



School Improvement Plan 2020-2021 Comprehensive Needs Assessment

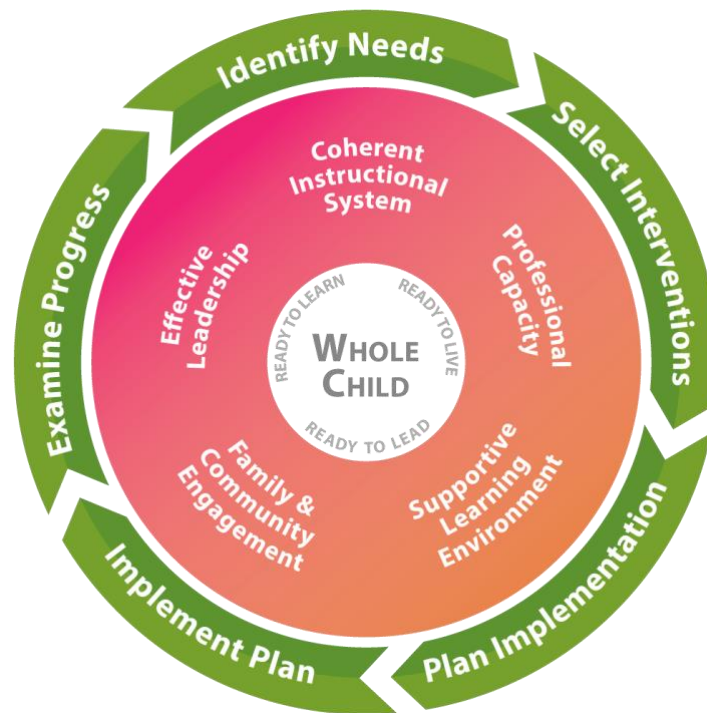


City View Elementary

DATE SUBMITTED
June 1, 2020
DATE REVISED
August 25, 2020

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
<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:

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) 5/14/20, 5/29/20

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)	Latasha Bell, Carolyn Davis, Heather Lyon, Tamara Purry, Malissa Ocean, Bileni Teklu
Parent (Non CCSD Employee)	Toni Russell
Business Partner	
Counselor	Natasha Greer, Tiffany Jackson, Tyrone Oliver
Parent Facilitator	Karen Serrano
Health Care Providers	
Social Workers	Heather Anderson
IHE Leaders	
Faith-based Community Leaders	
Technology Experts (TIS)	
Media Specialists/Librarians	Teresa Kent
Police/Public or School Safety Officers	



Cobb County Title I School Improvement Plan 2020-2021

Meeting Date(s): Thursday, May 14th

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. **The meeting took place virtually. The signatures have been collected and will be uploaded.**

Position/Role	Printed Name	Signature
Principal	Dr. Barbara Swinney	
Assistant Principal	Brian Burnaugh	
Assistant Principal	Julie Lynn	
Assistant Principal	Maxine Miller	
School Leadership Assistant (Administrator)	James Groover	
Academic Coach K-2 ELA	Heather Lyon	
Academic Coach K-2 Math	Tamara Purry	
Academic Coach 3-5 ELA	Bileni Teklu	
Academic Coach 3-5 Math	Carolyn Davis	
Academic Coach Parent Engagement	Malissa Ocean	
Academic Coach Technology	Latasha Bell	
Academic Coach Culture/PBIS	Erin Tillman	
School Counselor	Natasha Greer	
School Counselor	Tiffany Jackson	
School Counselor	Tyrone Oliver	
Title I Supervisor	Delores Thompson	
Media Specialist	Teresa Kent	
ALP Teacher	Alia Gillie	
Parent	Toni Russell	
Faith Based Comm. Leader		



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. A member of the ILT co-facilitates the Data Team Leaders 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.



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 FY20 School Improvement Plan (SIP).

For the School Year: FY20

Goal 1: Implement Writers' Workshop to increase student writing proficiency as measured by standardized assessments and local school assessments during the 2019-20 school year.

Was the goal met?

- Teachers are at different stages of using Writer's Workshop to teach writing.
1. What data supports the outcome of the goal?
 - Teacher observation
 - On demand pre and post writing prompts
 - Rubrics
 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 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
 - The introduction, modeling and follow-up with ELA coaches walks of teacher conferencing during writing should be implemented.
 - The discontinuation of the Writing Lab will offer time for more direct in-class writing instruction.



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Consistent and focused approach of the ELA coaches modeling Writer's Workshop in classrooms will address inconsistent teacher expectations and understanding.

- Professional learning with a focus on Writers Workshop during collaboration will establish the success criteria for Writers Workshop.

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

- Continued monitoring via ELA coaches virtual and in-person focus walks on the use of word walls, increased rigor of the words and ensuring they are interactive will continue.
- 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. 10
- Introduction, modeling and follow-up walks of teacher conferencing during writing will be implemented.
- Discontinuation of the Writing Lab will offer time for more direct in-class skills-based writing instruction by classroom teachers.
- Consistent and focused modeling of writing instruction by the ELA coaches 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 2019-20 school year.

1. Was the goal met?
 - Overall, students made progress towards meeting reading proficiency based on RI (Reading Inventory) scores from December as compared to August.
2. What data supports the outcome of the goal?
 - RI scores
 - Photographs and videos of students reading in classrooms across the school
 - Photographs and videos of teachers modeling the teaching of reading standards
 - Teacher observation of students' reading behaviors
3. What process/action step/Intervention contributed to the outcome of the goal?



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- 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
 - Established 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
5. 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 readers needs virtually and in-person
 - Differentiation between guided reading and strategy groups to address different reading needs to be established
 - Ongoing training provided on how to engage students in reading/reading activities virtually.
 - If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
6. If the outcomes **exceeded** the goal, what are the next steps?
-



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 2019-2020 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 stronger in reading than in math. While math instruction is strong, use of the workshop model is inconsistent.
2. What data supports the outcome of the goal?
 - MI
 - Photographs and videos of students completing math problems
 - Photographs and videos of teachers modeling the teaching of math standards
 - Results from local assessments – Unit assessments
 - Teacher observations of students' math problem solving behaviors
3. What process/action step/Intervention contributed to the outcome of the goal?
 - Instruction of Number Talks was inconsistent
 - Use of Moby Max to build fact fluency was inconsistent
 - 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
 - Math Lab lessons needed to align with student weaknesses
 - Guided Math during Math workshop needed to be a priority during professional learning and collaboration
 - The common assessment for math units needed to be a more streamlined process with teachers knowing the verbiage before the assessment
 - Hiring of tutors to help in reading and math for 2nd, 3rd, and 5th
 - Practice of small group math inconsistent
4. Reflecting on outcomes:
 - Consistent small group instruction, with Number Talks, Math Workshop Model and all components of it
 - Continue with Title I Math Coach but with scaffolded instruction
5. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
 - Introduce GLOSS implementation to identify deficits
 - Tap into Teacher leaders to model small group math lessons using manipulatives
 - Plan to strengthen common assessments including chunking standards for unit assessments



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Establish consistent expectations for use of Dreambox to increase automaticity while learning virtually, and in-person when we return to the classroom.

- Introduce the use Mountain Math in Math Lab for use in virtually and in-person
- Implement Math Leveled Readers starting out with coach modeling to help with word problems and provide larger context for math.

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

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

Goal 4: We will continue to implement PBIS to decrease the overall number of students with 15 or more absences during the 2018-2019 school year by 5% for the 2019-2020 school year.

1. Was the goal met?
 - Goal was met. All students counted present since March 16th due to Covid-19.
2. What data supports the outcome of the goal?
3. What process/action step/Intervention contributed to the outcome of the goal?
 - Small group attendance groups
 - Attendance check-in
 - Truancy Intervention Panels
 - Attendance Matters weekly call-outs to parents
 - Gift Cards for parents
 - Town Hall Celebrations with improved attendance
 - Juvenile Court Referrals
 - Perfect Attendance Award for semester, quarter and year
 - Attendance letters to parents when students are absent more than 3 days
4. Reflecting on outcomes:
 - We will continue to have attendance as part of a goal, but we will incorporate SEL and PBIS. We will shift the goal to focus on behavior with support from SEL, PBIS framework and attendance.

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?



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Reward students who are showing positive behavior and attendance virtually and in-person. (PBIS)

- Streamline the impact of SEL and emphasize that attendance is important.
- There should be 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.
- Students will receive daily instruction in SEL from 8-8:20, virtually and in-person
- Parent workshops on attendance and SEL
- Counselors will 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?



Comprehensive Needs Assessment Summary of Findings

Data Types	Identified Strengths	Identified Challenges (Highlight 2-3 as Priority)	Multiple Data Sources Used
Student Achievement Data	Overall math proficiency increased on EOG (previous year); on level performance on the phonics initiative (increased)	Writing; our students continue to score below proficient on the RI and MI	RI/MI, EOG data, local school data, Touchstones, CCRPI
ELA	Small group instruction, differentiation, variety of resources, implementation of the Reading Workshop, phonics instruction, word walls	Lack of consistency and continuity of instructional practices, Inconsistent use of writing workshop and guided reading, lack of PD in writing instruction; guided reading	RI Data, observation data, teacher feedback, TKES data
Math	Whole group instruction, Hands-on learning/manipulatives, Differentiation, Math Lab	Lack of consistency and continuity of instructional practices, lack of vocabulary development, inconsistent implementation of number talks and small group instruction	MI Data, observation data, teacher feedback, TKES data
Science	Integration into content areas, Science lab, variety of resources	Lack of a dedicated science block/structure, Lack of hands-on activities	observation data, teacher feedback, TKES data
Social Studies	Integration into content areas, variety of resources	Lack of a dedicated social studies block/time	observation data, teacher feedback, TKES data
Other			
Discipline / School Climate Data	PBIS –Tier I strategies are working for 91% of our students, Student, Family and Community events	Staff attendance, Student attendance, 9% of our students need Tier II/III PBIS strategies for behavior interventions, Large staff and student population, large # of behavior referrals, lack of social-emotional learning piece	PBIS data, observation data, teacher feedback, TKES data, school climate survey, referral data



<p>Perception Data</p>	<p>Parent workshops on reading and math, curriculum nights, Academic Parent Teacher Teams</p>	<p>Parents struggle to implement instructional strategies presented at parent sessions</p>	<p>Title I Parent Surveys, GA Student Health Survey, Observation data, staff feedback</p>
<p>Process Data</p>	<p>RTI process is running smoother with our interventionists, Grade-level Collaboration</p>	<p>Differentiated professional learning, consistent school-wide communication</p>	<p>Staff surveys, staff feedback, observation data, RTI Data</p>



Prioritized Need #1	
Students are not performing on grade level in 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.
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 2020-2021 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.
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 2020-2021 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	
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 2020-2021 school year.



Prioritized Need #4

We need all students in class daily with fewer disruptions of the instructional environment. We have a significant number of students who miss instructional time for at least one of two reasons: excessive student absences; suspension due to discipline. 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 2020-2021 school year.



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