# Sanders Elementary School Comprehensive Needs Assessment 2021-2022



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| Sanders Elementary School |
| Laura Fiedler, Principal |
| DATE SUBMITTED |
| 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.
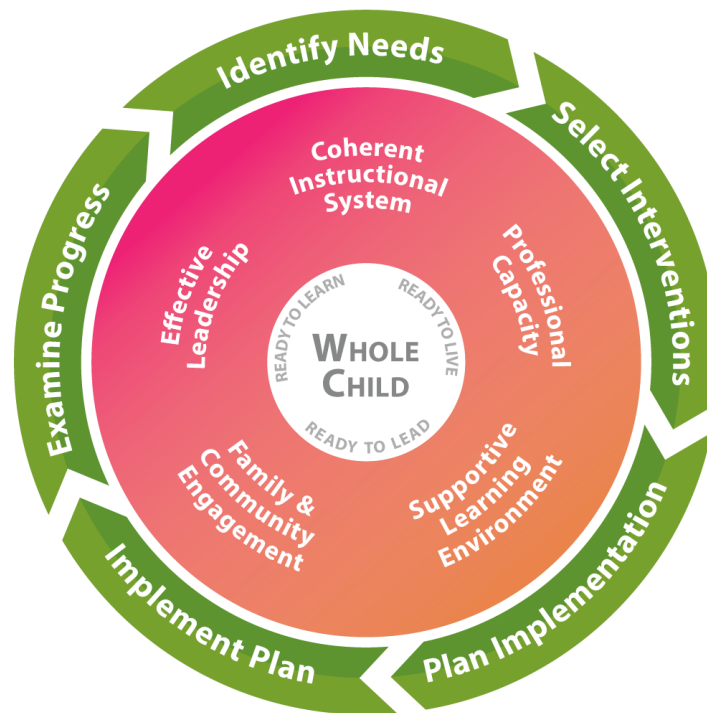


*Systems to Improve (What to Improve)*

**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 | Sanders Elementary School |
| Team Lead | Laura Fiedler |
| Position | Principal |
| Email | Laura.fiedler@cobbk12.org |
| Phone | 770-819-2568 |

| **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
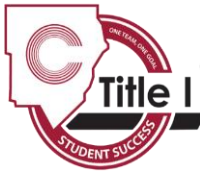
# PLANNING and PREPARATION

Date(s)_____

## 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 | Cheryl Johnson |
| Academic Coach (District) | Ashley Powell |
| Academic Coach (Local School) | Katy Laine & Kathleen Bender |
| Parent (Non CCSD Employee) | James Collins |
| Business Partner | Pastor Reggie Fields (Revive Church ATL) |
| Counselor | Tanya Obaidullah |
| Parent Facilitator | Dekesha Tookes |
| Health Care Providers | Sybil Coffie |
| Social Workers | |
| IHE Leaders | |
| Faith-based Community Leaders | Pastor Reggie Field |
| Technology Experts (TIS) | Sandra Logan |
| Media Specialists/Librarians | Susan Thach |
| Police/Public or School Safety  Officers | Officer Ron George? |
| | |
| | |

Meeting Date(s): **See attached scanned document**

**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 |
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**IDENTIFICATION of STAKEHOLDERS**
*References: Schoolwide Checklist 3.b.*

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

| In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). *References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]* |
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| The School Leadership Team met on June 3, 2021 to review our school plan, reflect on the achievements we have made, and on the success or lack of success made in specific areas. Input was provided by our current Administration, Academic Coaches, Special Education Teachers, General Education Techers, ESOL Teacher, Counselors, Specialist Teachers, Paraprofessional, PTA, and Community partners (see attached attendance) <br><br> We reviewed the action plan and the progress made by our students to date. Due to Covid-19 adjustments, it was determined that the use of the Reading Inventory (RI) and Math Inventory (MI) would be the most reliable district data to use in lieu of our Milestones scores to identify instructional goals for the 21-22 school year. |

**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 in grades 3-5 scoring At or Above proficiency on the Reading Inventory will increase from 31% to 38% by May 2022**
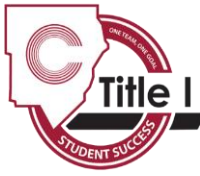
1.  Was the goal met? **No**

2.  What data supports the outcome of the goal? Our test data is not accurate because the RI was not taken in a test taking environment. **Due to Covid-19, school transitions to a hybrid model of instruction we did not assess 100% of our population.**

3.  What process/action step/Intervention contributed to the outcome of the goal? Literacy achievement was measures by student progress on the Reading Inventory (RI), Istation and Read 180.

4.  Reflecting on outcomes:

    a.  If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
        *   Professional learning for teachers on utilizing digital resources to maximize student engagement and outcomes.
        *   Provide students with access to digital resources and manipulative to support learning at home.
        *   Strengthen CCCs and Data Team Processes
        *   Continue to ELF in grades K – 2
        *   Utilize the Next Steps in Guided Reading Assessment Toolkit to determine literacy needs of students and guide instructional practices
        *   Address learning gaps due to Covid-19 (Assess to determine needs)
        *   Hire tutors to support students throughout the literacy block

    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?
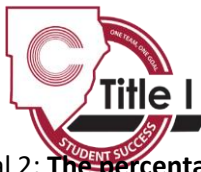
Goal 2: **The percentage of students in Grades 3-5 Meeting or Exceeding proficiency levels on the Mathematics Milestones will increase from 29% to 35% by May 2022.**

1.  Was the goal met? **No**

2.  What data supports the outcome of the goal? Our test data is not accurate because the RI was not taken in a test taking environment.  **Due to Covid-19, school transitions to a hybrid model of instruction we did not assess 100% of our population.**

3.  What process/action step/Intervention contributed to the outcome of the goal?
    - Progress in math achievement was attributed to student's growth as measured by:
    - Grade 3 MFI Data
    - Quantile Growth in MI (Math Inventory)
    - EIP Support

4.  Reflecting on outcomes:

    a.  If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
        - Expand MFI into grades K-5 to increase fact fluency for our students
        - Strengthen CCC and Data Team process ( How?)
        - Professional Development for teachers on CRA instructional model
        - Schedule time for teachers to observe each other
        - Address on going learning gaps due to Covid-19 (assess to determine need areas)
        - Increase rigor for proficient students with the integration of Science/STEM and project-based learning.

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

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Goal 3: (Identify Goal 3 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?

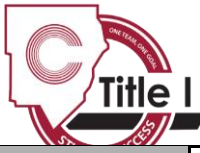Goal 4: (Identify Goal 4 here)

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?

**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 number of students who are eligible to participate in Advanced Content Reading and Math in Grades 4 & 5** | • **Increase the number of students reading at the proficiency level by grade.**<br>• **Strengthen writing skills of students to math reading levels** | WriteScore<br>RI Lexile<br>NSGRA/DRA Level<br>AC Eligibility Data |
| ELA | **Reading Inventory 38% Proficient (What skills or instructional strategies are working well?)** | • Students lack solid foundational literacy skills **(What skills?)**<br>• Students enter new grade reading and writing below expectation (What is the expectation) | Reading Inventory<br>Grade Level CCC and Data Teams: Student progress chart<br>ELF Cohort Data Team: ELF Assessments |
| Math | Math Inventory 42% Proficient | • Students lack fact fluency<br>• Teachers lack fidelity in instructing with concrete-representational abstract sequence of instruction (CRA) | Math Inventory<br>MFI Data Teams<br>Grade Level CCC and Data Teams |
| Science | How do you determine mastery of science standards? | | |
| Social Studies | How do you determine mastery of social studies standards? | How can social studies/ informational text support mastery of ELA standard and improve vocabulary and comprehension skills? | |
| Istation | Lexile Growth | • Lower Grades had more consistent usage of program.<br>• Freckly, NewsELA, and Dreambox were uses as instructional | Istation Usage Report<br>Monthly Istation Growth Reports on Lexile Levels |

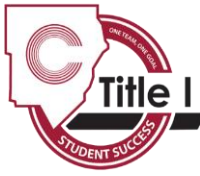| | | | |
|---|---|---|---|
| | | supports which reduced the fidelity of Istation Implementation | |
| **Discipline / School Climate Data** | Decreased the number of office referrals and OSS and ISI from the 19-20 school year | 2019-2020 School Year: 14- ISI (in school suspensions) 38- OSS (Out of school Suspensions)  2020-2021 School Year: 5- ISI 2- OSS | -On Track Discipline portal to track offenses and referrals -PBIS team- data checks monthly/provide suggestions and strategies to grade levels targeting specific behaviors |
| **Perception Data** | | | |
| **Process Data** | Cobb Collaborative Communities (CCC) process has increased across all grade levels along with grade level teams, leadership and PBIS. | • **Consistent usage of learning targets** • **Ongoing development of the CCC process** | • RI/MI • EOG • Istation • MFI |

| Prioritized Need #1 | |
|---|---|
| **Increase Reading and Writing proficiency levels of students** | |
| **Root Cause #1** | Balanced Literacy Model (Guided Reading and Writers Workshop) not implemented with fidelity school wide. |
| **Root Cause #2** | Teachers need support on how to use student data to drive decisions and to meet the instructional needs of all subgroups. |
| **Root Cause #3** | Inconsistent instructional practices and use of content acquisition resources throughout grade levels and school. |
| **Root Cause #4** | Students entering grade levels without the prerequisite skills needed for success, lacking solid foundation in literacy skills., and lacking academic vocabulary and required Lexile for understanding and navigating content literacy. |
| **Root Cause #5** | Gaps in literacy standards due to staff attendance issues due to Covid-19, student attendance issues, participation, technology issues and inconsistent instruction from the hybrid remote and face2face instructional model. |
| *GOAL* | The percentage of Sanders students scoring within the range of Proficiency or Advanced on the Reading Inventory will increase from 38% to 48% by May 2022. |

| Prioritized Need #2 | |
|---|---|
| Increase proficiency level of students in mathematics in grades K-5 | |
| Root Cause #1 | Students lack the foundational understanding of mathematical concepts and number sense. |
| Root Cause #2 | Inconsistent balanced mathematics Instructional practices (CRA Model of Instruction) and collaboration among grade levels. |
| Root Cause #3 | Lack of consistent research-based practices and use of manipulatives during the balanced mathematics block. |
| Root Cause #4 | Students lack fact fluency and perseverance/stamina for word problems. |
| Root Cause #5 | Gaps in mathematics standards due to staff attendance issues as a result of Covid-19. Also student attendance issues, participation, technology issues and inconsistent instruction from the hybrid remote and face2face instructional model. |
| GOAL | The percentage of Sanders students scoring within the range of Proficiency or Advanced on the Math Inventory will increase from 42% to 50% by May 2022. |

| Prioritized Need #3 | |
|---|---|
| | |
| **Root Cause #1** | |
| **Root Cause #2** | |
| **Root Cause #3** | |
| **Root Cause #4** | |
| **Root Cause #5** | |
| *GOAL* | |