



Georgia Department of Education

School Improvement Plan 2021-2022 Comprehensive Needs Assessment



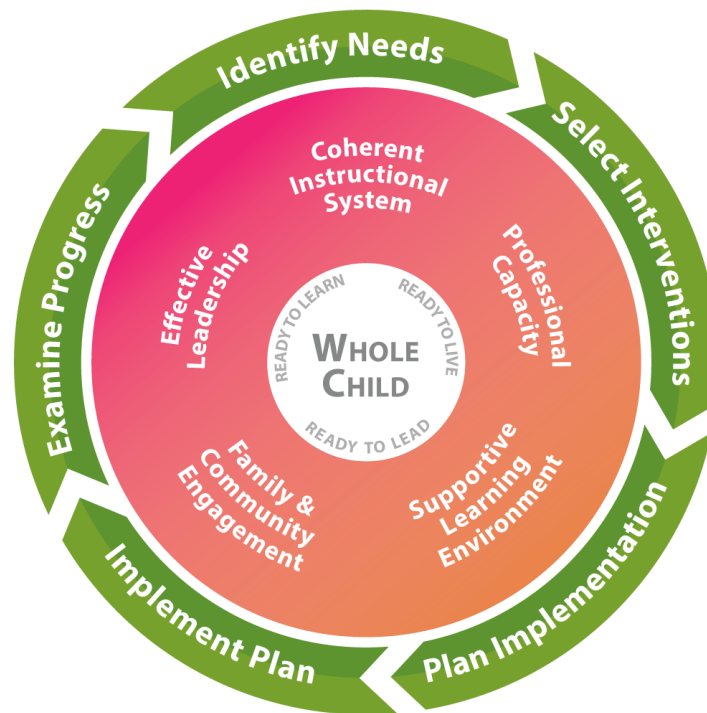
Norton Park Elementary

June 30, 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>	Norton Park Elementary
<i>Team Lead</i>	Michelle Curry
<i>Position</i>	Principal
<i>Email</i>	Michelle.Curry@cobbk12.org
<i>Phone</i>	678.842.5833
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	“Fund 400” - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

1. General Improvement Plan Information

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

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

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

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

An example of a SMART goal is:

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

2.1.1 Completing the Improvement Goals Tables

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

Coherent Instructional System

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

Effective Leadership

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

Professional Capacity

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

2. School Improvement Goals

Family and Community Engagement

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

Supportive Learning Environment

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



PLANNING and PREPARATION

Date(s) _____

1.1 IDENTIFICATION of STAKEHOLDERS

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

Position/Role	Name
Title I Supervisor	
Academic Coach (District)	
Academic Coach (Local School)	
Parent (Non CCSD Employee)	
Business Partner	
Counselor	
Parent Facilitator	
Health Care Providers	
Social Workers	
IHE Leaders	
Faith-based Community Leaders	
Technology Experts (TIS)	
Media Specialists/Librarians	
Police/Public or School Safety Officers	



Meeting Date(s): _____

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	Michelle Curry	
Assistant Principal	Tina Clark	
Assistant Principal	Ramonia Corhen	
Title I Supervisor	James Milliman	
Academic Coach (Local School)	Tania Watson, Niashsache Perry	
Parent (Non CCSD Employee)	Anna Radatz-Busbuso	
Business Partner	Carley Stephens-Gas South	
Counselor	Nakia Grimsley	
Parent Facilitator	Sianda Ruiz	
Social Workers	Lara Fain	
Technology Experts (TIS)	Starla Townsend	
Media Specialists/Librarians	Ellen Adams	
Grade Level Lead-Kindergarten	Jakki Goins	
Grade Level Lead-First	Krystin Beno	
Grade Level Lead – Second	Delores Agbaje	
Grade Level Lead – Third	Kathryn Wool	
Grade Level Lead – Fourth	Tanekia Love	
Grade Level Lead – Fifth	Caroline Lassiter	
ESOL Lead	Carrie Thomas	



IDENTIFICATION of STAKEHOLDERS

References: Schoolwide Checklist 3.b.

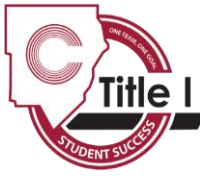
Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders **must** be engaged in the process to meet federal program requirements of participating federal programs. Documentation of stakeholder involvement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

4A: As the school year 2020-2021 progressed, we asked the staff to collectively disaggregate both qualitative and quantitative data to identify areas of weakness with reading and math. This information was used to identify the needs of the school and to develop some of the action steps in our plan. We also had our coaches and school leaders disaggregate both qualitative and quantitative data, and then followed up with discussions with our staff. Our parent facilitator attended meetings where raw data was discussed. Open floor dialogue on areas of improvement and possible solutions were addressed during these community meetings.

We continued to incorporate professional development opportunities (both required and optional support offered) for our teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, and parents for input, adjustment and refinement of the plan. This year we consistently consulted, met with and further planned with our district Math, and ELA coaches for collaboration and continued support.



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

Directions: Replace the items in purple that support your school's goals based on the supports provided by the FACE Set-Aside. Complete each section for each goal in your SIP.

- Goal 1: The percentage of students scoring proficient or advanced on Math Inventory will increase 15 percentage points from the August 2020 administration to the May 2021 administration.
1. Was the goal met? NO
 2. What data supports the outcome of the goal?
 - a. Math Inventory data
 3. What process/action step/Intervention contributed to the outcome of the goal? (What did your school offer families to support their students to do better in **math**?)
 - a. Provide math strategies for parents to work with their students (**Compact**)
 - b. Provide online resources and websites to practicing Math (**Compact**)
 - c. Provide materials to work at home (**Compact**)
 - d. Parent Facilitator and Parent Resource Room (**SIP** - School Improvement Plan)
 - e. Provided afterschool tutoring intervention support
 4. Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? Provide more professional development and incorporate a school wide curriculum. Increase vertical planning and collaboration across grade levels.
 - 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?
-



Cobb County Title I School Improvement Plan 2021-2022

- Goal 2: The percentage of students scoring proficient or advanced on Reading Inventory will increase 15 percentage points from the August 2020 administration to the May 2021 administration.
 1. Was the goal met? NO
 2. What data supports the outcome of the goal?
 - d. Reading Inventory data
 3. What process/action step/Intervention contributed to the outcome of the goal?
 - a. Provide reading materials on the students reading level. **(Compact)**
 - b. Provide reading strategies for parents to work with their students **(Compact)**
 - c. Provide online resources and websites to practicing reading **(Compact)**
 - d. Provide parents with sight words to works with the students **(Compact)**
 - e. Provide parent reading workshop to help their student with reading **(Compact)**
 - f. Parent Facilitator and Parent Resource Room **(SIP - School Improvement Plan)**
 - g. Provided afterschool tutoring intervention support
 4. Reflecting on outcomes:
 - e. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? Provide more professional development and incorporate the school wide curriculum. Increase vertical planning and collaboration across grade levels.
 - a. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
 - b. If the outcomes **exceeded** the goal, what are the next steps?
-



Cobb County Title I School Improvement Plan 2021-2022

Goal 3: The percentage of students scoring meets or exceeds, on Lucy Calkins Units of Study Benchmark assessments, will increase 15 percentage points from the pre to the post assessment during the 2020-2021 school year.

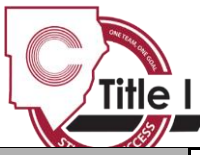
1. Was the goal met? No
 2. What data supports the outcome of the goal? There is no documented data to support the outcome other than classroom observations, informal assessments and teacher surveys.
 3. What process/action step/Intervention contributed to the outcome of the goal?
 - c. Provide writing materials on the students reading level. **(Compact)**
 - d. Provide writing strategies for parents to work with their students **(Compact)**
 - e. Parent Facilitator and Parent Resource Room **(SIP - School Improvement Plan)**
 - f. Provided afterschool tutoring intervention support
 - g. Provided professional development for writing monthly throughout the school year
 - h. Implemented writing observations and surveys for feedback
 4. Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? Implement consistent use of assessment tracking tool for pre and post writing scores. Continue ongoing professional development in writing for teachers.
 - b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
 - c. If the outcomes **exceeded** the goal, what are the next steps?
-



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

Comprehensive Needs Assessment Summary of Findings

Data Types	Identified Strengths	Identified Challenges (Highlight 2-3 as Priority)	Multiple Data Sources Used
Student Achievement Data			
ELA	<ul style="list-style-type: none"> All teachers have been trained to use the online assessment tool for Jan Richardson Next Steps in Guided Reading by the coaches. Students in grades K-2 have received consistent phonics instruction. The transfer of writing and reading is more evident. 	<ul style="list-style-type: none"> Guided reading implementation Writing workshop implementation Transition and implementation from phonics to grades 3-5 Use of common vocabulary	<ul style="list-style-type: none"> Lesson plans Virtual instructional walks Reading Inventory (RI) Writing common assessments Teacher surveys
Math	<ul style="list-style-type: none"> MI instruction is strong and consistent. The use of both virtual and physical manipulatives is consistent. 	<ul style="list-style-type: none"> Number sense Fact fluency Vocabulary	<ul style="list-style-type: none"> MI data Teacher feedback Virtual instructional walks
Science	Instruction is daily in isolation. STEM days and instruction has increased.	<ul style="list-style-type: none"> Collaboration of science lesson planning and common assessments. 	<ul style="list-style-type: none"> Virtual Instructional walks
Social Studies	Instruction is daily in isolation.	<ul style="list-style-type: none"> Scheduling time for more direct instruction 	Virtual Instructional walks
Other			
Discipline / School Climate Data	Use of PBIS eagle points	Tier 2 and 3 behavior intervention implementation	PBIS app system CICO data



	Consistency in using the check-in/check-out intervention		Eagle point distribution and usage data, PBIS parent survey
Perception Data	Climate surveys		
Process Data	CCC's		

Prioritized Need #1	
Significant number of students not performing at grade level proficiency in Math based on the MI.	
Root Cause #1	Teachers lack understanding of the Number Talks process and implementation for number sense development.
Root Cause #2	Inconsistent implementation of the guided math workshop model as well as using data to analyze and differentiate student needs.
Root Cause #3	Students lack understanding of grade level specific math vocabulary and math terms which limits their ability to correctly apply grade level math concepts.
Root Cause #4	Students lack basic fact fluency and recall of facts and teachers lack training in meaningful ways to build fluency.
Root Cause #5	
GOAL	The percentage of students scoring proficient or advanced on Math Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.



Prioritized Need #2	
Significant number of students not performing at grade level proficiency based on Reading Inventory and Lexile levels.	
Root Cause #1	Inconsistent implementation of the guided reading workshop model.
Root Cause #2	Inconsistent vocabulary-based and sight word instruction, which limits student growth towards reading proficiency across all grade levels.
Root Cause #3	Teachers are inconsistently utilizing data to analyze student needs and to drive instruction which limits student growth towards grade level proficiency.
Root Cause #4	Difficulty transitioning and implementing phonics in grades 3-5
Root Cause #5	
GOAL	The percentage of students scoring proficient or advanced on Reading Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.



Prioritized Need #3

Significant number of students not writing at grade level proficiency based on common writing assessments.

Root Cause #1	Inconsistent implementation of the Writer’s Workshop model.
Root Cause #2	Teachers are inconsistently analyzing and scoring writing to address student needs and drive instruction. This limits student growth towards grade level proficiency.
Root Cause #3	Teachers have inconsistent use of common language for writing instruction, impacting student understanding of writing.
Root Cause #4	Students lack and understanding of the writing process within Units of Study..
Root Cause #5	
GOAL	The percentage of students scoring meets or exceeds, on Lucy Calkins Units of Study Benchmark assessments, will increase 15 percentage points from the pre to the post assessment during the 2021-2022 school year.