



Georgia Department of Education

School Improvement Action Plan



School Year:	2024 - 2025
School Name:	Hendricks Elementary
Principal Name:	Michael Perkins
Date Submitted:	5/29/24
Revision Dates:	8/2/24

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Hendricks Elementary
<i>Team Lead</i>	Michael Perkins
<i>Position</i>	Principal
<i>Email</i>	Michael.Perkins@cobbk12.org
<i>Phone</i>	770-819-2387
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)

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)]

School Response: At Hendricks Elementary we believe in the shared governance process and soliciting the input of a wide variety of school stakeholders within our decision-making. While developing this plan we scheduled virtual and in-person meetings with our building teacher-leadership team (cross represented to include all teams and departments in our building), our PTSA group, and our local School Council group to be sure to inform and gather feedback related to our plan. We looked at student achievement data, school climate survey data, and discipline data to help determine needs and brainstorm intervention plans. Also, we consistently solicited support from leaders within other Title 1 schools and consultative support from personnel in our district's Title 1 department. For additional input, stakeholders were contacted via CTLS Parent and Parent Input meetings.

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 to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

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 the school. Multiple meetings should occur and a sign-in sheet must be maintained for each meeting.

Meeting Date(s):	10/10/23,11/14/23, 12/12/23, 1/9/24, 2/6/24, 3/12/24, 4/16/24,
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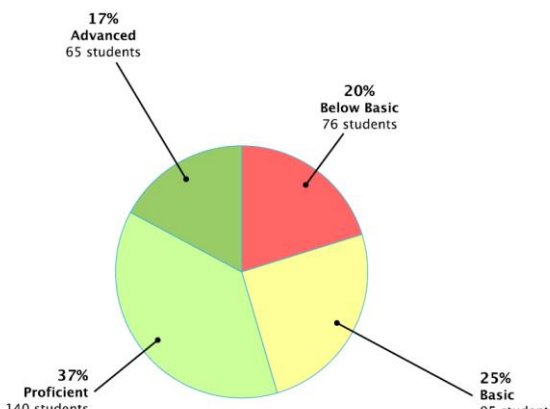
Position/Role	Printed Name	Signature
Principal	Michael Perkins	
Assistant Principal	Tangela Hendrix	
Academic Coach	Brandy Brown	
Teacher Grade K	Jonna McGaughy	
Teacher Grade 1	Breianna Fenner	
Teacher Grade 2	Shannon Williams	
Teacher Grade 3	Tanekia Love	
Teacher Grade 4	Erica Rabsatt	
Teacher Grade 5	Marsha Odom	
Teacher ESOL	April McKinney	
Teacher Specialist	Amanda Esposito	
Teacher Special Education	Katie Odom	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

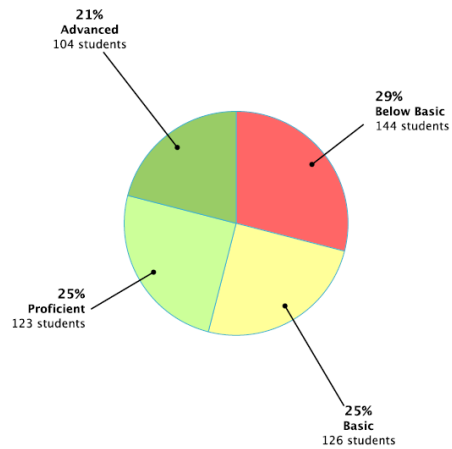
<p>Previous Year's Goal #1</p>	<p>The percentage of students in grades K-2 scoring proficient or above in writing as measured by common writing assessments and rubrics will increase by 20% from August 2023 (baseline data) to May 2024.</p> <p>The percentage of students in grades 3-5 scoring proficient or above on the Extended Writing Task of the Milestones EOG assessment will increase from 25% (57 out of 231 students) from the May 2023 administration to 50% to the May 2024 administration</p>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Write Score Data Kinder: 3 of the 74 students (4%) in Kinder were proficient or above. 1st Grade: 2 of the 79 students (2%) in 1st grade were proficient or above 2nd Grade: 1 of the 88 students (1%) in 2nd grade were proficient or above.</p> <p>EOG Extended Writing Task Data 3rd Grade: 26 of the 81 students (32%) were proficient or above.</p> <p>4th Grade: 22 of the 69 students (32%) were proficient or above</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Implementing a knowledge-based curriculum to increase student background knowledge and vocabulary so that our students are able to read and attack texts which they have not encountered before and write about them.</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<p>Previous Year's Goal #2</p>	<p>The percentage of students in grades K-5 performing at the proficient or advanced level in reading as measured by the Reading Inventory (RI) assessment will increase from 50% (185 out of 370 students) on the May 2023 administration to 75% on the May 2024 administration.</p>															
<p>Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>																
<p>What data supports the outcome of the goal?</p>	 <table border="1"> <caption>Student Performance Data</caption> <thead> <tr> <th>Performance Level</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>17%</td> <td>65</td> </tr> <tr> <td>Below Basic</td> <td>20%</td> <td>76</td> </tr> <tr> <td>Proficient</td> <td>37%</td> <td>140</td> </tr> <tr> <td>Basic</td> <td>25%</td> <td>95</td> </tr> </tbody> </table>	Performance Level	Percentage	Number of Students	Advanced	17%	65	Below Basic	20%	76	Proficient	37%	140	Basic	25%	95
Performance Level	Percentage	Number of Students														
Advanced	17%	65														
Below Basic	20%	76														
Proficient	37%	140														
Basic	25%	95														
<p align="center">Reflecting on Outcomes</p>																
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<ul style="list-style-type: none"> • Teachers meet with academic coach to analyze common assessment data as a growth measure and determine student needs. Common assessment data includes teacher created common assessments, iReady Reading data (purchasing for FY25), as well as Amira data. • Refine the rigor of CCC discussions to specify students that need additional support, standards/skills to address, and common strategies to measure growth 															

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	
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<p>Previous Year's Goal #3</p>	<p>The percentage of students in grades K-5 performing at the proficient or advanced level in mathematics as measured by the Math Inventory (MI) assessment will increase from 52% (243 out of 464 students) on the May 2023 administration to 77% on the May 2024 administration.</p>
<p>Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	

What data supports the outcome of the goal?



Reflecting on Outcomes

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

- Teachers meet with academic coaches to analyze common assessment data to determine student needs. Teachers meet with academic coaches to continue unpack standards and select rich tasks to be used with students.
- Teachers collaboratively share quarterly professional learning information to gain conceptual knowledge of the new math standards and to apply their understanding while instructing their students.

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?

Previous Year's Goal #4	
Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	
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 or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
ELA	Reading proficiency has increased in all grades based on RI, NSGRA, and EOG scores. 54% of students are proficient in Reading based on RI. GMAS Scores: 3 rd Grade: 58 out of 81 students (72%) are reading at grade level or above. 5 th Grade: 51 out of 69 students (74%) are at grade level or above	Writing continues to be a concern at all grade levels. While reading scores have improved, we recognize that the writing is a concern because reading is still a concern. GMAS Scores 3 rd Grade: 26 out of 81 students (32%) are proficient in writing 5 th Grade: 22 out of 69 students (32%) are proficient in writing.	RI, NSGRA, EOG scores, ELF.
Math	Math scores have increased from August to May based on MI and interim assessments.	Math has not increased as much as the reading. 46% of students are proficient in Math based on MI.	MI, Interim assessments
Science	Science scores have increased on Interim assessments from August to May.	There is not enough time in the schedule to teach Science daily. GMAS Scores: 5 th Grade: 21 out of 69 students (30%) are proficient	Interim assessments EOG scores
Social Studies	SS scores have increased on Interim assessments from August to May.	There is not enough time in the schedule to teach SS daily.	Interim Data
Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?	K-2 IMSE Orton Gillingham Training for structured literacy. Metro RESA Math Training	Although all K-2 teachers engaged in training, not all teachers implemented the learning in their classroom.	

Other			
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Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	The number of English Learners scoring proficient and advanced on the RI increased by 24% from August to May.	<p>The number of Special Education students scoring proficient and advanced on the RI increased by 3% from August to May.</p> <p>Overall, the data shows weaknesses and slow progress with out students who are special education, this carries over into interim assessments as well.</p>	RI, Interim assessments
Math	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Many English Learners and special education students are not achieving at the proficient or advanced levels, there is growth from one band measure to another.	There is a lack of instructional strategies for students to practice conceptual understanding and critical thinking skills. There is also a lack of grade level common assessments being used.	MI, Interim assessments
Science	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Social Studies	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Statement of Concern #1	Majority of students are not demonstrating grade level mastery of reading skills.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a lack of small group reading instruction that focuses on phonemic awareness, decoding, fluency, and comprehension based on student needs.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of use of data to collect information and monitor progress of student’s literacy skills to strategically place them into small groups.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of ample training and time to analyze student data.
Contributing Factors (Outside of control)	Student tardies and attendance, behavior, parent engagement.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	<p><i>By the end of SY 2024-25, the percentage of students in grades K-2 who are performing at the 50th percentile or above, will increase from 62% (156 out of 250 students) to 80% based on the Amira Universal Screener.</i></p> <p><i>By the end of SY 2024-25, the percentage of students in grades 3-5 who score proficient or advanced, will increase from 38% (88 out of 231 students) to 50% based on the ELA Georgia Milestones assessment.</i></p>

Statement of Concern #2	Over half of students are not proficient in math based on MI.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Instruction is focused procedural fluency.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of use of High Leverage Math Practices during instruction.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Limited understanding of how to teach conceptual understanding.
Contributing Factors (Outside of control)	Student tardies and attendance, behavior, and parent engagement
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	<p><i>By the end of SY 2024-25, the percentage of students in first grade and second grade, who are proficient or above on quantile scores will increase from 25% (60 out of 239 students) to 50% based on the quantile score from the Math Beacon assessment.</i></p> <p><i>By the end of SY 2024-25, the percentage of students in grades 3-5 who score proficient or advanced, will increase from 36% (84 out of 232 students) to 50% based on the Math Georgia Milestones assessment.</i></p>

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	<p><i>By the end of SY 2024-25, the percentage of students in grades K-2 who are performing at the 50th percentile or above, will increase from 62% (156 out of 250 students) to 80% based on the Amira Universal Screener.</i></p> <p><i>By the end of SY 2024-25, the percentage of students in grades 3-5 who score proficient or advanced, will increase from 41% (99 out of 241 students) to 50% based on the ELA Georgia Milestones assessment.</i></p>
Goal #2	<p><i>By the end of SY 2024-25, the percentage of students in first grade and second grade, who are proficient or above on quantile scores will increase from 25% (60 out of 239 students) to 50% based on the quantile score from the Math Beacon assessment.</i></p> <p><i>By the end of SY 2024-25, the percentage of students in grades 3-5 who score proficient or advanced, will increase from 36% (84 out of 232 students) to 50% based on the Math Georgia Milestones assessment.</i></p>

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The academic coach works with teachers to analyze data and implement lessons based on student needs. They model and co-teach lessons during reading and math workshops to ensure best practices are being used. They work in partnership with the parent facilitator to create parent workshops and take-home activities that can be used to enhance student learning. They collaborate with parent facilitator on family and community engagement lessons for staff. The academic coach is also utilized to provide professional learning based on school-wide needs throughout the year.
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The parent facilitator collaborates with the counselors and academic coaches to offer parent workshops and activities that can be used with students at home. They also collaborate with academic coaches on family and community engagement professional learning for staff.
Instructional Paraprofessional	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The instructional paraprofessional assist teachers by working with students on applying their knowledge when using technology. They also assist students with taking any computer-based assessments. They assist teachers in the classroom with lessons as well as helping with behavior management.

<p>GOAL #1</p> <p>By the end of SY 2024-25, the percentage of students in grades K-2 who are performing at the 50th percentile or above, will increase from 62% (156 out of 250 students) to 80% based on the Amira Universal Screener.</p> <p>By the end of SY 2024-25, the percentage of students in grades 3-5 who score proficient or advanced, will increase from 41% (99 out of 241 students) to 50% based on the ELA Georgia Milestones assessment.</p>						
Action Step(s) <small>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</small>	Resources	Funding Source(s) <small>SWP Checklist 5.e</small>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <small>SWP Checklist 3.a 34 CFR § 200.26</small>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <small>SWP Checklist 3.b 34 CFR § 200.26</small>	People Responsible
K-5 teachers will implement LETRS Tier 2 vocabulary strategies.	LETRS resources Academic Coach	Local School Title 1	9/1/2024	<p><u>Implementation Performance Target:</u> 100% of our teachers implement vocabulary strategies focused on Tier 2 words by December 1st. 2024.</p> <p><u>Implementation Plan:</u> <i>September 2024:</i> Professional Learning focused on the understanding the three-tier model for choosing vocabulary words. <i>October 2024:</i> Professional learning on LETRS Tier 2 vocabulary instructional routine. <i>November 2024:</i> Professional learning on LETRS effective vocabulary practice strategies.</p> <p><u>Artifacts:</u> Walkthrough Form LETRS explicit teaching of New Word routine</p>	<p><u>Evaluation Performance Target:</u> 75% of students in K-5 will demonstrate proficiency on vocabulary domain on iReady assessments.</p> <p><u>Evaluation Plan:</u> Beginning October 2024 teachers will administer iReady to all students.</p> <p><u>Evidence:</u> Summary of data from iReady and Walkthrough data</p>	Academic Coach Teachers Admin

Commented [DB1]: Consider adding another action step or two.

<p>Teachers will implement common writing prompt assessments quarterly.</p>	<p>Expeditionary Learning Resources</p>	<p>Title 1</p>	<p>10/1/24</p>	<p><u>Implementation Performance Target:</u> 100% of our teachers implement common writing prompts by October 1st.</p> <p><u>Implementation Plan:</u> <i>August- September 2024:</i> CCC teams will generate grade level writing prompts using content specific content.</p> <p>Use common rubrics to assess writing.</p> <p><u>Artifacts:</u> Teacher-created writing prompts Common rubrics Student work samples</p>	<p><u>Evaluation Performance Target:</u> 75% of students will be proficient, scoring 3 out of 4 on idea, coherence, and organization using common rubrics.</p> <p><u>Evaluation Plan:</u> At the end of every quarter teachers will score common writing prompts.</p> <p><u>Evidence:</u> Summary of proficiency data from writing prompts.</p>	<p>Academic Coach Teachers</p>
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<p>GOAL #2</p>	<p>By the end of SY 2024-25, the percentage of students in first grade and second grade, who are proficient or above on quantile scores will increase from 25% (60 out of 239 students) to 50% based on the quantile score from the Math Beacon assessment.</p> <p>By the end of SY 2024-25, the percentage of students in grades 3-5 who score proficient or advanced, will increase from 36% (84 out of 232 students) to 50% based on the Math Georgia Milestones assessment.</p>					
<p>Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p>Resources</p>	<p>Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p>Start Date</p>	<p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p>People Responsible</p>
<p>K-5 teachers will utilize the components of the 5 practices to plan and implement mathematics instruction as indicated by monthly walkthroughs.</p>	<p>5 Practices</p> <p>State Learning Plans</p> <p>District Course Work</p> <p>District Title 1 Math Coaches</p>	<p>Title 1</p>		<p>Implementation Performance Target: 100% of teachers will utilize the 5 practices by December 2024.</p> <p>Implementation Plan: <i>September:</i> Teachers will focus on Setting goals: writing clear targets for lessons Selecting tasks aligned to the learning target: Identifying resources within District Coursework and GA learning plans Anticipating student responses: Identifying different ways students may approach mathematical problems</p> <p><i>October - November:</i> Teachers will focus on Monitoring student thinking: asking questions to assess student thinking to uncover what students understand. Select and Sequence student work: Identify different solutions strategies to make connections for students. <i>December:</i> Lesson studies on the 5 components.</p> <p>Artifacts:</p>	<p>Evaluation Performance Target: 75% of students will demonstrate 75% proficiency math common assessments or performance tasks.</p> <p>Evaluation plan: By October 2024 teachers will administer common assessments or performance tasks.</p> <p>Evidence: Summary of walkthrough and common assessments/ performance tasks data.</p>	<p>Academic Coach Teachers Admin</p>

Commented [DB2]: Consider adding another action step or two.

Commented [DB3]: What skills will be targeted?

				Walkthrough form Math lesson plans with 5 components		
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Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Implemented small group meetings with students to discuss positive learning behaviors. Implemented check- in, check-out program for students to support positive behavior throughout the day. Students check in at the beginning of the day and receive a pep talk and check out at the end of the day to share behavior demonstrated.	Counselors Homeroom Teacher Mentor Teacher	Local School
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Backpack Blessings program was implemented to assist families with providing families with food and snacks to help feed students over the weekend.	Counselors Austell Presbyterian Church	Local School Partners in Ed.
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide Imagine Learning licenses for the most challenged EL student to increase language acquisition.	ESOL Department	Title III
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required Annual Title I Meeting – Deadline September 29, 2024 Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>			<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2024 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required Spring Input Meeting and Survey (primary method) – Deadline April 29, 2025 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/22/24 PL#2 12/8/24 PL#3 2/16/25 PL#4 4/29/25</p>	Staff will participate in APTT meetings 4 times a year, dates TBA.		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
<p>5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. <u>Briefly describe the transition activities here:</u></p>	April 2024		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u> Parent compacts, parent letters, CTLS parent messages, flyers</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Teachers will host Husky P.A.C.K. meetings (APTT) four times during the 2024-2025 school. Parents receive student data and are taught strategies to assist their students with meeting goals they have helped set.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Folders with student data At home activities Light snacks	Title 1	September 2024 October 2024 January 2025 April 2025	Sign in sheet Parent survey APTT data and attendance sheet Parent goal sheets	Parent Facilitator Academic Coach
The school will host a Special Services Night for any student who receives services from EIP, RTI, SPED, ESOL, Target, counselors, social worker, or the school psychologist. Parents will receive information to better understand each service and resources and that can be used at home.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Parent pamphlets and flyers At home activities Light snacks	Title 1 Local School Funds	September 2024	Sign in sheet Parent survey	SSA Parent Facilitator
The parent facilitator and the counselors will host Purposeful Parenting Workshops 3 times a year where they address student wellness, student assessments, and using technology at home.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	CTLS Parent Resources Parent Flyers	Title 1	October 2024 January 2025 April 2025	Sign in sheet Parent Survey	Parent Facilitator Counselors

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child's education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of "shalls" and "mays")

School Improvement Plan Required Questions

Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*

2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings.** *Schoolwide Checklist 5(b)*

3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*

4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages.** *SWP Checklist 5(d)*

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE: : *Hendricks Elementary School will use funds from the state and local level, in combination with community support in several ways throughout the school year to benefit our stakeholders. Title II funds will be used to support professional learning needs among our staff. Title III funds will be used to continue to support language proficiency among select students. Extended Day funds will allow for us to conduct tutoring support for struggling students in order to try and bring them to grade level mastery in ELA and Math to meet state standards. Our Positive Behavioral Intervention and Support (P.B.I.S.) initiative will be used to promote desired behaviors, school-wide safety and security, and social and emotional stability among our students. Hendricks will host a Special Student Services night, as well as Husky P. A. C. K. meetings to engage parents, share student data, and provide academic support strategies for use at home. These programs will work together to meet the needs of our students, staff, and families identified in the CNA. A team of staff including the principal, academic coach, 6 K-2 teachers, 1 3rd -5th grade teacher, a special education, and ESOL teacher have engaged and will continue in LETRS professional development provided for Title 1*

schools, that will focus on how students learn how to read and the way the brain processes information. This training will focus on teaching our staff the fundamental skills needed to master literacy instruction. Our school also participates in the Early Literacy Framework which focuses on explicit phonics instruction intended to create fluent readers by the end of 3rd grade. We will be providing iReady reading intervention instruction for our K-5 students who have been identified as having a significant reading deficiency. In addition, our school will continue to implement the strategies from Math Fluency Framework lessons in grades K-5 that is designed to increase math fact fluency in as well as math problem solving skills.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**
SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

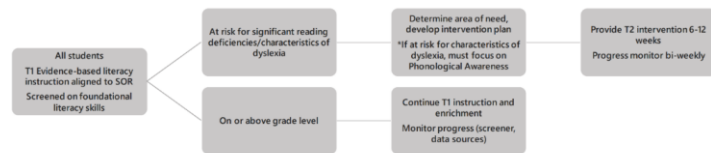
7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE: *The School Improvement Plan remains in effect for the duration of the school’s participation under Sec. 114(b) (1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The results from district and school-wide assessments will be analyzed on a quarterly basis by administrators and academic coaches. This data will be triangulated with state assessment data and will be used to determine the effectiveness of the programs and what actionable strategies need to be implemented for increased academic achievement.*

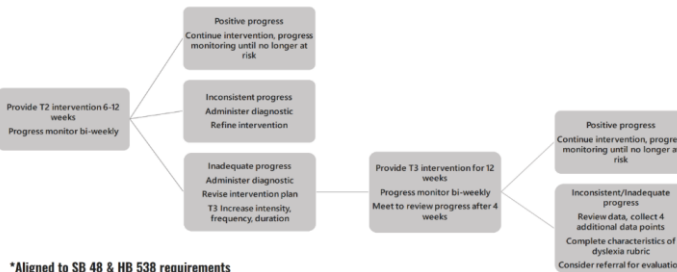
8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE: *Cobb County Flowchart based on SB 48 and HB 538. Hendricks new flowchart is being modified.*

Early Literacy Decision Tree* Tier 1 and Tier 2



Early Literacy Decision Tree* Tier 2 and Tier 3



*Aligned to SB 48 & HB 538 requirements

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE: *The schoolwide plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. School administration and academic coaches will meet quarterly to analyze school wide data. They will meet with the Title 1 Supervisor 3 times a year to monitor school wide data and adjust the plan based on the data.*

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)























10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). SWP Checklist 2.c(iii)

SCHOOL RESPONSE: *Hendricks Elementary PBIS team, counselors, and administrators have developed a PBIS plan and designed a matrix shown below to specifically address student expectations for behavior in common areas and in the classroom. These behaviors and expectations are also supported by the district PBIS team. Lesson plans and videos are also developed specifically for Hendricks and are taught to all students with their homeroom teacher. These lessons and videos include all the four areas of the Husky Way (being safe, cooperative, responsible, and taking ownership). PBIS rewards (i.e., popcorn/ice cream parties, gift bags, etc.) are given from the PBIS App reward system as well Husky Way tickets on a regular basis to encourage positive behavior from students.*

Husky Way 	Cafeteria 	Hallway 	Restroom 	Playground 	Classroom 
Safe	Stay in seat 	Walk to your location 	Use the restroom for its intended purpose 	Use equipment as intended 	
Cooperative	Talk to your "Soft Sweet Six" 	Walk in a single file line 	Keep hands, feet, and eyes to yourself 	Play by the rules 	
Responsible	Keep your hands and food to yourself 	Be silent 	Be silent Return to class promptly 	Line up quickly and quietly 	
Take Ownership	Clean up your area 	Go directly to your location 	Wash your hands with soap and water 	Be kind 	

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. SWP Checklist 2.c(iv)

SCHOOL RESPONSE: ***Cobb Collaborative Communities-** Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:*

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc.)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math, and physical education)

At Hendricks Elementary we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.

15. ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE: ~A Kindergarten Orientation meeting will be held for parents to be able to learn about kindergarten readiness and expectations. Parents and students will have an opportunity meet the kindergarten teachers and ask any questions.

~Our rising 6th grade students and parents participate in middle school parent night and a day tour of our feeder schools, Garrett, and Cooper Middle School. Opportunities are provided for parents and students to pose transition questions and receive answers to make them feel more comfortable about transitioning to middle school

16. ONLY HIGH SCHOOL RESPONSE REQUIRED Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE:

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*