



# Birney Elementary School School Improvement Plan 2021-2022 Comprehensive Needs Assessment



Birney Elementary School  
Principal:

DATE SUBMITTED  
May 19, 2021  
DATE REVISED

## GEORGIA’S SYSTEMS OF CONTINUOUS IMPROVEMENT

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



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

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

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

## Georgia's Systems of Continuous Improvement

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

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

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

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

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

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

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

### ***Georgia's Systems of Continuous Improvement***

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

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

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

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

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

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

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

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

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

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

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

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

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

*Georgia's Systems of Continuous Improvement*

## Georgia Department of Education School Improvement Plan

### 1. GENERAL IMPROVEMENT PLAN INFORMATION

|  |   |
|--|---|
| <i>District Name</i>   | Cobb County School District   |
| <i>School Name</i>   | Birney Elementary School  |
| <i>Team Lead</i>   | Monica Howard   |
| <i>Position</i>  | Principal   |
| <i>Email</i>   | <a href="mailto:Monica.Howard@cobbk12.org">Monica.Howard@cobbk12.org</a>                    |
| <i>Phone</i>   | 678-842-6824  |
| <b>Federal Funding Options to Be Employed (SWP Schools) in This Plan<br/>(Select all that apply)</b> |   |
| X  | Traditional funding (all Federal funds budgeted separately)                                 |
|  | Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b> |
|  | "Fund 400" - Consolidation of Federal funds only  |
| <b>Factor(s) Used by District to Identify Students in Poverty<br/>(Select all that apply)</b>        |   |
| X  | Free/Reduced meal applications  |
|  | Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>                      |
|  | 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) The CNA meetings took place over a period of time, some virtual and some in person to garner feedback and input for the CNA.

### 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. [Add Signatures here](#)

| Position/Role                           | Name   |
|---|--|
| Title I Supervisor                      | Cheryl Johnson                               |
| Academic Coach (District)               | Kelly Bodner, Title 1 Science                |
| Academic Coach (Local School)           | Michelle Mullinax & Katherine Stieber        |
| Parent (Non CCSD Employee)              | Alicia Gibson                                |
| Business Partner                        | Kristen Milligan, Northwest Exterminating    |
| Counselor                               | Christine Bolt                               |
| Parent Facilitator                      | Lina Capellan-Genao                          |
| Health Care Providers                   |  |
| Social Workers                          |  |
| IHE Leaders                             |  |
| Faith-based Community Leaders           | Nichelle Walker, Cumberland Community Church |
| Technology Experts (TIS)                |  |
| Media Specialists/Librarians            | Julie Cleary                                 |
| Police/Public or School Safety Officers |  |
|   |  |

**Commented [NH1]:** @William Dills Add a screenshot or online participation reports to this section for signatures. Also, ensure NON CCSD staff members are included. at this time, I do not see any families or community member participation.

**Commented [ES2R1]:** I've added the dates and Katie added the parents and community members that were in attendance. However, the meetings were virtual and we unfortunately do not have an electronic sign-in sheet. We will be sure to have sign ins moving forward.

**Commented [ES3R1]:**



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**Meeting Date(s):** January 26, 2021 (Principals Advisory Committee virtual via Zoom), April 14, 2021 (Principals Advisory Committee virtual meeting), March 10, 2021 (Birney Leadership Team meeting virtual), January 6, 2021 (grade-level data meetings), February 24, 2021 (grade-level data meetings), March 31, 2021 (grade-level data meetings)

### 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 CNA meetings took place over a period of time, some virtual and some in person to garner feedback and input for the CNA.

| Position/Role            | Printed Name      | Signature |
|--------------------------|-------------------|-----------|
| Principal                | Monica Howard     |           |
| Assistant Principal      | William Dills     |           |
| Assistant Principal      | Lugenia Purnell   |           |
| Assistant Principal      | Erin Schularick   |           |
| SSA                      | Kishea McKinney   |           |
| Academic Coach           | Katherine Stieber |           |
| Academic Coach           | Michelle Mullinax |           |
| Kindergarten Team Leader | Shellis Carlson   |           |
| Grade 1 Team Leader      | Kathryn Graham    |           |
| Grade 2 Team Leader      | Tennecia Watkins  |           |
| Grade 3 Team Leader      | Katie Dutton      |           |
| Grade 4 Team Leader      | Ryan Gross        |           |
| Grade 5 Team Leader      | Denell Davidson   |           |
| ESOL Team Leader         | Janet Donald      |           |





**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)]*

The development of our SY2022 Title I School Improvement Plan included participation and input from school administrators, teachers, support personnel, and families. Our local school improvement team began with an analysis of SY2021 mid-year data. We examined achievement data from multiple sources and the Title I parent survey data to identify our strongest needs and promote action steps to address those needs. Birney educators met to discuss the goals and action items to identify ways to support the plan with fidelity. Our administrators and academic coaches created a draft to present to the SIP Guiding Coalition for feedback. Once revisions were applied, we submitted the plan to our LEA's Title I department for review, approval, and implementation. Our Guiding Coalition will monitor the implementation of our plan throughout the school year.



## Cobb County Title I School Improvement Plan 2021-2022

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

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

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

#### For the School Year: FY21

**Goal 1:** Our goal is for all students to read at proficient levels or above by May 2021.

- The percentage of Kindergarten and 1<sup>st</sup> grade students scoring 45 or higher on the Foundational Reading Assessment (FRA) will increase by at least 10% at each grade level on the FRA assessment from August 2020 to May 2021.
- The percentage of 2<sup>nd</sup> -5<sup>th</sup> grade students scoring proficient or higher on the Reading Inventory (RI) will increase by at least 10% at each grade level on the (RI) Assessment from August 2020 to May 2021.

1. Was the goal met?

The goal of all students reading at proficient levels or above was not met.

7% of Kindergartners increased their FRA scores by at least 10% from August 2020 to April 2021. 13% of 1<sup>st</sup> graders increased their FRA scores by at least 10% from August 2020 to April 2021.

The percentage of 4<sup>th</sup> and 5<sup>th</sup> graders scoring proficient or higher on the RI increased by 14% from August 2020 to April 2021. The percentage of 3<sup>rd</sup> graders scoring proficient or higher on the RI increased by 6% from August 2020 to April 2021. The percentage of 2<sup>nd</sup> graders scoring proficient or higher on the RI increased by 22% from August 2020 to April 2021. Therefore 5<sup>th</sup>, 4<sup>th</sup>, and 2<sup>nd</sup> grades met the goal of growing by at least 10% on the RI, but 3<sup>rd</sup> grade fell short of the goal.

2. What data supports the outcome of the goal?

The data that supports the outcome of Goal 1 for 2<sup>nd</sup>-5<sup>th</sup> grades is the RI assessment that was taken in August 2020, December 2020 and April 2021. The data that supports the outcome of Goal 1 for Kindergarten and 1<sup>st</sup> grades is the FRA assessment that was taken in September 2020, December 2020 and April 2021.

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

Action steps that aided in the increase of student Reading Inventory Assessment scores:

- CCSD Balanced Literacy Instruction Model

Commented [NH4]: Please share if the goal was met "yes" or "no"



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Standardized guided reading approach to instruction (Jan Richardson-Literacy Matters/Pam O'Loughlin)

- Team planning collaboration
- ESGI formative assessment tool (grades K-1)
- CCC/PLC Data Team Meetings
- Coaching practices (modeling lessons, teacher feedback, professional learning)
- Administrative instructional guidance and feedback
- Systematic usage of Lexia, Headsprout and Imagine Learning
- K-2 Early Learning Framework (phonics)
- Systems 44 and Read180
- Family Engagement activities (e.g. quarterly Literatura events, parent training on Lexia)
- Literacy Matters professional learning by Pam O'Loughlin (select teachers across the school)

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#### 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?

Some actionable strategies that could be implemented in Kindergarten and 1<sup>st</sup> grade to address phonics is to differentiate word work during guided reading. The Next Step Forward in Guided Reading (NSFGR) tracing an alphabet book will be implemented for those students who know fewer than ten letters. In addition, Kindergarten will administer the Word Knowledge Inventory by mid-year and utilize that data to reform groups and address individual students' needs. The Kindergarten team will use The Road to the Code for students who are striving to make progress as readers.

Consistent use and monitoring of Next Steps Forward in Guided Reading Assessments (running records, self-monitoring, word solving, retelling, word knowledge inventory) will support teachers in determining next steps and guided reading group formation. In addition, it will support groups focused on specific skill development.

All grade levels will continue utilizing the Next Step Forward in Guided Reading (NSFGR) lesson planning templates for guided reading lessons. This will help ensure differentiation and targeted support for reading as well as word work.

An increased school-wide use of Lexia and the reports will help Kindergarten through 5<sup>th</sup> grade teachers target instruction to individual student needs.

Observational data indicates a need for support in conducting writing conferences with students.

Staff survey results indicate further professional development is needed in order to show teachers how to use the Assessment Summary Chart included in the Next Step Forward in Guided Reading Assessments, specifically how to use it to plan small group guided reading



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instruction. Survey data also indicates that all grade levels need additional support in planning and implementing small group guided reading lessons using the lesson planning

template. In addition, staff survey data indicates a great need for professional learning on how to use mentor texts for writing.

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**Goal 2:** Our goal is for all students to perform at proficient levels and above in mathematics by May 2021. The percentage of Kindergarten – 5<sup>th</sup> grade students performing at proficient or higher on the Math Inventory (MI) to increase by 10% at each grade level from August 2020 to May 2021.

1. Was the goal met?

No, all students did not perform at proficient levels or above in math.

The percentage of 5<sup>th</sup>, 4<sup>th</sup>, and Kindergarten students performing at proficient or higher on the MI increased by at least 10% from August 2020 to May 2021. Students in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade were not able to meet the goal of increasing performance by 10% proficient or higher on the MI.

Commented [NH5]: Please share if the goal was met "yes" or "no"

| Grade Level           | MI Growth from August 2020 to May 2021 |
|-----------------------|--|
| Kindergarten          | 12%                                    |
| 1 <sup>st</sup> Grade | 2%                                     |
| 2 <sup>nd</sup> Grade | 9%                                     |
| 3 <sup>rd</sup> Grade | 8%                                     |
| 4 <sup>th</sup> Grade | 22%                                    |
| 5 <sup>th</sup> Grade | 21%                                    |

2. What data supports the outcome of the goal?

The data that supports the outcome Goal 2 is the MI assessment which was given in August 2020, December 2020 and April 2021.

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

Action steps that aided in the increase of student reading levels:

- CCSD Balanced Math Instruction Model
- Team planning collaboration
- ESGI formative assessment tool (grades K-1)



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CCC/PLC Data Team Meetings

- Usage of Dreambox Learning
- Family Engagement activities (e.g. quarterly Literatura events, parent training on Dreambox)

#### 4. Reflecting on outcomes:

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- 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?

We plan to fine-tune the plan for FY21 and continue to support balanced math instruction within content areas, professional learning in guided math with Title I Math Coach, professional learning and support through academic coaches, and feedback for instructional strategies from the Instructional Leadership Team.

We will continue to use DreamBox Learning to support differentiated independent math practice and continue to invest in resources that focus on balanced math instruction.

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**Goal 3:** Our goal is for all students to exhibit positive behavior choices within the learning environment. The number of office referrals for insubordination (G4) and class disruption (H1) behavior will reduce by 10% from the FY20 to FY21.

1. Was the goal met?

Yes, we met our goal of decreasing the number of office referrals for insubordination (G4) and class disruption (H1) by 10% from the FY20 to FY21.

**Total Number of Birney's Office Referrals**

| Policy Violations     | SY19-20 | SY20-21 |
|-----------------------|---------|---------|
| Insubordination (G4)  | 45      | 2       |
| Class Disruption (H1) | 36      | 2       |

2. What data supports the outcome of the goal?

Data for Goal 3 was pulled from the Comprehensive Discipline Summary in CCSD's portal.

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

Action steps that aided in the decrease of G4 and H1 policy violations:

- Birney Big 3 school-wide behavior plan (Be Kind, Be Respectful, Be Responsible)
- Morning Meetings
- Integration of SEL strategies throughout the day
- Guidance Counselors providing SEL resources to teachers
- Guidance lessons that include positive character traits
- Small group guidance sessions with students who have areas of need or concern

4. Reflecting on outcomes:

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

The number of in-person students during SY20-21 was significantly lower due to families having the choice between remote and face-to-face instruction. This could be a contributing factor to the decrease in policy violations by students. We will continue to implement the Birney Big 3 as well as integrate SEL strategies throughout the day. In addition, all homerooms will begin their day with morning meetings that incorporate or target SEL competencies.

**Commented [NH6]:** Please share if the goal was met "yes" or "no". Also, would you consider including this goal for FY22 with the number of in-person students who have returned to physical school this year?



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

**Comprehensive Needs Assessment Summary of Findings**

| Data Types               | Identified Strengths   | Identified Challenges<br>(Highlight 2-3 as Priority)   | Multiple Data Sources Used  |
|--------------------------|--|--|---|
| Student Achievement Data |  |  |   |
| ELA                      | <p>K-2 Early Literacy Framework implemented with fidelity.</p> <p>K-2 met regularly in CCCs focused on Early Literacy Framework data.</p> <p>Students in first grade surpassed end of the year goals on the Foundational Reading Assessment (FRA).</p> <p>Students in grades 2, 4 and 5 met end of the year goals on the Reading Inventory.</p> <p>As indicated on the Benchmark Phonics Assessment data, Kindergarten students are strong with producing consonant sounds (RF3a). In addition, they are able to isolate and pronounce the initial, medial and final sounds in CVC words (RF2d)..</p> <p>As indicated on the Benchmark Phonics Assessment data, First Grade students are strong with blending sounds in consonant-vowel-consonant words as well as blending and segmenting the initial, medial, and final sounds in words.</p> | <p>An average of 62% of participating students in grades 2-5 scored basic or below basic on the end of year Reading Inventory.</p> <p>Inconsistent implementation of the Next Steps Forward in Guided Reading lesson planning templates and assessment to support small group guided reading lessons.</p> <p>Kindergarten did not meet the goal of increasing student performance by 10% or higher on the FRA.</p> <p>Third grade fell short of the goal of increasing student performance by 10% or higher on the RI.</p> <p>As indicated on the Benchmark Phonics Assessment data, Kindergarten students struggled with vowel sounds (RF3b) as well as blending and segmenting onsets and rhymes (RF2c).</p> <p>As indicated on the Benchmark Phonics Assessment data, First Grade students struggled with</p> | <p>Teacher Data Spreadsheets</p> <p>Reading Inventory Beginning of the Year Report</p> <p>Reading Inventory End of Year Report</p> <p>Assessment Summary Charts</p> <p>Formative Classroom Observations using Next Step Forward in Guided Reading rubrics</p> <p>Early Learning Framework Phonics data</p> <p>Benchmark Phonics Assessment data</p> <p>CCSD Quarterly ELA Full Post Touchstones</p> |



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|             |   |   |   |
|-------------|---|---|---|
|             | <p>As indicated on the Benchmark Phonics Assessment data, Second Grade students are able to identify words with inconsistent but common spelling correspondences. In addition, students can decode words with common prefixes and suffixes.</p>   | <p>decoding single syllable words (RF3b) as well as conventional spelling (L2d).</p> <p>As indicated on the Benchmark Phonics Assessment data, Second Grade students struggled with spelling (L2d).</p> <p>According to ELA Touchstone data, Fourth Grade has difficulty writing narratives using effective technique, details, and clear event sequences (W3).</p>   |   |
| <p>Math</p> | <p>Students in Kindergarten, 4<sup>th</sup>, and 5<sup>th</sup> grades surpassed the end of year goals on the Math Inventory.</p> <p>As indicated on the CCSD Math Touchstones, first through fifth grade students have a strength in geometry.</p> <p>As indicated on GKIDS, Kindergarten students have a strength in counting objects with one-to-one correspondence.</p> | <p>Students in grades 1, 2 and 3 did not meet the goal of increasing student performance by 10% or higher proficient or higher on the MI.</p> <p>As indicated on the CCSD Math Touchstones, first grade students struggled to use addition and subtraction within 20 in word problems (OA1 and OA6).</p> <p>As indicated on the CCSD Math Touchstones, second grade students struggled with mentally adding or subtracting 10 or 100 to a given number between 100 and 900 (NBT8). In addition students struggled to add up to four 2-digit numbers (NBT6).</p> <p>As indicated on the CCSD Math Touchstones, third grade students struggled to apply properties of operations as strategies to multiply and divide. In</p> | <p>Math Inventory Beginning of the Year Report</p> <p>Math Inventory End of Year Report</p> <p>Teacher Data Spreadsheets</p> <p>CCSD Math Touchstones</p> |





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|                       |   |   |  |
|-----------------------|---|---|--|
|                       |   | <p>addition, students struggled to solve two-step word problems using the four operations (OA8).</p> <p>As indicated on the CCSD Math Touchstones, fourth grade students struggled to find areas of rectilinear figures (MD8). In addition, fourth grade students struggled to use the four operations to solve word problems (MD2).</p> <p>As indicated on the CCSD Math Touchstones, fifth grade students struggle with making a line plot to display a data set of measurements (MD2). In addition, fifth grade students struggle to solve word problems involving fractions (NF2).</p> <p>As indicated on GKIDS, Kindergarten students struggle with addition and subtraction within ten.</p> |  |
| <p>Science</p>        | <p>Teachers utilize the Cobb County Science Adoption Materials: Grades K,1, 2 - HMH Science Dimensions Grades 3, 4, 5- HMH Georgia Science</p> <p>Teachers use the CTLS platform for resources.</p> | <p>Over 88% of our 5<sup>th</sup> grade students scored Level 1 or Level 2 on the 2019 Science Milestones Assessment.</p>   | <p>2020 Milestones Summative Report suspended due to Covid-19</p>  |
| <p>Social Studies</p> | <p>Teachers use Social Studies Weekly to support grade level standards.</p> <p>Teachers use the CTLS platform for resources.</p>  |   | <p>2020 Milestones Summative Report suspended due to Covid-19.</p> |



**Cobb County Title I School Improvement Plan 2021-2022**

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|   |   |   |  |
| Other                                   |   |   |  |
| <b>Discipline / School Climate Data</b> | <p>Birney continued the implementation the committee created school-wide discipline plan (Birney Big 3) to support positive learning environments.</p> <p>Guidance Counselors provided morning meeting resources to support SEL competencies.</p> <p>Birney met the behavior goal (Goal 3) of reducing office referrals for G4 and H1 by 10%.</p> | <p>Morning Meetings are not implemented with fidelity.</p>  | <p>17</p> <p>Comprehensive Discipline Summary Reports</p> <p>Formative observation data of Morning Meetings as well as audit of lesson plans.</p>  |
| <b>Perception Data</b>                  | Spring School Improvement Parent Forum  |   | Feedback from the Spring School Improvement Parent Forum.  |
| <b>Process Data</b>                     | Early Literacy Framework  | <p>Inconsistent implementation of the Balanced Math Instructional Model.</p> <p>Inconsistent implementation of the Next Steps Forward in Guided Reading lesson planning templates and assessment to support small group guided reading lessons.</p> | <p>Formative observation data</p> <p>Early Learning Framework CTLS Data</p> <p>Early Learning Framework CCC Data</p> <p>Formative Classroom Observations using Next Step Forward in Guided Reading rubrics</p> |





**Cobb County Title I School Improvement Plan 2021-2022**

**Prioritized Need #1**

Based on the end of the year Reading Inventory (RI) 62% of participating students in grades 2-5 scored basic or below basic. Kindergarten did not meet the goal of increasing student performance by 10% or higher on the Foundational Reading Assessment (FRA). Third grade fell short of the goal of increasing student performance by 10% or higher on the RI.

School-wide data sheets also indicated that at the end of Quarter 3, the following percentage of students are reading below grade-level:

- In Kindergarten 65% of students are reading below level C.
- In 1<sup>st</sup> Grade 74% of students are reading below level G.
- In 2<sup>nd</sup> Grade 50% of students are reading below level L.
- In 3<sup>rd</sup> Grade 56% of students are reading below level O.
- In 4<sup>th</sup> Grade 41% of students are reading below level P.
- In 5<sup>th</sup> Grade 67% of students are reading below level R.

|                      |  |
|----------------------|--|
| <b>Root Cause #1</b> | Teachers need continued professional learning and support for planning and implementing Next Step Forward in Guided Reading lesson plans for guided reading.   |
| <b>Root Cause #2</b> | Teachers need ongoing professional learning and support for implementing Next Step Forward in Guided Reading assessments and using data generated from those assessments to drive instruction and plan for differentiation (i.e. Assessment Summary Chart usage).  |
| <b>Root Cause #3</b> | Students need additional learning opportunities to address learning gaps in literacy due to COVID-19 school schedules.   |
| <b>Root Cause #4</b> |  |
| <b>Root Cause #5</b> |  |
| <b>GOAL</b>          | <p>Our goals are:</p> <ul style="list-style-type: none"> <li>• To increase the percentage of Kindergarten and First Grade students scoring 45 or higher on the Foundational Reading Assessment (FRA) by at least 10% at each grade level from August 2021 to May 2022.</li> <li>• To increase the percentage of 2<sup>nd</sup>-5<sup>th</sup> grade students scoring proficient or higher on the Reading Inventory (RI) by at least 10% at these grade levels from August 2021 to May 2022.</li> </ul> |



**Prioritized Need #2**

Based on the end of year Math Inventory (MI) 67% of students in grades K-5 are performing at basic or below basic performance levels.

|                      |  |
|----------------------|--|
| <b>Root Cause #1</b> | Teachers' depth of understanding the complete Georgia Standards of Excellence in mathematics.  |
| <b>Root Cause #2</b> | A lack of authentic learning experiences, performance tasks and word problems that align to the level of rigor in the math standards as well as the knowledge of how to effectively use the Concrete, Representational, and Abstract instructional strategies. |
| <b>Root Cause #3</b> | A lack of fact fluency assessments as appropriate by grade-level.  |
| <b>Root Cause #4</b> | Students need additional learning opportunities to address learning gaps in literacy due to COVID-19 school schedules.   |
| <b>Root Cause #5</b> |  |
| <b>GOAL</b>          | Our goal is for the percentage of Kindergarten – 5 <sup>th</sup> grade students performing at proficient or higher on the Math Inventory to increase by 10% at each grade level from August 2021 to May 2022.  |



**Prioritized Need #3**

20

**Root Cause #1**

**Root Cause #2**

**Root Cause #3**

**Root Cause #4**

**Root Cause #5**

**GOAL**