School Improvement Plan
2021-2022
Comprehensive Needs Assessment

SCHOOL NAME
Bryant Elementary
DATE SUBMITTED
June 28, 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.
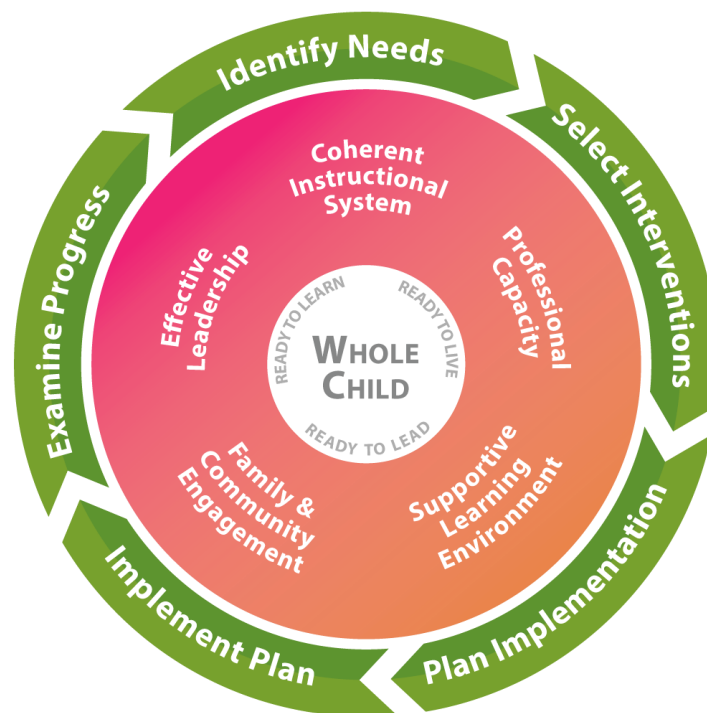
Systems to Improve (What to Improve)

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

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	Bryant Elementary
Team Lead	Dr. Timeka L. Cline
Position	Principal
Email	Timeka.Cline@cobbk12.org
Phone	(770) 819-2402

Federal Funding Options to Be Employed (SWP Schools) in This Plan **(Select all that apply)**	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty **(Select all that apply)**	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

1. General Improvement Plan Information

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific   *Measurable*   *Attainable*   *Relevant*   *Time-bound*

An example of a SMART goal is:
By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System

CIS-1   Planning for quality instruction
CIS-2   Delivering quality instruction
CIS-3   Monitoring student progress
CIS-4   Refining the instructional system

Effective Leadership

EL-1   Creating and maintaining a climate and culture
            conducive to learning
EL-2   Cultivating and distributing leadership
EL-3   Ensuring high quality instruction in all classrooms
EL-4   Managing the district and its resources
EL-5   Driving improvement efforts

Professional Capacity

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

2. School Improvement Goals

Family and Community Engagement

FCE-1 Welcoming all families and the community FCE-2 Communicating effectively with all families and
            the community
FCE-3 Supporting student success
FCE-4 Empowering families
FCE-5 Sharing leadership with families and the
            community
FCE-6 Collaborating with the community

Supportive Learning Environment

SLE-1 Maintaining order and safety
SLE-2 Developing and monitoring a system of supports
SLE-3 Ensuring a student learning community
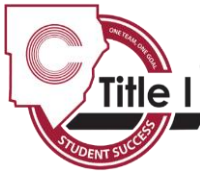
PLANNING and PREPARATION

Date(s)_____May 5, 2021 and May 19, 2021_____

1.1 IDENTIFICATION of STAKEHOLDERS

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

Position/Role	Name
Title I Supervisor	Delores Thompson
Academic Coach (District)	
Academic Coach (Local School)	Nichol Powell, Dawn Allison-Ruiz
Parent (Non CCSD Employee)	Eneidi Cruz
Business Partner	Alicia Walters, Walton Reserve
Counselor	Roxan Scott
Parent Facilitator	Sarah Wise
Health Care Providers	Judith Gray
Social Workers	Bess Altamura
IHE Leaders	
Faith-based Community Leaders	
Technology Experts (TIS)	Dr. Leanna Anantaraman
Media Specialists/Librarians	Lenora Whisenant
Police/Public or School Safety Officers	Officer Curly Sparks

Meeting Date(s): _May 5, 2021 and May 19, 2021_____

IDENTIFICATION OF TEAM

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

Position/Role	Printed Name	Signature
Principal	Dr. Timeka L. Cline	
Title I Advisor	Delores Thompson	
Assistant Principal	Alyssa St. Cyr	
Assistant Principal	Anthony Cayetano	
SSA	Tracy Blackburn	
EIP Teacher	Lashonda Parker	
Math Coach	Nichol Powell	
Literacy Coach	Dawn Allison-Ruiz	
Social Worker	Bess Altamura	
Lead Counselor	Palmetta Hodges	
Parent	Sarah Wise	
Parent	Eneidi Cruz	
Parent/Board Member	Leroy Tre Hutchins	
Teacher of the Year	Quanda Brown-Walker	
Business Partner/Walton Reserve	Alicia Waters	
Parent/Paraprofessional	Kantrella Price	
Bookkeeper	Tammy Hayes	
ESOL Lead Teacher	Leah Panthier	

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)]*
Individuals were initially selected from the Principal's Advisory Council (interest was received from flyers placed in the school family newsletter). The principal chose all parents/families who were interested. Due to this being a pandemic year, the meeting was announced in the Bengal Blast (Smore parent newsletter) and all staff and parents were invited to the meeting. Data from the school year was discussed and goals were developed based on the school data. Group members were placed into groups (via Zoom) to discuss how each area was impacted and input was shared out with all members. Inviting anyone who was interested, allowed the school to get a well-rounded group of people. The Principal also reached out to all business partners and one was in attendance. At the end of the meeting, the information was shared via email with participants and shared via the school electronic newsletter through CTLS Parent. To complete the document, the principal worked with Administration, Coaches and Parents who were in attendance at the meeting, to provide input on final wording.

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

Comprehensive Needs Assessment Evaluation of Goal(s)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

For the School Year: FY21

Goal 1: The percentage of students scoring proficient or advanced on the Reading Inventory will increase by 10% from Aug. 2020 to May 2021 from a baseline of 30.8% to 34% as measured by the RI Assessment.

1. Was the goal met?

Yes

2. What data supports the outcome of the goal?

   Data from the Spring administration of the Reading Inventory indicates that the percentage of schloars scoring proficient or advanced was 43% which is a 27% increase from the May 2020 baseline.

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

The implementation of the Early Learning Framework in grades K – 2nd grades has pushed scholars to a better level of reading readiness when they are indicated to take to Reading Inventory. However, the pandemic has presented challenges to administering the Reading Inventory for scholars that were at home since we had an option for virtual learning. We cannot be sure that each scholar independently took the Reading Inventory.

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?

   Teachers will continue to use the Early Learning Framework with fidelity and dig deeper into the data to focus on standard needs within each grade level K – 2nd grade. In addition, small group guided reading will be able to take place on a more consistent basis since teachers will only have face to face scholars. Headsprout program will be used in the upper grade levels, 3rd - 5th in order to fill in any reading gaps that are hindering more scholars in their RI success.

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

Goal 2: The percentage of students scoring proficient or advanced on the Math Inventory will increase by 10% from Aug. 2020 to May 2021 from a baseline of 30% to 33% as measured by the MI Assessment.

1. Was the goal met?

    No

2. What data supports the outcome of the goal?

    Data from the Spring administration of the Math Inventory indicates that the percentage of scholars scoring proficient or advanced was 31.8% which is a 6% increase from the May 2020 baseline. Three grade levels exceeded the goal (KDG, 1st, & 4th grades) and three grade levels did not meet the goal (2nd, 3rd, & 5th grades), leading to the overall schoolwide goal not being met.

3. What process/action step/Intervention contributed to the outcome of the goal?
   The limited use/ inability to conduct small group guided math and implement small group math practice stations with Face-to-Face and Remote scholars 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?

       Giving the MI each quarter and analyzing data to determine instructional adjustments; Implementation of the Math Fluency Initiative in KDG – 5th grade with fidelity; Consistent use of differentiated math tasks for small groups; Continued use of DreamBox and IXL to support math intervention and extension; Implementation of 360 Degree Classroom model in Grades 3-5.

    b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
    c. If the outcomes **exceeded** the goal, what are the next steps?

Goal 3: Decrease out of school suspension days by 10% from 2019-2020 to the 2020-2021 school year from 98 to 90 based on CSIS discipline data.

1. Was the goal met?

Yes, the goal was met based on the criteria.

2. What data supports the outcome of the goal?

For the 2020-2021 school year there were only 7 days of suspension day in CSIS. This was down from 98 suspension days in 2019-2020. Covid did have an impact on the data due to scholars working remote for half of the year.

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

The remote option impacted this goal, but we also emphasized SEL in classes, restorative practices when dealing with conflicts, a schedule that reduced congestion in common areas and full use of the PBIS Rewards app and digital citizenship.

4. Reflecting on outcomes:

   a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
   b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?

   Continue to utilize a schedule that reduces the congestion in common areas, refresh the staff with restorative practice approach, create PBIS lessons that teach the scholars how to interact appropriately in common areas.

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

   Developing a more in-depth SEL lessons for teachers, identify and train mentors for Check and Connect implementation to address the tier 3 scholars. Move Check in Check out to tier 2.
   Continue with male and female mentoring groups.

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	• *No end of year data due to pandemic (2019-2020)*	• Not being able to fully implement school initiatives due to challenges of school-year scheduling and loss of an instructional day	• Class observations • RI/MI • Lesson Plans • CCC Meeting minutes
ELA	• **Increased phonics support for SWD** • **Implementation of ELF in grades K-2** • **Gains in ELF in K and 1st**	• **Masks as a barrier to letter sounds/mouth formation** • **Transfer of phonics instruction to writing accuracy** • **Use of Writing Rubrics** • **Online learning vs F2F caused challenges**	• **Class observations** • **Lesson Plans** • **RI** • **ELF Data** • **Headsprout Data** • **IXL Data** • **RTI2 Progress Monitoring**
Math	• **Increased accuracy with math facts grades K-3** • **Use of manipulatives to build conceptual understanding**	• **Automaticity of math facts** • **Differentiated math tasks** • **Multi-step problem solving** • **Implementation of MFI with fidelity**	• **Class observations** • **Lesson Plans** • **MI** • **MFI Data** • **DreamBox Data** • **IXL Data** • **RTI2 Progress Monitoring**
Science	• **Block of time designated for Science in all grade levels** • **No others identified based on school data**	• **Hands-on experiences** • **Understanding of content vocabulary**	• **School-wide schedule** • **Lesson plans** • **Class observations**
Social Studies	• **Block of time designated for Social Studies in all grade levels** • **No others identified based on school data**	• **Embedded SS Content into Reading** • **Understanding of content vocabulary**	• **School-wide schedule** • **Lesson plans** • **Class observations**
Other			

Discipline / School Climate Data	• Restorative discipline • Scholar recognition and rewards, celebrations • PBIS rewards	• Consistency with discipline on grade levels • <mark>Not having a MTSS for academics and discipline</mark>	• CSIS • Admin observation • PBIS Rewards
Perception Data	*Not required for Elementary School during the 2020-2021 school year.*		
Process Data			

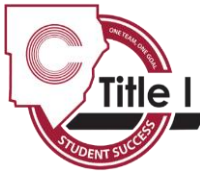| Prioritized Need #1 |
|---|
| **MATHEMATICS:**
Increase problem solving ability for all scholars |
| **Root Cause #1** — Scholars not reading on grade level interfering with their ability to accurately read and understand word problems. |
| **Root Cause #2** — Lack of consistent school-wide problem-solving method, and scholars not consistently applying problem solving methods. |
| **Root Cause #3** — Lack of real-world problem-solving situations for scholars to make connections to better understand math concepts. |
| **Root Cause #4** — Limited automaticity of math facts causing a focus on fluency versus problem solving. |
| **Root Cause #5** — Scholars do not address the question if multiple steps arise in a problem. |
| ***GOAL*** — The percentage of KDG-5th grade scholars scoring proficient or advanced on the Math Inventory will increase by 15% from May 2021 to May 2022 from a baseline of 31.8% to 36.6%. |

Prioritized Need #2	
ENGLISH/LANGUAGE ARTS	10
Root Cause #1	Loss of 4ᵗʰ quarter reading instruction during the 2019-2020 school year due to the pandemic.
Root Cause #2	In-person versus F2F Learning caused learning gaps and took away from teacher focus.
Root Cause #3	Masks was a barrier to support scholars with reading instruction; hearing sounds, noticing how you form words/sounds with your mouth.
Root Cause #4	Lack of teacher training to teach Writing across the curriculum.
Root Cause #5	Scholars not entering school with basic readiness skills for Kindergarten: letter recognition, sounds, number recognition, counting, spell/write name, etc.
GOAL	**ENGLISH/LANGUAGE ARTS:** The percentage of 3ʳᵈ-5ᵗʰ grade scholars scoring proficient or advanced on the Reading Inventory will increase by 10% from May 2021 to May 2022 from a baseline of 43% to 47.3%. The average Fluency score of Kindergarten – 2ⁿᵈ grade scholars will increase from 30.36 points to 50 points out of total of 82 points from May 2021 to May 2022 as measured by the Foundational Reading Assessment. Kindergarten – 5ᵗʰ grade scholars will increase writing skills in areas of Idea Development and Organization from an average of _?_ points to 5 points out of a total of 8 points from August 2021 to May 2022 as measured by the Cobb County School District Informative/ Explanatory Grade Level Rubrics.

Prioritized Need #3	
SOCIAL/EMOTIONAL LEARNING	
Root Cause #1	**Need for effective problem-solving skills.**
Root Cause #2	**Lack of a school wide SEL program to address all student needs.**
Root Cause #3	**Scholars not having ample time for social interaction due to pandemic.**
Root Cause #4	**Teachers not adequately trained how to provide SEL for scholars.**
Root Cause #5	
GOAL	**SOCIAL/EMOTIONAL LEARNING:** All Kindergarten-5th grade scholars will have access to SEL lessons and positive rewards as evidenced by scholar and staff results from an SEL Reflection Survey administered from August 2021 to May 2022.

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