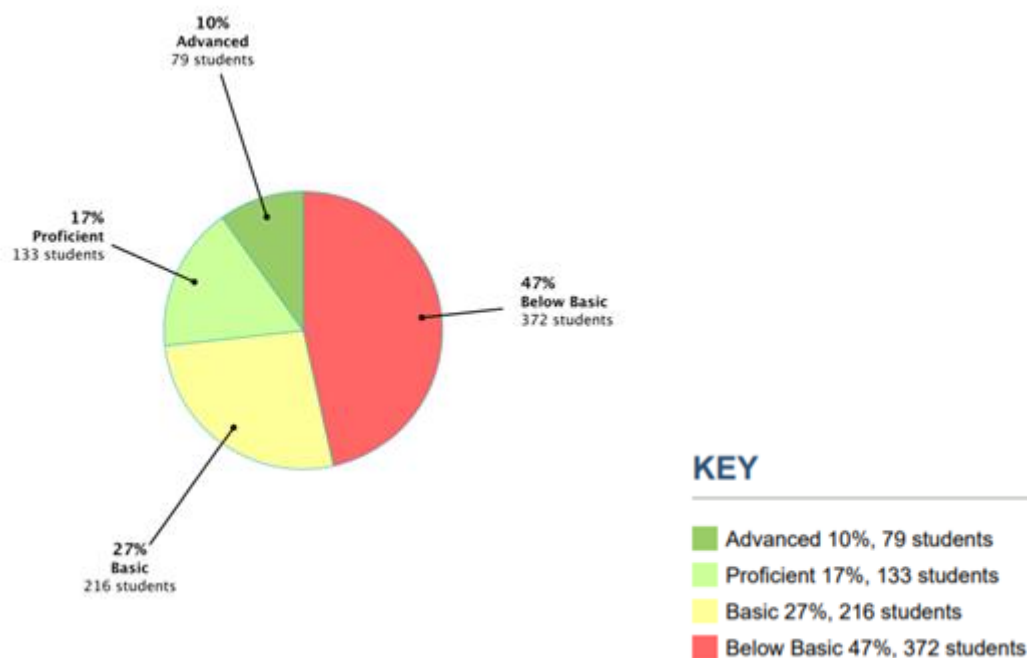
PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	23	5%	35	8%
Proficient	73	17%	101	24%
Basic	129	31%	133	32%
Below Basic	195	46%	151	36%



Cobb County Title I School Improvement Plan 2021-2022

City View Elementary School

Math Inventory: Proficiency Summary 2020-2021



City View Elementary School (739 total students)

GRADE	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN QUANTILE®
Kindergarten	EM27	EM28	0
First grade	89	57	0
Second grade	135	165	30
Third grade	240	278	38
Fourth grade	361	400	39

For the School Year: FY21

Goal 1: Implement Writers' Workshop to increase student writing proficiency as measured by standardized assessments and local school assessments during the 2020-21 school year.

Was the goal met?

- Teachers are at different stages of using Writer's Workshop to teach writing.
- What data supports the outcome of the goal?
 - Teacher observation
 - On demand pre and post writing prompts



Cobb County Title I School Improvement Plan 2021-2022

- Rubrics: Lucy Caulkins and teacher created
2. What process/action step/Intervention contributed to the outcome of the goal?
- Modeling of Writers Workshop contributed to a majority of teachers implementing Writer's Workshop daily.
 - Teachers' observation of significant deficits in students' basic writing skills became a focus of writing lessons. The focus on these deficits caused inconsistent use of writing rubrics since the rubrics are designed to assess writing on or approaching grade level.
 - Consistent use of graphic organizers, word walls and most teachers' use of mentor texts supported ongoing implementation of some version of Writers Workshop.
 - Inconsistent teacher expectations and understanding of Writer's Workshop was observed.
3. Reflecting on outcomes:
- Simpler and more student friendly rubrics are needed.
 - Continued focus on use of word walls, increased rigor of the words and ensuring they are interactive should be encouraged.
 - Staying focused on and revisiting the expectations of Writer's Workshop and the writing process will help the practice to become consistent across all classrooms in all grade levels.
 - The introduction, modeling and follow-up with the ELA coach were effective this year with the teachers that took part. School wide implementation of the model lessons will help the practice become more consistent. Walks of teacher conferencing during writing should be implemented.
 - Consistent and focused approach of the ELA coach modeling Writer's Workshop in classrooms will address inconsistent teacher expectations and understanding.
 - Professional learning with a focus on Writers Workshop/Conferencing during collaboration will establish the success criteria for Writers Workshop.
4. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
- Continued monitoring via ELA coach and administrators focus walks on the use of word walls, increased rigor of the words and ensuring they are interactive will ongoing.
 - Revisiting the expectations of Writer's Workshop and the writing process during virtual and in-person collaboration will help the practice to become consistent across all classrooms, K-5th.
 - Introduction, modeling and follow-up walks of teacher conferencing during writing will be implemented.
 - Consistent and focused modeling of writing instruction by the ELA coach/model teachers will address inconsistent teacher expectations and understanding of Writers Workshop and its components.
 - Prioritizing of Writer's Workshop training during virtual and in-person collaboration will establish the success criteria for the area of need in Writers Workshop.



Goal 2: Implement differentiated interventions through the Reading Workshop model to increase student reading proficiency from 56% to 64% as measured by Milestones scores, the Reading Inventory, and local school assessments during the 2020-21 school year.

1. Was the goal met?
 - Overall, students made progress towards meeting reading proficiency based on RI (Reading Inventory) scores from April as compared to August.
2. What data supports the outcome of the goal?
 - a. RI scores
 - b. Photographs and videos of students reading in classrooms across the school
 - c. Photographs and videos of teachers modeling the teaching of reading standards
 - d. Teacher observation of students' reading behaviors
 - e. TKES walks and observations
3. What process/action step/Intervention contributed to the outcome of the goal?
 - Teacher Read alouds were consistent across all grade levels
 - Word walls and the use of word walls was consistent across all grade levels.
 - Student independent reading was strong across most classrooms
 - Access to a variety of books in the Media Center (all genres and all levels) contributed to increased student independent reading
 - Continue use of the genre and leveled book libraries in classrooms contributed to increased student independent reading
 - Teachers use of the Reader's Workshop model to introduce and unpack the reading standards provided clarity to student readers
4. Reflecting on outcomes:
 - Teachers consistent use of the Reader's Workshop model to teach and unpack the standards
 - Inconsistent practice of guided reading lessons to support struggling readers needs
 - Lack of effective guided reading lessons consistently across the building
 - Limited differentiation between guided reading and strategy groups

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

- Prioritizing virtual and in-person professional learning of guided reading lessons to support struggling readers
- The implementation of consistent and effective guided reading to support struggling reader's needs.
- Differentiation between guided reading and strategy groups to address different reading needs to be established.



Cobb County Title I School Improvement Plan 2021-2022

Ongoing training provided on how to engage students in reading/reading activities in class and at home.

- Implement the use of data teams (CCC) to introduce and implement research-based reading strategies and track the effectiveness of each.
- a. 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

If the outcomes **exceeded** the goal, what are the next steps? N/A



Cobb County Title I School Improvement Plan 2021-2022

Goal 3: Implement the Math Workshop model to increase student math proficiency from 60% to 68% as measured by Milestones scores, the Math Inventory, and local school assessments during the 2020-2021 school year.

1. Was the goal met?
 - Overall, implementation of the Math Workshop model was present in most classrooms. However, the data shows that the implementation of the workshop model is continues to be stronger in reading than in math. While math instruction is strong, use of the workshop model continues to be inconsistent.
2. What data supports the outcome of the goal?
 - a. MI
 - b. Photographs and videos of students completing math problems
 - c. Photographs and videos of teachers modeling the teaching of math standards
 - d. Results from local assessments – Unit assessments
 - e. Teacher observations of students' math problem solving behaviors
 - f. TKES walks and observations
3. What process/action step/Intervention contributed to the outcome of the goal?
 - a. Instruction of Number Talks was more prevalent through the grade levels, but still inconsistent.
 - b. Use of DreamBox to build fact fluency was inconsistent.
 - c. Title I Math Coach demonstration and modeling of grade level standards supported teachers but needed to focus more on how to scaffold lessons for struggling students.
 - d. Math Lab lessons needed to align with student weaknesses
 - e. Guided Math during Math workshop needed to be a priority during professional learning and collaboration
 - f. The common assessment for math units needed to be a more streamlined process with teachers knowing the verbiage before the assessment.
 - g. Hiring of tutors to help in reading and math for K-5th students.
 - h. Practice of small group math inconsistent.
4. Reflecting on outcomes:
 - a. Consistent small group instruction, with Number Talks, Math Workshop Model and all components of it needs to be a priority.
 - b. Continue with Title I Math Coach but with scaffolded instruction. The local math coach will follow up with individual teachers.
5. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
 - a. Introduce GLOSS implementation to identify deficits
 - b. Tap into Teacher leaders to model small group math lessons using manipulatives



Cobb County Title I School Improvement Plan 2021-2022

- c. Plan to strengthen common assessments including chunking standards for unit assessments
- d. Establish consistent expectations for use of Dreambox to increase automaticity.
- e. Continue the use Mountain Math in Math Lab and consider using Mountain Math in the classrooms, K-5th.
- f. Continue the implementation of Math Leveled Readers (starting out with coach modeling) to help with word problems and provide larger context for math.
- g. Align Math Lab lessons with student weaknesses.
- h. Implement the use of data teams (CCC) to introduce and implement research-based math strategies and track the effectiveness of each.

If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?

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

Goal 4: We will implement **Social Emotional Learning (Second Step, Restorative Practices, PBIS & Trauma-Informed Practices)** to decrease the overall number of classroom disruptions as measured by PBIS data, counseling referrals, social worker referrals and administrative referrals for the **2020-2021** school year.

1. Was the goal met?
 - Yes, the goal was met. All classrooms implemented Second Step and PBIS daily. Restorative circles and trauma-informed practices are integrated into the classrooms weekly.
2. What data supports the outcome of the goal?

Our office referrals dropped drastically. We had a total of 32 office referrals in the 20-21 school year. We had 6 students with multiple referrals, making up exactly half of the referrals (16). Twelve of the referrals occurred on the bus.

We were 100 % virtual August 14-October 5, 2020. Then, we welcomed about 53% of our student population back face to face, while 47% remained virtually. These percentages fluctuated all year. This meant we had fewer students in the building during the 20-21 P year.



Cobb County Title I School Improvement Plan 2021-2022

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

- Rewarded students who are showing positive behavior and attendance virtually and in-person. (PBIS)
- Streamlined the impact of SEL and emphasized that attendance is important.
- There was a focus on a parent aspect with attendance to get parents to want to make sure their child is at school. Incentive program for parents including gift cards.
- Students received daily instruction in SEL from 8-8:20, virtually and in-person
- Parent workshops on attendance and SEL
- Counselors conducted bi-weekly lessons in each classroom during virtual instruction and continued during the face-to-face/virtual hybrid.

4. Reflecting on outcomes:

- All classrooms (K-5th) implemented Second Step and PBIS daily. Restorative circles and trauma-informed practices are integrated into the classrooms weekly.
- The school store was a positive incentive for the students to earn PBIS point face to face and virtually.
- Parents who attended the Parent workshops on attendance and SEL provided positive feedback.
- Daily Second Step instruction has made a very positive impact on the classroom learning environment and the overall school culture.

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?

- Continue to reward students who are showing positive behavior and attendance. (PBIS)
- Continue to implement Second Step (SEL) daily and emphasize that attendance is important.
- Continue a focus on a parent engagement in regards to attendance to get parents to want to make sure their child is at school. Incentive program for parents.
- Students will continue to receive daily instruction in SEL from 8-8:20am.
- Provide more Parent workshops on attendance and SEL to assist parents and students in the ongoing recovery from COVID-19.



Cobb County Title I School Improvement Plan 2021-2022

Counselors will continue conduct bi-weekly lessons in each classroom during virtual instruction, and continue when we resume face-to-face

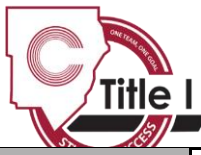
If the outcomes **exceeded** the goal, what are the next steps? N/A



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	Increased performance on the phonics initiative k-2, Overall math proficiency increased (previous year)	Writing workshop, our students continue to perform below proficiency on the RI/MI, COVID-19/ Remote Teaching learning loss	RI/MI, EOG data, local school data, Touchstones, CCRPI
ELA	Implementation of Reading Workshop, Phonics instruction k-2, word walls k-5, Differentiated instruction, variety of resources	Inconsistent use of writing workshop (W.W.) and guided reading (G.R.), Lack of PD in W.W. and G.R., Overall lack of consistency/continuity of instructional practices.	RI data, observation data, teacher feedback/surveys, TKES data
Math	Whole group instruction, mini-lessons, hands-on learning/manipulatives, differentiated instruction, Math Lab	Overall lack of consistency/continuity of instructional practices, Inconsistent implementation of number talks, small group math instruction	MI data, Observation data, teacher feedback and surveys, TKES data
Science	Science Lab, Integration into content areas, variety of resources	Lack of a dedicated science block, lack of hands-on activities in the classroom.	Observation data, teacher feedback, TKES data
Social Studies	Integration into the content areas, variety of resources	Lack of a dedicated social studies block	Observation data, teacher feedback, TKES data
Other			

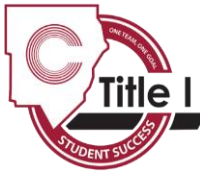


Cobb County Title I School Improvement Plan 2021-2022

Discipline / School Climate Data	<p>PBIS-Tier I strategies are working for 92% of our students, Virtual Student, Family and Community events, Overall school culture, Fewer behavior referrals, Second Step/SEL</p>	<p>Staff/student attendance and Quarantines, 8% of our students still need Tier II/III PBIS strategies for behavior interventions</p>	<p>PBIS data, Observation data, teacher feedback, TKES data, school climate survey, referral data</p>
Perception Data	<p>TAPP-Academic Parent Teacher Teams K-3, Virtual parent workshop and curriculum nights.</p>	<p>Parents continue to struggle with implementing instructional strategies at home.</p>	<p>Title I parent input meetings and surveys, observation data, staff input/feedback</p>
Process Data	<p>RTI is getting stronger with our interventionists, collaboration</p>	<p>Differentiated professional learning, school-wide communication, data collection and usage</p>	<p>Staff surveys and feedback, observation data, RTI data</p>



Prioritized Need #1	
Students are not performing on grade level writing.	
Root Cause #1	Need for focused instruction that addresses student's specific need based on a data analysis of rubrics with an emphasis in determining next steps in the writing process.
Root Cause #2	Need for differentiated training among new and veteran teachers on instructional strategies and practices in writing/writing workshop.
Root Cause #3	Lack of a clear understanding of the instructional practices/framework in the writers' workshop.
Root Cause #4	Lack of sufficient student scaffolding to support growth in writing. (conferencing)
Root Cause #5	Lack of vocabulary development.
GOAL	Implement writers' workshop to increase student writing proficiency as measured by standardized assessments and local school assessments during the 2021-2022 school year.



Prioritized Need #2

Students are not performing on grade level in reading.

Root Cause #1

Need for focused instruction that addresses students' specific needs based on data analysis of running records with an emphasis in determining next steps (Guided Reading)

Root Cause #2

Need for differentiated training among new and veteran teachers on instructional strategies and practices within the balanced literacy framework.

Root Cause #3

Lack of a clear understanding of the instructional framework/practices in reading/reading workshop.

Root Cause #4

Lack of sufficient student scaffolding to support growth in reading. (Guided Reading)

Root Cause #5

Lack of vocabulary development

GOAL

Implement differentiated interventions through the **Reading Workshop model** to increase student reading proficiency as measured by standardized assessments, the Reading Inventory, and local school assessments during the **2021-2022** school year.



Prioritized Need #3

Students are not performing on grade level in math.

Root Cause #1

The triangulation data shows a need for addressing a limited understanding of number sense to include weak counting skills, rote count sequence, counting forward/back from a given number, number words before/after, skip counting backwards/forwards, etc.

Root Cause #2

The analysis of data shows a need for addressing weak math fluency.

Root Cause #3

The analysis of data shows a lack of vocabulary development in Math language.

Root Cause #4

Lack of a clear understanding of the instructional framework in math. (Math Workshop)

Root Cause #5

Lack of a process to analyze math data to plan and implement next steps.

GOAL

Implement the **Math Workshop model** to increase student math proficiency as measured by standardized assessments, the Math Inventory, and local school assessments during the **2021-2022** school year.



Prioritized Need #4

We have a significant number of classroom disruptions caused by a lack of social-emotional skills needed to be successful in the classroom.

**Root Cause
#1**

Students are experiencing unprecedented trauma right now. (Coping with and managing change is critical in overcoming challenges and breaking through to success.)

**Root Cause
#2**

Students lack self-management skills, such as managing emotions, controlling impulses, and setting goals.

**Root Cause
#3**

Inconsistent positive behavioral plan with built in interventions and supports.

**Root Cause
#4**

Lack of consistent attendance by students.

**Root Cause
#5**

Lack of timely monitoring of student attendance.

GOAL

We will implement **Social Emotional Learning** (Second Step, Restorative Practices, PBIS & Trauma-Informed Practices) to decrease the overall number of classroom disruptions as measured by PBIS data, counseling referrals, social worker referrals and administrative referrals for the **2021-2022** school year.