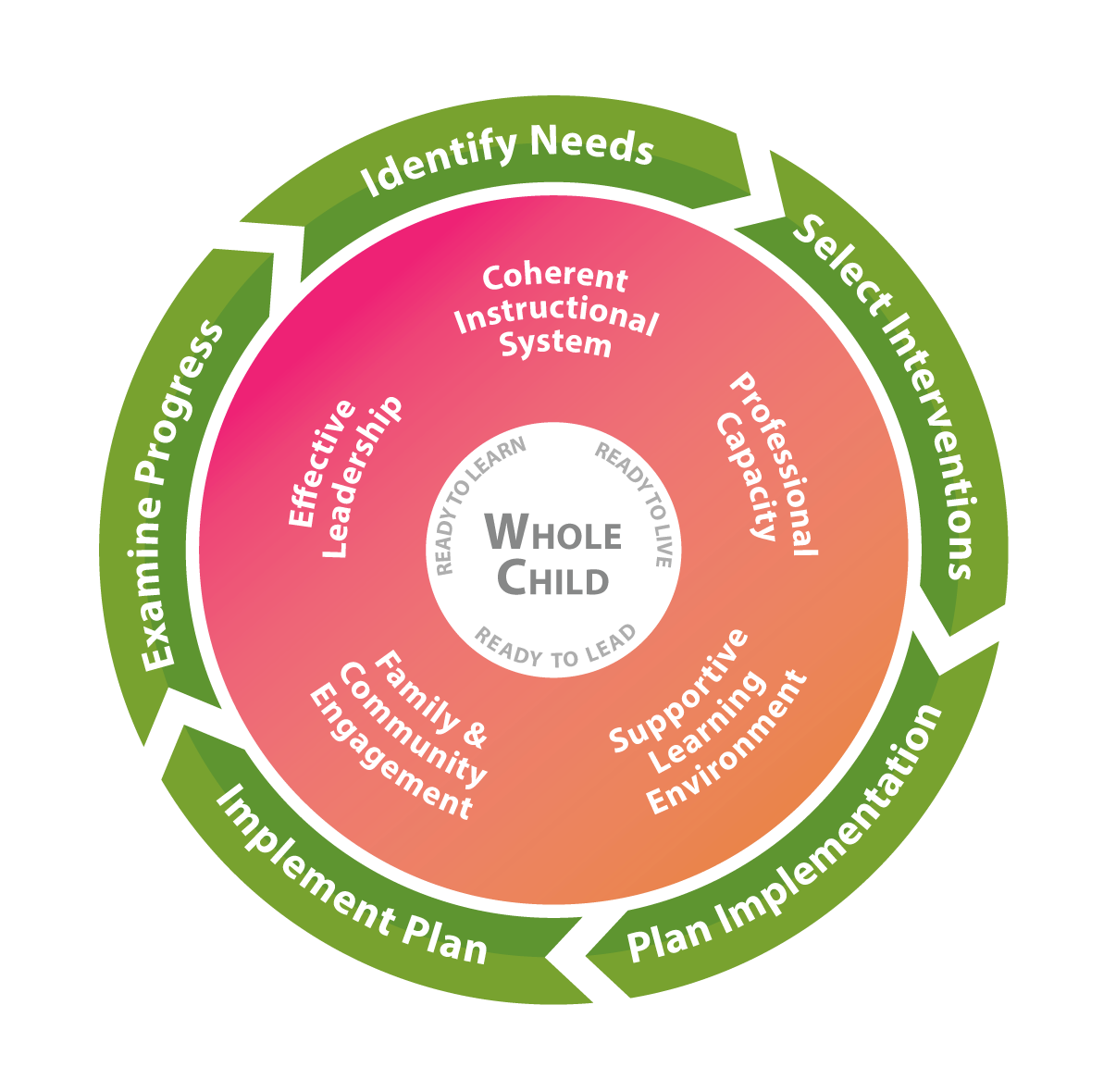




**School Improvement Plan**

**2021-2022**

**Comprehensive Needs Assessment**



BRUMBY ELEMENTARY SCHOOL

DATE SUBMITTED

6/01/2021

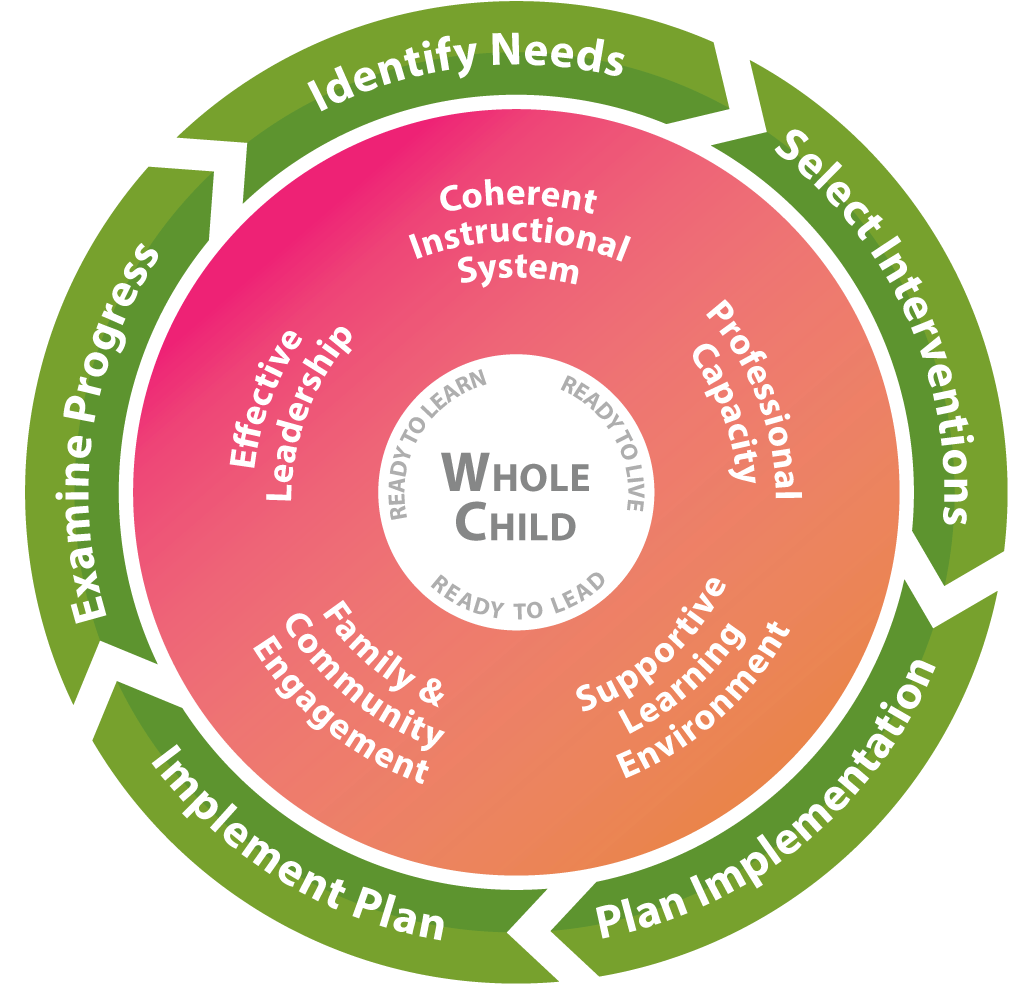
DATE REVISED

6/9/2021

1

**GEORGIA’S SYSTEMS OF CONTINUOUS IMPROVEMENT**

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



***Systems to Improve (What to Improve)***

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

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

***Georgia’s Systems of Continuous Improvement***

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

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

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

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

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

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

***Georgia’s Systems of Continuous Improvement***

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

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

***Process to Improve (How to Improve)***

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

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

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

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

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

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

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

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

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

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

***Georgia’s Systems of Continuous Improvement***

**Georgia Department of Education**

School Improvement Plan

**1. GENERAL IMPROVEMENT PLAN INFORMATION**

|  |  |  |  |
| --- | --- | --- | --- |
| *District Name* | | | Cobb County School District |
| *School Name* | | | Brumby Elementary School |
| *Team Lead* | | | Dr. Amanda Richie |
| *Position* | | | Principal |
| *Email* | | | Amanda.Richie@cobbk12.org |
| *Phone* | | | 770-916-7070 |
| **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) 5/25/2021

**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** | **James Milliman** |
| **Academic Coach (Title I)** | **Tracy Boyles** |
| **Academic Coach (Title I)** | **Tami Shields** |
| **Technology Coach (Local School)** | **Sandra Lake** |
| **Principal** | **Amanda Richie** |
| **Assistant Principal** | **Jason Traster** |
| **Assistant Principal** | **Wendy Rice** |
| **Parent Facilitator** | **Luz Landeverde** |
| **Staff Representative** | **Stephen Cosgrove** |
| **Parent Representative** | **Lynnette Wise** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Meeting Date(s): 5/28/2021

**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. Amanda Richie | Amanda K. Richie |
| Assistant Principal | Jason Traster | Jason Traster |
| Assistant Principal | Wendy Rice | Wendy Rice |
| SSA | Nelsenia McWhorter | Nelsenia McWhorter |
| Technology Coach | Sandra Lake |  |
| Academic Coach | Tracy Boyles |  |
| Academic Coach | Tami Shields |  |
| Staff Support | Stephen Cosgrove | St |
| Kindergarten | Kim Lloyd | *Kim Lloyd* |
| First | Kara DePriest | Kara DePriest |
| Second | Kristin Greene | Kristin Greene |
| Third | Janet Davis | *Janet Davis* |
| Fourth | Heather Hurt | Heather Hurt |
| Fifth | Sheila Porter | *Sheila Porter* |
| ESOL | Sonya Oviedo | *Sonya Oviedo* |
| Core-Expansion | Amy Calley | Amy Calley |
| Parent Facilitator | Luz Landaverde | Luz Landaverde |
| PTA | Capocein King | Capocein King |
| Parent Representative | Lynnette Wise | Lynnette Wise |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

7

**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)]* |
| Data and input given during Guiding Coalition Meetings in addition to the input given at the end of SY20-21 was used in the adjustment of the Title I Plan for FY21-22. Minutes and input from Brumby PTA, and well as Brumby Foundation members, which include staff, parents, and community members was also utilized in the development of the plan. Opportunities for input were solicited mainly via virtual format, forms and questionnaires due to covid-19 restrictions |

8

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

**Comprehensive Needs Assessment Evaluation of Goal(s)**

9

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: By the end of the 2020-2021 school year, increase the percentage of students in the proficient and advanced band combined on the MI assessment by 30%.

1. Was the goal met? Not able to assess.
2. What data supports the outcome of the goal?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade |  | Fall | |  | Spring | | Growth | |
|  |  | # | % |  | # | % | # | % |
| K (below 9 Q) | 88 | 44 | 50% | 136 | 72 | 53% | 28 | 64 % |
| 1 (below 117 Q) | 97 | 57 | 59% | 121 | 61 | 50% | 4 | 7 % |
| 2 (below 217 Q) | 104 | 43 | 41% | 133 | 53 | 40% | 10 | 23 % |
| 3 (below 381 Q) | 137 | 29 | 21% | 149 | 54 | 36% | 25 | 86 % |
| 4 (below 534 Q) | 108 | 15 | 14% | 133 | 35 | 26% | 20 | 133 % |
| 5 (below 645 Q) | 122 | 13 | 11% | 111 | 32 | 29% | 19 | 146 % |

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

The pandemic and students only received 70% of instruction for the 2020-2021 school year which significantly affected the outcome.

1. Reflecting on outcomes:
   1. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? The accuracy and validity of the data is most likely skewed due to the # of students who participated in the assessment virtually and the pandemic. Next year, we will only monitor those students who have both Fall and Spring scores so the number of students taking the assessment during each administration is the same.
   2. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
   3. If the outcomes **exceeded** the goal, what are the next steps?

Goal 2: By the end of the 2020-2021 school year, increase the percentage of the students in the proficient and advanced band by 30% when compared to fall ’20 RI scores.

1. Was the goal met? Unable to determine.
2. What data supports the outcome of the goal?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade |  | Fall | |  | Spring | | Growth | |
|  |  | # | % |  | # | % | # | % |
| K (score a lexile) | 163 | 10 | 6% | 154 | 18 | 12% | 8 | 80 % |
| 1 (lexile 190+) | 133 | 10 | 7.5% | 147 | 37 | 25% | 27 | 270 % |
| 2 (lexile 420+) | 169 | 32 | 19% | 138 | 67 | 49% | 35 | 109% |
| 3 (lexile 545+) | 141 | 49 | 35% | 168 | 68 | 40% | 19 | 39% |
| 4 (lexile 715+) | 142 | 27 | 19% | 142 | 44 | 31% | 17 | 63% |
| 5 (lexile 785+) | 159 | 57 | 36% | 134 | 63 | 47% | 6 | 11% |

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

The pandemic and students only received 70% of instruction for the 2020-2021 school year which significantly affected the outcome.

1. Reflecting on outcomes:
   1. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? The accuracy and validity of the data is most likely skewed due to the # of students who participated in the assessment virtually and the pandemic. Next year, we will only monitor those students who have both Fall and Spring scores so the number of students taking the assessment during each administration is the same.
   2. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
   3. If the outcomes **exceeded** the goal, what are the next steps?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Goal 3: By the end of the 2020-2021 school year, increase the percentage of students from non-proficient to proficient by 3 percent in Science.

1. Was the goal met? Unable to assess
2. What data supports the outcome of the goal?

Data is not available to imply an outcome for this goal.

1. What process/action step/Intervention contributed to the outcome of the goal? Additional science focused classes provide problem-based learning experiences and challenges in ways classroom teachers have difficulty carrying out due to time and space for resources.

1. Reflecting on outcomes:

1. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? We were not able to provide curricular and instructional support through additional science classes that are specific standard/concept supportive in addition to supporting teachers’ lessons.  For the 2021-2022 SY, we will continue to support hands-on science instruction through the utilization of science core-expansion classes for all students K-5.
2. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
3. If the outcomes **exceeded** the goal, what are the next steps?

Goal 4: By the end of the 2020-2021 school year, increase the school climate survey results for personnel and students by 3%. **2018 personnel climate rate 75% 2018 student climate rate 73%**

**(parent rate was 97% our goal would be to maintain or improve)**

1. Was the goal met?

The latest survey from 2019 shows that we exceeded our climate goal for both personnel and students. We did not meet our goal for parent results.

1. What data supports the outcome of the goal?

Student responses indicated an increase from 73% to 74%. Personnel survey results increased from 75% to 81%. Our parent survey results decreased significantly from 97% to 83%.

1. What process/action step/Intervention contributed to the outcome of the goal? Climate surveys were not required this school year so it is difficult to evaluate whether we would have met this goal for this school year.
2. Reflecting on outcomes:
   1. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? The pandemic significantly affected teaching and learning and greatly impacted the social emotional needs of our students, parents, and staff. We will continue making SEL and Trauma Informed practices a priority throughout the 2021-2022 school year as our goal #4.
   2. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
   3. 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**

9

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Types** | **Identified Strengths** | **Identified Challenges** | **Multiple Data Sources Used** |
| **(Highlight 2-3 as Priority)** |
| **Student Achievement Data** |  |  |  |
| ELA | **-OG trained staff/Heggerty**  **-Continued training on Structured Literacy**  **-Implemented consistent common assessments**  **-Utilized pacing guides, scope and sequence to stay on track.**    **-Read 180/System 44 (intermediate grades)**  **-Novel studies (intermediate grades)**  **-Imagine Learning (ESOL)**  **-Headsprouts/Reading A-Z** | **-Inconsistent participation of virtual students**  **-Hybrid teaching/learning impacted student progress and made small group instruction difficult**  **-Difficult to differentiate instruction due to wide gaps in learning levels.**  **-Students struggled with comprehension/fluency/Organization of writing**  **-Scheduling constraints limited collaboration time between ESOL & grade levels** | **FRA, RI, Common Formative Assessments, DRAs, Running Records, Writing rubrics, teacher generated probes, data reports** |
| Math | **-Utilized pacing guides**  **-Incorporated real-life scenarios into instruction**  **-Implemented Nearpod and Dreambox**  **-Good grasp of number sense (primary grades)** | **-Difficult to manage small group instruction due to severe learning gaps and balancing a hybrid learning environment**  **-Struggled with word problems, fractions, vocabulary, math fact fluency**  **-Unable to incorporate hands-on learning and use of manipulatives with remote learners** | **MI, rubrics, common formative assessments, explicit modeling, scaffolding, CTLS/Touchstone assessments** |
| Science | **-Mystery Science and virtual LOF were effective teaching tools**  **-Participated in STEM**  **Virtual labs when available** | **-Unable to participate in many STEM activities and project-based learning due to Covid and online students not having access to supplies.**  **-Lacked knowledge of key science vocabulary**  **-Challenge to cover standards due to hybrid model** | **Classroom assessments, observations** |
| Social Studies | **-GA Weekly Studies and LFO were effective resources for content area standards**  **-Participated in virtual field trips to support standards** | **-Unable to carve out time to cover standards.**  **-Hard to integrate content into reading and writing.**  **-Trouble with engaging students in interactive lessons** | **Classroom assessments, observations** |
| Other  Attendance (Staff, students, virtual learners) | **-Committed students very involved**  **-Parents showed flexibility**  **-F2F students had better attendance overall**  **-Overall good staff attendance unless quarantined** | **-Students switched back and forth between remote and F2F.**  **-Remote student- inconsistent participation**  **-Teachers lacked clear expectations on virtual learning attendance (cameras on)**  **-Virtual students showed up late to class for only for a short time.** | **-Staff and student attendance records**  **-Documentation of 5 absences and referrals to SSW**  **-Missing assignments/grades/report cards** |
| **Discipline / School Climate Data** | **-Developed relationships**  **-Built classroom community**  **-Whole staff participated in CRP and SEL quarterly training**  **-Waiting room and mute options were utilized for disruptive online learners**  **-Smaller class sizes F2F reduced behaviors** | **-Parents created distractions and did not monitor behaviors of virtual learners**  **-Lacked consistency with school-wide behavior plans/ consequences/expectations**  **-Repetitive negative behaviors**  **-Behaviors increased as more students returned to F2F instruction.** | **-School-wide communication**  **-CTLS Parent**  **-Behavior referrals (classroom and admin)**  **-Counselor referrals/involvement** |
| **Perception Data** | **-Walkthroughs (virtual and F2F)**  **-Parent Communication via CTLS**  **-Media coverage during fundraiser** | **-Lacked time to brand school via social Media Posts** | **-Observation Notes**  **-Communication Records**  **-Local news station airing of fundraiser** |
| **Process Data** | **-Weekly CCCs**  **-Grade level collaboration**  **-PL-SEL/Trauma Informed Practices** | **-Lacked technology integration and access due to disbursement for online learners.**  **--Limited parent involvement** | **-Meeting Notes**  **-Attendance Survey**  **-Technology disbursement records/documents** |

|  |  |
| --- | --- |
| **Prioritized Need #1** | |
| **Based on our student achievement data, local School Math Data, and MI data, we have determined that our students need remediation and acceleration in math.** | |
| **Root Cause #1** | **Difficulty understanding math vocabulary** |
| **Root Cause #2** | **Lack of knowledge of math facts** |
| **Root Cause #3** | **Inconsistent implementation of Guided Math/Small group instruction/Number Talks** |
| **Root Cause #4** | **Lack of teacher training and strategies to support student instructional needs** |
| **Root Cause #5** |  |
| ***GOAL*** | **Increase quantile scores from one band to the next by 5% on the MI from Fall administration 2021 to Spring administration 2022.** |

10

|  |  |
| --- | --- |
| **Prioritized Need #2** | |
| **Based on our student achievement data, local data, and RI data, we have determined that our students need remediation and acceleration in the area of ELA.** | |
| **Root Cause #1** | **Difficult to effectively differentiate instruction due to wide gaps in learning levels** |
| **Root Cause #2** | **Inconsistent implementation of structured literacy/OG across teams and grade levels** |
| **Root Cause #3** | **Inconsistent implementation of Guided Reading/Writing Workshop** |
| **Root Cause #4** | **Lack of integrating reading and writing with other content areas** |
| **Root Cause #5** | **Lack of time/scheduling for ESOL teachers to collaborate with grade levels** |
| ***GOAL*** | **Increase 2nd through 5th grade Lexile scores from one band to the next by 5% on the RI from Fall administration 2021 to Spring administration 2022.**  **Increase Kindergarten FRA scores by 5%**  **Increase percentage of 1st graders moving from FRA to RI by 5%** |

11

|  |  |
| --- | --- |
| **Prioritized Need #3** | |
| **Based on our student achievement data and local Science data, we have determined that our students need remediation and acceleration in Science.** | |
| **Root Cause #1** | **Lack of implementation of interactive and project-based/STEM activities.** |
| **Root Cause #2** | **Lack of knowledge of key science vocabulary** |
| **Root Cause #3** |  |
| **Root Cause #4** |  |
| **Root Cause #5** |  |
| ***GOAL*** | **Increase percentage of students scoring proficient on STEM rubric by 5% from pre to post tests.** |

|  |  |
| --- | --- |
| **Prioritized Need #4** | |
| **Based on our attendance and discipline data, we determined that our students need social/emotional support and interventions.** | |
| **Root Cause #1** | **Lack of strategies to self-regulate, reflect, and repair relationships impacted by behaviors** |
| **Root Cause #2** | **Lack of strategies and interventions that encourage positive behaviors** |
| **Root Cause #3** | **Lack of strategies to address problem behaviors and reduce occurrences** |
| **Root Cause #4** | **Lack of strategies and interventions of trauma informed practices** |
| **Root Cause #5** |  |
| ***GOAL*** | **Reduce the number of absences greater than 10 by 5%. Reduce the number of administrative referrals for physical incidences by 5%.** |

12