

School Improvement Plan

Title I, Part A



School Year:	2026 - 2027
School Name:	Hendricks Elementary
Principal Name:	Tangela Hendrix
Date Submitted:	04/22/2026,
Revision Date(s):	05/21/2026,05/26/2026

District Name	Cobb County School District
School Name	Hendricks Elementary School
Team Lead	Tangela Hendrix
Position	Principal
Email	Tangela.Hendrix@cobbk12.org
Phone	770-819-2387
Federal Funding Options to Be Employed in This Plan (SWP Schools. 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: The school sought advice from members of the Building Leadership Team. It consists of teachers, staff, and instructional support. The team analyzed data for students in kindergarten through fifth grade for the following assessments: Amira, BEACON, Milestones (Math) and I-Ready. The team split into subgroups to identify root causes, domains (strengths and weakness), and develop and implementation plan for ELA and Math. The parent facilitator shared the compliance documents, and the team provided support with dates and ideas for parent opportunities. Sections of the plan were shared at the Principal's Advisory Meeting May 12, 2026. The principal advisory committee consist of parents and community partners.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are individuals with valuable experiences and perspectives who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements for participating in federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

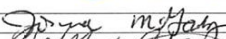
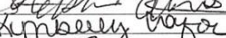
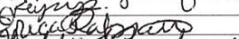
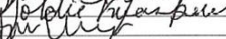
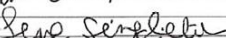
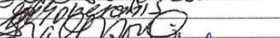
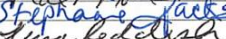
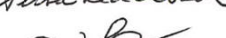
Positions and Roles to consider when developing the SIP Committee.

Required Stakeholders	Suggested Stakeholders
Administrative Team	Parent Facilitators
Content or Grade Level Teachers	Media Specialists
Local School Academic Coaches	Public Safety Officers
District Academic Coaches	Business Partners
Parent (a Non-CCSD Employee)	Social Workers
Student (Required for High Schools)	Community Leaders
Structured Literacy Coach (For CSI/ TSI Schools)	School Technology Specialists
MRESA School Improvement Specialist (For Federally Identified Schools)	Community Health Care Providers
	Universities or Institutes of Higher Education

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement plan (SIP) team consists of individuals 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 Dates:	04/22/2026	05/21/2026	05/26/2026
----------------	------------	------------	------------

Position/Role	Printed Name	Signature
Principal	Tangela Hendrix	
Assistant Principal	Dr. Maxine Miller	
Academic Coach	NA	
Teacher Grade K	Dr. Jonna McGaughey	
Teacher Grade 1	Stephaine Atchley	
Teacher Grade 2	Kimberly Crawford	
Teacher Grade 3	Keyri Trejo-Rivera	
Teacher Grade 4	Erica Rabsatt	
Teacher Grade 5	Goldie Nwankwoh	
Teacher ESOL	April McKinney	
Teacher Specialist	Cynthia Coker	
Teacher Special Education	Dr. Jene Singleton	
Paraprofessional	Esther Soberanis	
EIP	Shanele Moultrie	
Parent Facilitator	Stephaine Jackson	

Gifted

Teresa Reddish



TUTY

Jalynda Brumgore



Counselor

Aylsha Scott



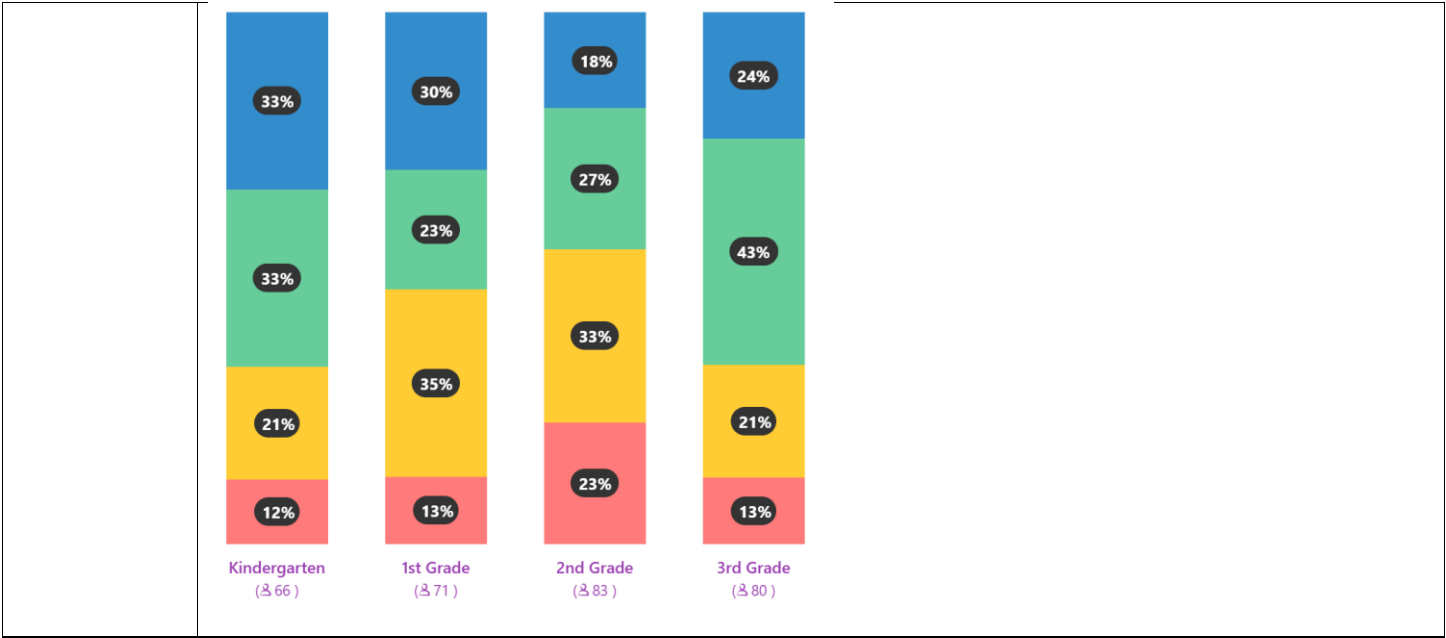
STEPHA

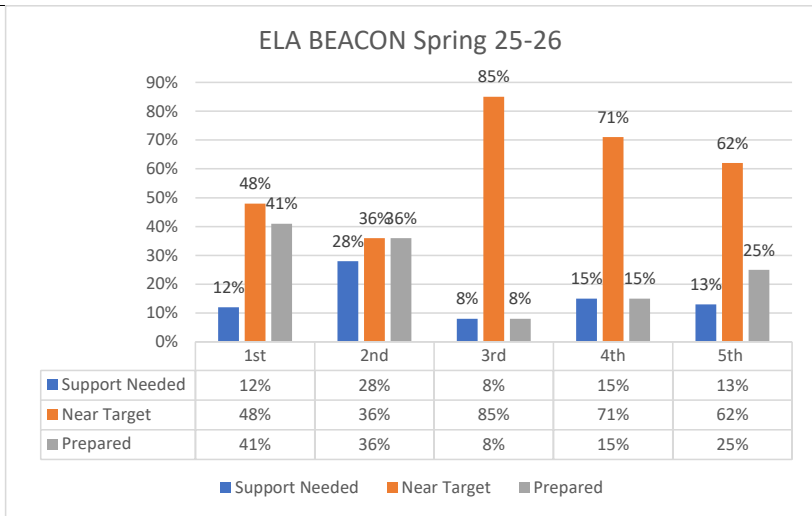
Comprehensive Needs Assessment Evaluation of Goal(s)

(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 School Improvement Plan (SIP).

Previous Year's Goal #1	<i>By the end of SY 2025-26, the percentage of students in kindergarten who are performing at the 50th percentile will increase from 50% (30 out of 60 students) to 60% based on the Amira Universal Screener: (44/66) students scored at or above the 50th percentile) 66%-Met</i> <i>By the end of SY 2025-2026, the percentage of students in grades 1-2 who are performing at near target and prepared in reading on the BEACON will increase from 50% (70/141) to 55% (77/141). Currently 80.5%- Met</i> <i>Based on the ELA Georgia Milestones assessment, by the end of SY 2025-26, the percentage of students in grades 3-5 who score proficient or advanced will increase from 35 % (94/269 out of students) to 40 %(103/258). Unknown</i>
Was the goal met? ☐ YES ☐ NO ☒ Partially	
What data supports the outcome of the goal?	





Beacon Data -Near Target and Prepared

	Fall	Winter	Spring
First	44%	82%	89%
Second	32%	56%	72%
Totals	38%	69%	80.2%

Reflecting on Outcomes

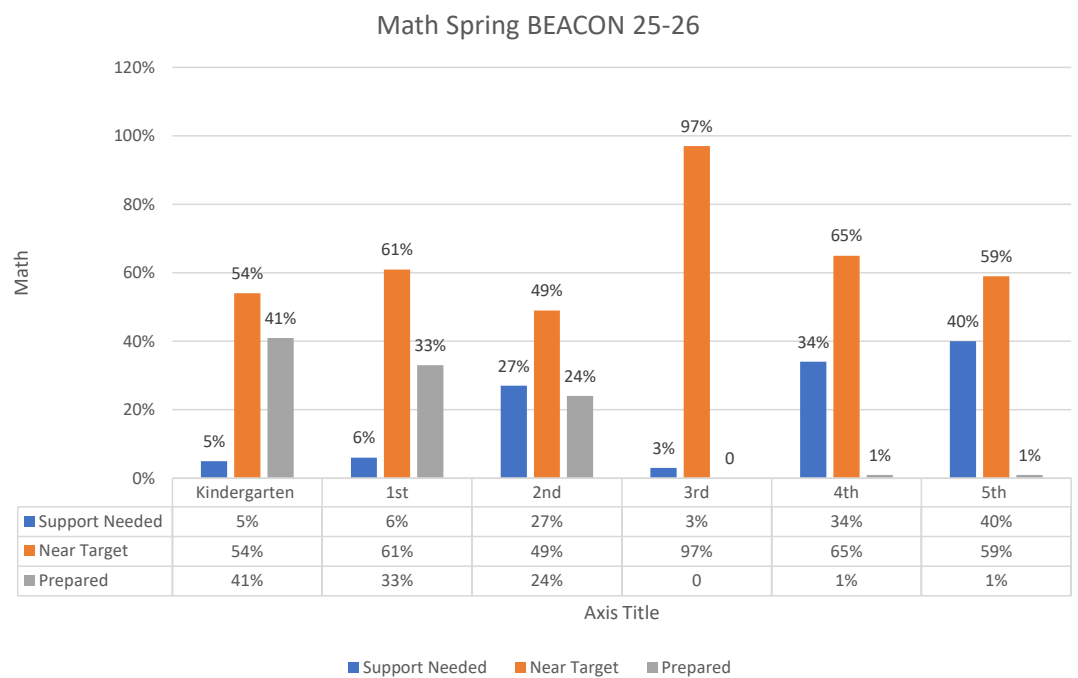
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

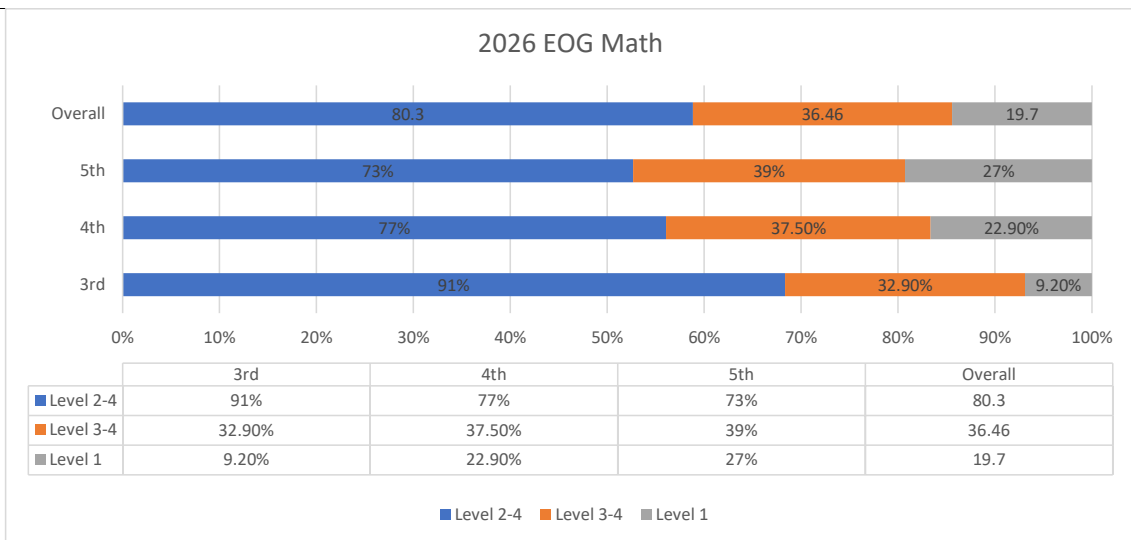
Next year teachers will implement new standards and new instructional resources (Wonders). This tool will provide scaffolded support for students scoring below the 50th percentile. Additionally, teams will develop common formative assessments to identify areas of concern after instruction. This will allow teachers to reteach and support students in areas of deficit.
The actionable steps that will be implemented will be explicit instruction in small group to address areas of concern: constructing text, vocabulary, grammar, and listening.

If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	The actionable steps that will be implemented that contributed to the success included explicit instruction in domains of vocabulary, interpreting text, and constructing text. Also, we utilized i-Ready as a school-wide intervention to address students' instructional needs. Teachers provided explicit instruction in small groups. We also hired tutors at every level to support students below, on and above grade level.
---	--

Previous Year's Goal #2	By the end of SY 2025-26, the percentage of students in Kindergarten, who are near target and prepared based on scale scores will increase from 50% (31 out of 61 students) to 55% based on the scale scores from the Math Beacon Assessment. Met 95% Near Target and Prepared By the end of SY 2025-26, the percentage of students in first grade and second grade, who are near target and prepared based on scale scores will increase from 84% (133 out of 158 students) to 86% based on the scale scores from the Math Beacon Assessment. Did not meet 83.5% By the end of SY 2025-26, the percentage of students in grades 3-5 who score proficient or distinguished, will increase from 36% (97 out of 268 students) to 39% on the Math Georgia Milestones assessment. Did not meet 37%
Was the goal met? ☐ YES ☐ NO ☒ Partially	

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?

Actionable strategies include intentional instruction to move prepared students. Instruction must include extension strategies to move level 2s to level 3 and level 3 students to level 4 on the EOG. On the BEACON we see a large percentage of students in first and second grade scoring prepared but the percentages dwindle in third, fourth, and fifth grade. We will provide PL to teachers to support proficient and distinguished students with a focus on how are we respond when students do learn it. We will also equip our tutors to provide the same support during small group instruction.

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the

- Consistent during the day tutoring with a focus on remediation and extension
- Continued use of i-Ready as an intervention across grade levels

success of the goal?	
----------------------	--

Previous Year's Goal #3	
Was the goal met? ☐ YES ☐ NO ☐ Partially	
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?	
---	--

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

ELA DATA			
ELA Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
3 rd Grade	41%	30%	
4 th Grade	37.4%	32%	
5 th Grade	48.6%	40%	

Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1 st Grade	12	33	55	26	32	42	17	49	33	13	42	45	23	41	36
2 nd Grade	25	35	40	33	29	39	24	52	24	24	36	40	33	41	26

Beacon ELA Data – Spring Administration	Interpreting Texts												Constructing Texts								
	Texts: Context; Structure & Style			Texts: Techniques			Language: Vocabulary			Listening			Texts: Context; Structure & Style; Techniques			Texts: Research & Analysis			Language: Grammar Conventions		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 rd Grade	17	68	15	9	72	19	9	72	19	24	62	14	14	73	13	6	83	10	15	68	17
4 th Grade	19	59	22	15	65	21	17	67	17	34	50	16	18	63	20	18	66	17	29	61	9
5 th Grade	12	47	41	16	56	27	12	55	33	26	44	31	19	49	32	19	53	32	20	53	27

Source	Strengths	Weaknesses
FY26 ELA Milestones (Grade Levels & Student Groups)	For Grade Levels, ELs and SWD Data not available Grade Levels (all students): EL: SWD:	For Grade Levels, ELs and SWD Grade Levels (all students): EL: SWD:
Beacon Assessment – ELA (Grade Levels & Student groups)	Grade Levels (all students): • First grade-High percentage of students scoring prepared in the areas of Foundations (55%), Language (42%), and Interpreting text (45%) • Second grade-High percentage of students scoring prepared in the areas of foundations (40%), language (39%), and interpreting text (40%). • Third grade -Highest percentage of prepared in Vocabulary (19%) • Fourth grade-Highest percentage of prepared Text Context, Structure & Style (22%)	Grade Levels (all students): • First grade: Concerns in Language (26%) and Constructing Texts (23%). • Second grade: High percentages of students in Support Needed across all domains, especially Language (33%), Constructing Texts (33%), Foundations (25%), Interpreting Texts (24%). • Third, fourth and fifth grades have relatively high percentage of students scoring support needed in interpreting text (listening) and constructing text (grammar conventions) • Third grade-Listening (24%), Fourth Grade (34%), Fifth Grade (26%) • Third grade- Grammar conventions (15%), Fourth Grade (29%) Fifth Grade (20%)

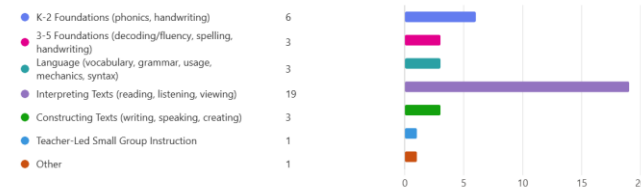
	• Fifth grade demonstrates the strongest overall performance, particularly in: Texts: Context, Structure & Style; Techniques (41% Prepared) Constructing Texts: Research & Analysis (32% Prepared) Listening (31% Prepared) EL: Overall, EL’s in grades 1–2 show strong academic growth in ELA from fall to spring, with a significant shift of students moving out of support needed and into near target and prepared categories. Grade 1 demonstrates especially strong movement into the prepared category, while grade 2 shows substantial progress but still has a higher proportion of students remaining in support needed compared to grade 1. Across both grades, the data reflects a positive trajectory in foundational reading and comprehension skills, while writing remains the most persistent area of need. ELA Growth (Grade 1–2) <table><tr><th>Performance Level</th><th>Fall 2025</th><th>Spring 2026</th><th>Change</th></tr><tr><td>Support Needed</td><td>66.5%</td><td>7.5%</td><td>↓ 59.0%</td></tr></table>	Performance Level	Fall 2025	Spring 2026	Change	Support Needed	66.5%	7.5%	↓ 59.0%	• suggesting students need additional support with teaching active listening, think-pair-share, summarization, reflection-discussion and retelling. For grammar support a focus on use of high-quality texts to identify grammar conventions in context. • Highlight examples of punctuation, sentence variety, and capitalization. • Discuss why the author used specific conventions. EL: 1-2 grades Across both grades, the data reflects a positive trajectory in foundational reading and comprehension skills, while writing remains the most persistent area of need 3-5 grades- Across all upper grades, instructional priorities should focus on strengthening academic writing, grammar application, evidence-based responses, and higher-order analytical thinking to help students bridge the gap between comprehension and written expression. SWD:
Performance Level	Fall 2025	Spring 2026	Change							
Support Needed	66.5%	7.5%	↓ 59.0%							

	Near Target	33.5%	49%	↑ 15.5%
	Prepared	0%	43.5%	↑ 43.5%
3-5 (EL students):				
In grades 3–5, EL’s ELA data reflects continued progress in literacy development, particularly in comprehension-based skills. Fourth grade showed the strongest measurable growth, while third grade maintained stable performance and fifth grade demonstrated gradual improvement despite significant language acquisition challenges. Across all upper grades, instructional priorities should focus on strengthening academic writing, grammar application, evidence-based responses, and higher-order analytical thinking to help students bridge the gap between comprehension and written expression.				
ELA Growth (Grade 3-5)				
	Performance Level	Fall 2025	Spring 2026	Change
	Support Needed	50%	40%	↓ 10%
	Near Target	50%	60%	↑ 10%
	Prepared	0%	0%	No change
SWD:				

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: • All grade levels have not maximized the intervention block • Further developing the ability to unpack and apply state standards to lesson planning and instruction • Limited professional development in unpacking standards • Limited understanding of the new listening standards • Lack of intentional instruction grammar conventions.	
ACCESS Scores (Grade Level Reading & Writing)	Grade Levels (all students): EL: 2025 Reading 3.35/6 2026 Reading 3.8/6 2025 Listening 4.91/6 2026 Listening 4.38/6 SWD: Grade Levels (all students): SWD: SWD:	Grade Levels (all students): EL: 2025 Writing 2.94/6 2026 Writing 3.17/6 2025 Speaking 3.31/6 2026 Speaking 3.01/6 SWD: SWD:
Root Cause Explanation:		

Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	• Students received targeted support in reading this year but may have had fewer opportunities for structured academic conversations and listening comprehension practice. Listening requires understanding complex, academic language and as expectations increase scores can decrease. • Students may have had limited peer discussion time and less time engaging in collaborative tasks that include extended and precise responses that are important for EL's who need intentional oral language practice. • Limited opportunities for students to participate in shared and interactive writing which allows students and teachers to compose together and provide models that include -word choice, sentence structure, and conventions.	
ELA Common Assessments (Grade Level Reading & Writing)	Grade Levels (all students): Common assessments were administered across grade levels. Grade level team developed and implemented assessment plans. Teachers utilized unit and CFA to measure students understanding of standards. Teachers utilized Wonders PMI and PMAs. EL: SWD:	Grade Levels (all students): All grade levels did not use the same assessment tool in Wonders. It was difficult to track grade level and student progress due to the limited access to common assessment results. EL: SWD:

Check the system that contributes to the root cause:	Root Cause Explanation:															
☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment	- Lack of consistency related to implementation of common assessment expectations (ie. Third grade used PMI and first grade utilized weekly assessments from UFI and Wonders). - Not a consistent method of tracking common assessment progress such as a spreadsheet. Results were collected and stored by class.															
School Instructional Walks 1. Grade level <table><tr><td>1</td><td>0</td></tr><tr><td>2</td><td>8</td></tr><tr><td>3</td><td>9</td></tr><tr><td>4</td><td>12</td></tr><tr><td>5</td><td>4</td></tr><tr><td>6</td><td>3</td></tr><tr><td>Other</td><td>0</td></tr></table> - What instructional practices / processes are consistently observed during ELA walks? - What instructional practices / processes are consistently missing or ineffective during ELA walks?	1	0	2	8	3	9	4	12	5	4	6	3	Other	0	The data show a clear emphasis on observing Interpreting Texts, which represents over half of all literacy block observations Other literacy components—particularly writing, language instruction, and teacher-led small groups—are significantly less represented, suggesting opportunities to broaden observation coverage for a more	
1	0															
2	8															
3	9															
4	12															
5	4															
6	3															
Other	0															

	comprehensive view of K–5 literacy instruction																	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: • Lack of active student engagement has more emphasis on compliance. • Some small group lessons are focused on whole class instruction not on students’ needs and instructional levels • Writing, speaking, vocabulary, and grammar instruction were observed less frequently than reading-focused activities. The data show a clear emphasis on observing Interpreting Texts, which represents over half of all literacy block observations. Other literacy components—particularly writing, language instruction, and teacher-led small groups—are significantly less represented, suggesting opportunities to broaden observation coverage for a more comprehensive view of K–5 literacy instruction. 4. Which component of the K-5 uninterrupted literacy block are you observing? More details  <table><tr><th>Component</th><th>Count</th></tr><tr><td>K-2 Foundations (phonics, handwriting)</td><td>6</td></tr><tr><td>3-5 Foundations (decoding/fluency, spelling, handwriting)</td><td>3</td></tr><tr><td>Language (vocabulary, grammar, usage, mechanics, syntax)</td><td>3</td></tr><tr><td>Interpreting Texts (reading, listening, viewing)</td><td>19</td></tr><tr><td>Constructing Texts (writing, speaking, creating)</td><td>3</td></tr><tr><td>Teacher-Led Small Group Instruction</td><td>1</td></tr><tr><td>Other</td><td>1</td></tr></table>		Component	Count	K-2 Foundations (phonics, handwriting)	6	3-5 Foundations (decoding/fluency, spelling, handwriting)	3	Language (vocabulary, grammar, usage, mechanics, syntax)	3	Interpreting Texts (reading, listening, viewing)	19	Constructing Texts (writing, speaking, creating)	3	Teacher-Led Small Group Instruction	1	Other	1
	Component	Count																
K-2 Foundations (phonics, handwriting)	6																	
3-5 Foundations (decoding/fluency, spelling, handwriting)	3																	
Language (vocabulary, grammar, usage, mechanics, syntax)	3																	
Interpreting Texts (reading, listening, viewing)	19																	
Constructing Texts (writing, speaking, creating)	3																	
Teacher-Led Small Group Instruction	1																	
Other	1																	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____																		
	Root Cause Explanation:																	

Check the system that contributes to the root cause:

- ☐ Coherent Instruction
- ☐ Professional Capacity
- ☐ Effective Leadership
- ☐ Supportive Learning Environment

ELA - IMPROVEMENT PLAN			
GOAL #1: ELA		By the end of SY 2026-27, the percentage of students in kindergarten who are performing at the 50th percentile will increase from 66% (40 out of 60 students) to 68% (41 of 60) based on the Amira Universal Screener By the end of SY 2026-2027, the percentage of students in grades 1-2 who are performing at near target and prepared in reading on the BEACON will increase from 80.5% (101 of 127 students) to 82% (104 of 127 students). Based on the ELA Georgia Milestones assessment, by the end of SY 2026-27, the percentage of students in grades 3-5 who score proficient or advanced will increase from 35 % (88 of 253 students) to 37% (93 of 253 students).	
Root Cause(s) to be Addressed:		- Limited instructional time spent on comprehension of informational text in kindergarten. - Inconsistent implementation of the uninterrupted literacy block has reduced opportunities to provide targeted instruction in informational text and the application of writing conventions during small-group learning. - Listening skills have not been taught explicitly or systematically. - Limited opportunities for students to engage in active listening tasks. - Insufficient modeling of listening comprehension strategies such as summarizing, questioning, and making inferences. - Grammar conventions have not been taught explicitly and consistently across instructional settings, limiting students' ability to apply skills independently in writing. - Insufficient emphasis on the application of grammar conventions during authentic writing tasks has resulted in gaps in student proficiency.	
Funding Source(s) <i>SWP Checklist 5.e</i>		☒ Title I Funds ☒ Local School Funds ☐ Other: _____	
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of teachers will implement targeted small-group instruction focused on phonics, vocabulary and informational text.	Evaluation Performance Target: 60% of students will score proficient or higher on Wonders PMI assessments. Evaluation Tool(s): - PMI Assessments - BEACON Assessments	i-Ready Lessons Wonders Text UFLI Units
Target Student Group			

☒ All Students ☒ EL ☒ SWD			GA DOE Inspire Standards and Resources
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(iii), 2.c(iv), 2.c(v)</i>	Implementation Plan: Preplanning: - Review lesson plan, curriculum map, and assessment expectations. - Review summer assessment data collected during kindergarten summer camp. - Formulate small groups based on data - Develop Success Criteria	Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☐ Monthly ☒ Every other month ☒ 3 times per year ☐ _____	Phonics tiles Questioning Stems
1. Kindergarten teachers will provide explicit instruction in phonics, vocabulary acquisition and informational text in small groups.	August-September: - Teachers will receive professional learning to support phonics and vocabulary instruction. - Teachers will implement close reading and dependent questioning of informational text. - Data Summit to examine ELA BEACON scores and EOG scores - Teachers will implement systematic and explicit phonics instruction, letter-sound correspondence practice, phonemic awareness activities. (segmenting, blending, and manipulating sounds) and decodable text reading. - Tutoring to support: small group instruction for remediation, extension, and acceleration with an emphasis on vocabulary acquisition, phonemic development and informational text. - Collect and analyze baseline data for Amira K-3 and Beacon - Incorporate multisensory activities (e.g., letter tiles, magnetic letters, sky writing, sound boxes). - Practice phoneme isolation, blending, segmenting, and manipulation daily. - Use decodable texts to reinforce taught phonics patterns. October-December: - Tutoring to support small group instruction for remediation, extension, and acceleration - Teachers will model comprehension strategies through think-aloud. Teachers will use	Data Analysis Plan: Class Spreadsheet CCC Minutes Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches ☐ CCC Leads	

	questioning about key details Identifying main topic and supporting details to determine students understanding informational text. - Teachers will continue to utilize i-Ready data to address intervention needs for students identified K scoring below the 25th percentile on Amira. - Teachers will implement explicit teaching of tiered vocabulary words, interactive read-alouds with vocabulary focus, picture and real-object supports (visuals/realia) and oral language development activities. - Use gradual release of responsibility (I Do, We Do, You Do) to model literacy skills. - Incorporate cumulative reviews and spiral practice to reinforce previously taught skills. - Teachers will receive targeted PL for ELL and SWD students in the area of specialized instruction in ELA. - Explicitly teach tiered vocabulary words before, during, and after reading. - Incorporate word study, morphology, and context clue instruction. - Provide multiple opportunities for students to use academic vocabulary orally and in writing. - Integrate vocabulary instruction across content areas - Use systematic, sequential phonics lessons aligned to grade-level standards. - Provide targeted small-group instruction based on student assessment data. - Incorporate multisensory activities (e.g., letter tiles, magnetic letters, sky writing, sound boxes). - Practice phoneme isolation, blending, segmenting, and manipulation daily. - Use decodable texts to reinforce taught phonics patterns. January-February:		
--	--	--	--

	• Collect and analyze mid-year data for Amira and common assessments/ Wonders Progress Monitoring • Teachers will develop lessons implementing differentiated strategies to address reading comprehension (informational text) using questioning. • Teachers will continue to utilize i-Ready data to address intervention needs for students identified Kindergartens scoring below the 25th percentile on Amira. • Teachers will develop lessons implementing differentiated strategies to address reading comprehension (informational text) using questioning. • Teachers will complete a half day of teacher rounds to look at grade level progression. (For example, a 1st grade teacher will observe a 2nd grade teacher in ELA to see what the progression looks like in small groups) March-April: • Teachers will develop lessons implementing differentiated strategies to address reading comprehension (informational text) using questioning. • Explicitly teach tiered vocabulary words before, during, and after reading. • Incorporate word study, morphology, and context clue instruction. • Provide multiple opportunities for students to use academic vocabulary orally and in writing. • Integrate vocabulary instruction across content areas May: • Explicitly teach tiered vocabulary words before, during, and after reading. • Incorporate word study, morphology, and context clue instruction. • Provide multiple opportunities for students to use academic vocabulary orally and during writing.		
--	---	--	--

	Integrate vocabulary instruction across content areas Artifacts to be Collected: Lesson Plans CCC Minutes Data Spreadsheet Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring:		
Root Cause(s) to be Addressed:	- Not maximizing the intervention block -use of I-Ready lessons focus on scaffolding, remediation, and acceleration - Limited knowledge of effective use of the new ELA resources to maximize student performance - Not extending learning beyond the standard for students who are above grade level. - Teachers having limited knowledge of progression from one grade level to the next. - Not maximizing differentiation to address student needs.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: K-2nd 100% of teachers will implement targeted small-group instruction focused on foundational phonics and constructing text. 3rd-5th grade 100% will implement structured small group with a focus on listening and conventions.	Evaluation Performance Target: K-2nd grade 60% of students will score near target and prepared in phonics and constructing text. 3rd-5th grade-50% of students will score near target and proficient in listening, conventions, and constructing text on the BEACON	I-Ready Diagnostic i-Ready Lessons Wonders Lessons
Target Student Group ☒ Gen Ed ☒ EL ☒ SWD	Implementation Plan: Preplanning: Identify students for tutoring to gain support in areas of concern.	Evaluation Tool(s): - I-Ready data - BEACON Data - Wonders PMI - Lesson Plans/Unit Plans	District Personnel Title I Coaches
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

2. K-2nd grade teachers will provide explicit instruction with a focus on foundational phonics skills and constructing text. 3rd -5th grade teachers will implement structured ELA small group instruction with a focus on listening and conventions (grammar) and constructing text .	- Share data that support the action step and provide an introductory PL on listening and student discourse. August-September: - K-5 teachers will receive PL on GADOE Inspire Resources to assist with the development of explicit ELA instruction that includes interpreting and constructing text. - K-5 teachers will receive professional learning in structured listening comprehension and student discourse skills. - K-5 teachers will utilize quarterly planning days to develop lessons aligned to interpreting and constructing text. - Data Summit to examine ELA BEACON scores and EOG scores - i-Ready diagnostic will be administered - i-Ready will be used during the literacy block to provide additional support in the areas of need as an intervention. - K-2 teachers will utilize decodable texts aligned to taught phonics patterns to strengthen students' decoding accuracy and fluency. - K-2 teachers will implement daily phonemic awareness and word-study routines to reinforce foundational reading skills. 3rd-5th teachers will implement small data-driven groups that target specific student needs in listening comprehension, grammar, and writing. 3rd-5th teachers will provide opportunities for students to utilize listening comprehension skills explicitly through	Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☒ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ Data Analysis Plan: BEACON Data Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches ☒ CCC Leads	Georgia DOE Inspire Resources
--	--	--	--------------------------------------

	structured discussions, note-taking, summarization, and evidence-based responses. • We will analyze the Beacon data for grades 1–5 and the Amira data for grades K–3 and develop small group lessons targeting student needs. October-December: • During the digital learning day teachers will participate in PL focused on vocabulary, listening and writing. This professional learning will be provided to strengthen teachers’ use of explicit, systematic instruction across all key literacy components, . • K-2nd teachers will Implement daily phonemic awareness and word-study routines to reinforce foundational reading skills • K-2nd grade teachers will connect phonics lessons directly to writing tasks (write words, phrases, and sentences using taught patterns). • K-2nd grade teachers will use dictation activities that reinforce phonics skills in context and have students write responses to decodable texts. • 3rd-5th grade teachers will continue implementing structured discussion protocols such as Think-Pair-Share, Turn and Talk, Socratic Seminars, and Accountable Talk to promote meaningful student conversations.		
--	--	--	--

	• K-5 Teachers will utilize grade level planning days to design lessons that address student discourse and use of academic language. • K-5 Tutors will support students in small groups with sentence stems and discussion frames to increase students use of using academic language during conversations and collaborative tasks. • K-2 Teachers will integrate daily writing opportunities aligned to phonics skills and grade-level standards • K-5 Teachers will use modeled, shared, guided, and independent writing to develop students' ability to construct sentences and paragraphs. • K-5 Teachers will provide frequent opportunities for students to apply phonics skills in authentic reading and writing tasks such as analyzing informational texts to research a topic Comparing multiple sources on the same issue, reading menus, brochures, maps, or websites to make decisions. Evaluating an author's claims and supporting evidence. Reading literature and connecting themes to real-world situations. • 3rd-5th grade teachers will teach listening skills explicitly (e.g., summarizing, inferencing, identifying main idea).		
--	--	--	--

	• 3rd-5th grade teachers will use short audio clips, read-alouds, and student presentations for practice. Provide listening guides or graphic organizers during instruction. • Ongoing instructional walkthroughs will be conducted to monitor fidelity of the identified instructional strategies. Walks will be conducted by administration, CCC leads, and others. January-February: • Ongoing PL-Small Group- vocabulary, listening, and writing. The professional learning will incorporate the use of mentor text and writing exemplars to strengthen students' writing skills. • K-5 tutors will support students in small groups to address and provide targeted mini-lessons on grade-level conventions followed by immediate application in student writing. • Teachers will complete a half day of teacher rounds to look at grade level progression. (For example, a 1st grade teacher will observe a 2nd grade teacher in ELA to see what the progression looks like in small groups). • 3rd-5th grade- Teachers will use mentor texts to analyze how authors effectively apply conventions, vocabulary, and text structures. • 3rd-5th grade -Teachers will implement weekly targeted instruction focused on listening comprehension, speaking and		
--	---	--	--

	listening skills, grammar, and language conventions. • 3rd-5th grade teachers will provide explicit instruction in sentence structure, capitalization, punctuation, and grammar application within writing tasks. • 3rd-5th grade teachers will incorporate collaborative discussions, accountable talk, and active listening protocols. • 3rd -5th grade teachers will use mentor texts and writing exemplars to strengthen students' writing skills. • 3rd-5th grade teachers will conduct targeted writing conferences and provide actionable feedback to improve written responses. • Ongoing instructional walkthroughs will be conducted to monitor fidelity of the identified instructional strategies. Walks will be conducted by administration, CCC leads, and others March-April: • K-5th tutors will support students in small groups. Implement weekly targeted instruction focused on listening comprehension, speaking and listening skills, grammar, and language conventions. • K-5th teachers will provide explicit instruction in sentence structure, capitalization, punctuation, and grammar application within writing tasks. • K-5th teachers will Incorporate collaborative discussions, accountable talk, and active listening protocols. • K-5th teachers will use mentor texts and writing exemplars to strengthen students' writing skills.		
--	--	--	--

	• K-5th teachers will conduct targeted writing conferences and provide actionable feedback to improve written responses • Teachers will utilize common rubrics to assess student writings. • Teachers will analyze BEACON data to determine students progress after instruction in the identified domains. May: • Tutors in K-5 to support students in small group: Implement weekly targeted instruction focused on listening comprehension, speaking and listening skills, grammar, and language conventions. • K-5 teachers will provide explicit instruction in sentence structure, capitalization, punctuation, and grammar application within writing tasks. • K-5 teachers will incorporate collaborative discussions, accountable talk, and active listening protocols. • Use mentor texts and writing exemplars to strengthen students' writing skills. • Conduct targeted writing conferences and provide actionable feedback to improve written responses Artifacts to be Collected: • Walk-through Results • Professional learning resources • Lesson plans • I-Ready Data		
--	--	--	--

	• CCC Minutes Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:		
--	---	--	--

Root Cause(s) to be Addressed:	- Limited capacity in delivering explicit fluency and writing instruction, including consistent integration of writing in response to reading and structured fluency routines. - Lack of vertically aligned assessment practices - Inconsistent understanding of listening comprehension standards: variability in teachers' understanding of listening comprehension expectations has led to differences in instructional focus and assessment practices across classrooms. - Minimal opportunities for students to regularly practice academic listening tasks.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100 % of teachers will implement CFAs to monitor student growth on ELA standards. Implementation Plan: Preplanning: - Provide introductory PL focused on collaboratively design grade-level common formative assessments aligned to priority standards for listening comprehension, grammar and conventions, and text construction. August-September: - Create common rubrics for listening comprehension and written grammar/conventions tasks. - Provide professional learning on effective formative assessment practices and data analysis - Implement CFAs consistently across classrooms during instructional units. October-December: - Implement CFAs consistently across classrooms during instructional units.	Evaluation Performance Target: 50% of students will score near target and prepared on CFAs in the area of listening and grammar. Evaluation Tool(s): - BEACON data - CFA-Wonders PMI - I-Ready -Listening results - I-Ready- Grammar results Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☒ Monthly ☒ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: Implement data collection spreadsheet to monitor BEACON data with an emphasis on listening and writing performance.	CTLs Wonders PMI BEACON Assessment
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>			
3. Teachers will develop and implement common formative assessments to measure students'			

ability to interpret text: Listening Constructing text: Grammar and conventions	• Monitor SWD, EL, and Gifted student performance on Common assessment • Establish clear proficiency criteria and common scoring rubrics to ensure consistency in assessment administration and evaluation across classrooms. • Develop listening-comprehension assessments that require students to interpret, analyze, summarize, and respond to information presented orally. • Create authentic writing tasks that measure students' ability to apply grammar and language conventions within the context of constructing meaningful texts. January-February: • Implement CFAs consistently across classrooms during instructional units. • Establish clear proficiency criteria and common scoring rubrics to ensure consistency in assessment administration and evaluation across classrooms. • Develop listening-comprehension assessments that require students to interpret, analyze, summarize, and respond to information presented orally. • Create authentic writing tasks that measure students' ability to apply grammar and language conventions within the context of constructing meaningful texts. March-April: • Continue to implement CFAs consistently to measure student performance after receiving instruction. May: Artifacts to be Collected: • Lesson plans • CFA-Wonders PMI • I-Ready Data • CCC Minutes	Student data binders – Students will have access to their performance throughout the year. This will assist with goal setting and completion. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches ☒ CCC Leads	
---	---	---	--

	Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:		
--	---	--	--

Root Cause(s) to be Addressed:	• ELA Grades 1-2: Lack of decoding and comprehension skills compared to writing output development • ELA Grade 3-5: Insufficient emphasis on writing across content areas and inconsistent reinforcement of grammar in authentic writing tasks. • Gaps in academic vocabulary impacting comprehension and written expression		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: By the end of the year 100% of teachers will implement targeted lessons that increase opportunities to engage in constructing text through extended writing. Teachers will utilize Ellevation strategies, Imagine Learning, or specialized instruction strategies to close the academic gaps associated with listening, speaking and writing. Implementation Plan: August-September: ○ Conduct kickoff PD session: Review purpose of Ellevation. ○ Introduce and model using “Think, Write, Pair, Share” strategy. ○ SWD Teachers will receive professional learning connected to specialized instruction in listening and writing. October-December ○ Teachers will utilize Ellevation strategies during instruction. ○ SWD teachers will receive professional learning in specialized instruction in listening and writing, January-February: ○ Conduct walkthroughs and gather data on implementation fidelity. ○ Provide peer observations opportunity	Evaluation Performance Target: EL and SWD students will increase by 2% each BEACON administration from Winter to Spring. Evaluation Tool(s): • BEACON • Walk-through Data Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ Data Analysis Plan: BEACON Data Common Formative Assessment Data Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches ☒ CCC Leads	
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
(4) K-5 teachers serving EL/SWD students will implement evidence-based instructional strategies that connect listening, speaking, and writing daily.			

	March-April: - o Conduct walkthroughs and gather data on implementation fidelity. - o Provide peer observations opportunity May: Artifacts to be Collected: Lesson Plans Common Formative Assessments CCC Minutes Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:		
--	---	--	--

MATH DATA			
MATH Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
3 rd Grade	41%	30%	34%
4 th Grade	34%	46%	38%
5 th Grade	30%	33%	39%

Beacon Math Data – Spring Administration	Numerical Reasoning	Patterning & Algebraic Reasoning	Measurement & Data Reasoning	Geometric & Spatial Reasoning
---	---------------------	-------------------------------------	---------------------------------	----------------------------------

	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kindergarten (Winter Administration)	6	46	48	24	56	21	22	40	38	14	44	41
1st Grade	10	54	36	19	54	28	6	39	55	23	41	36
2nd Grade	32	44	24	37	35	28	34	41	25	35	28	37
3rd Grade	4	96	8	8	87	5	8	92	0	23	72	5
4th Grade	31	67	2	34	60	5	43	56	1	44	50	6
5th Grade	45	52	4	46	47	7	34	55	11	55	40	5

Source	Strengths	Weaknesses
FY26 MATH Milestones (Grade Level & Student Groups)	For Grade Levels, ELs and SWD Grade Levels (all students): 3rd grade Level 2-4-93.4% 4th grade Level 2-4-77.1% 5th grade level 2-4-73% Students across Grades 3rd and 5th grades demonstrated strengths in Geometric Reasoning and Measurement concepts, with many students scoring developing and proficient. EL- 3rd grade Measurement students scoring developing and proficient EL-4th grade - Algebraic Reasoning scoring developing and proficient EL-5th -grade-Measurement scoring developing and proficient SWD-3rd grade- Geometric Reasoning-50% scored developing and proficient SWD-4th grade-Geometric Reasoning -40% scored developing and proficient	For Grade Levels, ELs and SWD Grade Levels (all students): Numerical Reasoning was the most significant area of need across all grades, including: - Place value and rounding - Fraction concepts and operations - Decimal understanding - Computational fluency Students demonstrated difficulty applying mathematical concepts in multi-step problem-solving situations. Achievement gaps increase as concepts become more abstract, particularly in Grades 4 EL- 3rd grade-Numeric Reasoning, Algebraic Reasoning, Geometric Reasoning EL-4th grade-Geometric Reasoning, -Numeric Reasoning EL-5th grade-Numeric Reasoning, -Algebraic Reasoning, Geometric Reasoning SWD-3rd grade- Numeric Reasoning SWD-4th grade- Numeric Reasoning, Algebraic Reasoning- SWD-5th grade-Numeric Reasoning, Algebraic Reasoning

Hendricks Elementary School

FY27 Title I School Improvement Plan

	SWD-5 th grade-Geometric Reasoning -30% scored developing and proficient	
Beacon Assessment – Math (Grade Level & Student Groups)	Kindergarten has relatively strong performance, especially in Numerical Reasoning (48% Prepared) and Geometric & Spatial Reasoning (41% Prepared). Grade 1 is the strongest grade level in measurement data reasoning (55% Prepared) Grade 2 37% Geometric and Spatial Reasoning Grade 3 Most students are Near Target in all areas	Support Needed percentages become very high: 5th Grade Geometric & Spatial Reasoning: 55% 5th Grade Patterning & Algebraic Reasoning: 46% 5th Grade Numerical Reasoning: 45% 4th Grade Geometric & Spatial Reasoning: 44% 4th Grade Measurement & Data Reasoning: 43%
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Gaps in foundational math skills are compounding over time. • Vertical alignment issues between grade levels. • Intervention systems may be stronger in K–1 than in upper elementary. • Students can perform procedures but struggle with patterns, relationships, and abstract reasoning. • Instruction may focus heavily on computation rather than mathematical reasoning. • Limited exposure to multi-step problem solving. • Students may struggle to transfer computation skills into real-world contexts.	
	MATH Common Assessments For Grade Levels, ELs and SWD We are currently working on consistency school-wide with our common assessment processes.	For Grade Levels, ELs and SWD We are currently working on consistency school-wide with our common assessment processes.

	Grade Levels (all students): EL: SWD:	Grade Levels (all students): EL: SWD:
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: Formative assessments may be used inconsistently or treated as end-of-lesson checks, rather than embedded throughout instruction	
School Instructional Walks (Grade Level) What instructional practices / processes are consistently observed during walks? What instructional practices / processes are consistently missing or ineffective during walks?	During math walks observers noted - Apply (work session was consistently observed. Students were engaged in task related to the whole group instruction. The opening was not observed as often as the apply, explore, and closing.	
	Root Cause Explanation:	

**Check the system that
contributes to the root cause:**

- ☒ Coherent Instruction
- ☒ Professional Capacity
- ☐ Effective Leadership
- ☐ Supportive Learning Environment

MATH - IMPROVEMENT PLAN			
GOAL #2: MATH	By the end of SY 2025-26, the percentage of students in Kindergarten, who are near target and prepared based on scale scores will increase from 50% (30 of 61 students) to 55% (34 of 61) based on the scale scores from the Math Beacon Assessment.		
	By the end of SY 2025-26, the percentage of students in grades 1- 2, who are near target and prepared based on scale scores will increase from 84% (106 out of 127 students) to 86% (109 of 127) based on the scale scores from the Math Beacon Assessment.		
	By the end of SY 2025-26, the percentage of students in grades 3-5 who score proficient or distinguished, will increase from 36% (91 of 253 students) to 39% (98 of 253) on the Math Georgia Milestones assessment.		
Root Cause(s) to be Addressed:	- Gaps in foundational math skills are compounding over time. - Vertical alignment issues between grade levels. - Intervention systems may be stronger in K–1 than in upper elementary. - Instruction may focus heavily on computation rather than mathematical reasoning.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: By October 2026, 100% of teachers will incorporate small group math instruction based on data during the math block utilizing the school wide template.	Evaluation Performance Target: By December 2026, at least 60% of students in each grade level (3-5) will score 70% or higher on each common formative assessment. Evaluation Tool(s): - BEACON - I-Ready - Common Assessments - Drill/Practice Assessments	i-Ready Lessons GA DOE Inspire Resources BEACON Resources Cobb Math Lessons
Target Student Group	Implementation Plan: Preplanning:		
☒ Gen Ed ☒ EL ☒ SWD			

Commented [DB1]: 55% = 34 Kindergarten students. (the goal is 3 students)

Commented [TH2R1]: Updated

Commented [TH3R1]: Updated

Commented [DB4]: 86% = 136 students (the goal is 3 students in grades 1 and 2)

Commented [DB5]: 39% = 105 students across grades 3, 4 and 5 (the goal is 8 students)

Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			Math Manipulatives
1. Teachers will implement explicit instruction to address gaps in foundational math skills. Instruction will include drills and practice. Teachers will develop differentiated task to meet students instructional needs. Task will include BEACON Instructional strategies. 2. Teachers will incorporate DOK, extension, and acceleration strategies to address students prepared students instructional needs. 3. Teachers will regularly incorporate word problems that require students to apply mathematical concepts to real-world scenarios. Encourage students to draw or visualize problems to assist with solving. 4. Teachers will utilize intervention systems to support gaps in foundational skills.	- Vertical alignment meeting to review previous data. - Develop a assessment plan to address foundational skills - Review lesson plan and curriculum map expectations. - Overview of GaDoe Inspire with a focus on math standards, state Learning Plans, and Assessment Item Bank. - Teachers will review extension strategies to address CCC question 4. August-September: - Tutoring to support small group instruction for remediation, extension, and acceleration - Data summit to address vertical alignment - Teachers will receive Professional Learning on Small Group Math Instruction. - K-5 Students set goals for BEACON and CFAs - Teachers will begin using data (Beacon, iReady, and Common Formative Assessments) to plan for small group instruction using a school wide template. - Teachers will review and incorporate Beacon Math Instructional Strategies. - Evaluate if Tier 2/Tier 3 supports are effectively targeting the domains of greatest need. - Monthly instructional walks will begin to monitor DOK, pacing and standard alignment, and differentiation of instruction.	Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☒ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ Data Analysis Plan: Data Spreadsheet Student Data Binders Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches ☒ CCC Leads	

	- Teams will begin analyzing data (Beacon, iReady, and Common Formative Assessments during CCCs.) Student groups(EL, SWD, EIP) will be categorized separately and discussed. October-December: - Tutoring to support small group instruction for remediation, extension, and acceleration - Teachers will meet for a full day of collaboration to plan math lessons, continue to analyze Beacon, iReady, and Common Formative Assessment data. - Students set goals for BEACON and CFAs - Utilize suggested instructional strategies for the DRC Math Instructional Guide to assist with the intervention for students scoring support needed, near target, and prepared to address areas of concern. - Teachers will continue to focus on data during CCCs. Creating lessons that incorporate instructional and independent levels. Student groups (EL, SWD, EIP) will be categorized and discussed. - Embed higher-order questioning and DOK 3-4 tasks into weekly lessons. - Provide enrichment activities, math investigations, and project-based learning		
--	---	--	--

	opportunities. Utilize acceleration strategies that expose students to upcoming grade-level concepts. • Develop extension menus and challenge tasks for students demonstrating mastery. • Facilitate mathematical discourse and student justification of solutions. January-February: • Tutoring to support small group instruction for remediation, extension, and acceleration • Teachers will participate in a full day of collaboration to plan math lessons, continue to analyze Beacon, iReady, and Common Formative Assessment data. • Utilize suggested instructional strategies for the DRC Math Instructional Guide to assist with the intervention for students scoring support needed, near target, and prepared to address Implement targeted intervention groups focused on priority skill deficits. • Progress monitor students biweekly or monthly. • Adjust intervention plans based on student performance data. • Collaborate with interventionists and support staff to provide additional instructional support areas of concern. • Teachers will continue to focus on Data during CCCs. Student groups (EL, SWD, EIP) will be categorized separately and discussed. March-April: • Tutoring to support small group instruction for remediation, extension, and acceleration • Nine week planning and collaboration day • Implement targeted intervention groups focused on priority skill deficits.		
--	---	--	--

	• Progress monitor students biweekly or monthly. • Adjust intervention plans based on student performance data. • Collaborate with interventionists and support staff to provide additional instructional support. • Math Walk-throughs continue • May: Analyze year end data Artifacts to be Collected: CCC Minutes RTI Minutes BEACON Assessment Data Walk-through Data Assessment and Intervention Plans Lesson Plans/Unit Plans Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:		
--	---	--	--

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: - Preplanning: - August-September: - October-December: - January-February: - March-April: - May:	Evaluation Performance Target: Evaluation Tool(s): Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____	
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
2. (Insert action step here)	Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:	Data Analysis Plan: Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads	

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: - Preplanning: - August-September: - October-December: - January-February: - March-April: - May:	Evaluation Performance Target: Evaluation Tool(s): Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____	
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
3. (Insert action step here)	Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:	Data Analysis Plan: Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads	

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☒ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: - Preplanning: - August-September: - October-December: - January-February: - March-April: - May:	Evaluation Performance Target: Evaluation Tool(s): Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____	
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
4. (Insert action step here)	Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:	Data Analysis Plan: Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads	

OTHER CONTENT AREA DATA/OTHER DATA		
Source	Strengths	Weaknesses
(Name of Assessment) (Grade Levels & Student Groups)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
(Name of assessment) (Grade Level Reading & Writing)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
(Name of assessment) (Grade Levels & Student Groups)		

Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
School Instructional Walks (Grade Level) - What instructional practices / processes are consistently observed during walks? - What instructional practices / processes are consistently missing or ineffective during walks?		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		
	Root Cause Explanation:	

Check the system impacted:

- ☐ Coherent Instruction
- ☐ Professional Capacity
- ☐ Effective Leadership
- ☐ Supportive Learning Environment

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN			
GOAL #3: OTHER			
Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: • Preplanning:	Evaluation Performance Target: Evaluation Tool(s): •	
Target Student Group	• August-September: • October-December: • January-February:	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year	
☐ Gen Ed ☐ EL ☐ SWD	• March-April:		
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

1. (Insert action step here)	• May: Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:	☐ _____	
------------------------------	---	--------------------------------	--

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: Preplanning:	Evaluation Performance Target: Evaluation Tool(s):	
Target Student Group	August-September:	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____	
☐ Gen Ed ☐ EL ☐ SWD	October-December:		
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	January-February:		
	March-April:		
2. (Insert action step here)	May:	Data Analysis Plan: Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads	
	Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:		

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: Preplanning:	Evaluation Performance Target: Evaluation Tool(s):	
Target Student Group	August-September:	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____	
☐ Gen Ed ☐ EL ☐ SWD	October-December:		
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	January-February:		
	March-April:		
3. (Insert action step here)	May:	Data Analysis Plan: Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads	
	Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:		

Family Engagement Plan to Support School Improvement <i>(Required Components)</i>			
Family Engagement Activities <i>(*Must be listed in the school policy)</i>	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required: * Annual Title I Meeting – Deadline (September 30, 2026) 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.	08-13-2026		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required: * Fall Input Survey (secondary method) – Deadline (October 1 - November 3, 2026) Parents will have the opportunity to provide input and suggestions on the school policy and compact, how to spend our family engagement funds, and how to build staff capacity for family engagement.	10-01-2026 to 10-30-2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required: * Spring Input Meeting (primary method) – Deadline (April 30, 2027) Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and participate in discussions about the family engagement funds.	03-11-2027		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required: Building Capacity for Engagement (Does not need to be listed in the Policy) Teachers 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. Deadline September 18, 2026 (Fall); Deadline February 12, 2027 (Spring).	09-10-2026		☐ 1 ☐ 4 ☐ 2 ☐ 5
	01-21-2027		☒ 3 ☐ 6
5. Required: * Transition Activities for parents of students entering or exiting our school (Multiple options, not just visiting the school). Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: - Rising Kindergarten families are introduced to kindergarten expectations and learning opportunities through hands-on activities. Kindergarten Camp in July and Kindergarten Orientation in April. - Parents receive kindergarten materials to help them prepare their child for Kindergarten.	04-15-2027		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide translated information related to school and parent programs/meetings in a format and language that parents can understand. <i>SWP Checklist 5.d</i>	List documents translated for parents: - School Parent and Family Engagement Policy - School Parent Compacts (K-2 and (3-5) - Flyers/Invitations for Parent Meetings		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

<u>Academic-Related</u> School-Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)							
Academic-Related and 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.	Staff Responsible
Parent University Workshops 4 times a year - CTLS Parent Vue Portal, School Procedures, and PBIS - Building Math Confidence at Home - Building Reading Confidence at Home - Preparing for State Testing	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	*CTLS, Parent Vue Technology Resources *Materials for at home Math and Reading activities *EOG Milestone Testing Resources *Light Snacks	Title I	*August 20, 2026 *October 6, 2026 *January 21, 2027 *March 3, 2027	Sign In Sheet Parent Survey	Parent Facilitator
Curriculum in Action Night & Family Data Night with Student-Led Conference Families will get information about the academic area they will focus on, grade level expectations and what families can do to reinforce learning at home. Student led conferences will be used to help families understand student data to help with their child’s academic performance and growth. Families are provided hands-on activities to use at home.	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	*Folders student data *Materials for at home Math and Reading activities *Light Snacks	Title I	September 10, 2026	Sign In Sheet Parent Survey Beacon and/or Amira data Attendance sheet Parent goal sheets	Parent Facilitator Lead Teacher and/or Academic Committee
Curriculum in Action Night & Family Data Night with Student-Led Conference Families will get information about the academic area they will focus on, grade level expectations and what families can do to reinforce learning at home. Student led conferences will be used to help families understand student data to help with their child’s academic performance and growth. Families are provided hands-on activities to use at home.	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	*Folders *Student data *Provide materials for at home Math and Reading activities Light snacks	Title 1	March 11, 2027	Sign in sheet Parent survey Beacon and/or Amira data Attendance sheet Parent goal sheets	Parent Facilitator Academic Committee

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's 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:

Title II provides professional learning support to our teachers. The resources provide educators with tools to learn and implement current, evidence-based practices.

- Title III funds support language proficiency through resources, including teacher and student materials, digital learning programs, and professional learning for Teachers of English Language Learners. It also provides resources and substitute teachers,
- The Office of Student Assistance supports the school's implementation of the Positive Behavioral Intervention and Support Program (PBIS).
- Title I supports Hendricks' participation in the following CCSD initiatives: Effective implementation of the 120-minute Literacy Block, and i-Ready, a digital literacy resource.

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 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. 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.

Teachers actively participate in Cobb Collaborative Community (CCCs) on a weekly basis to regularly monitor student progress toward meeting state standards. In addition to this ongoing collaboration, the school conducts quarterly data analyses to examine key indicators, including Beacon results, common formative assessments, and i-Ready data, to monitor student progress.

The Cobb Teaching and Learning System (CTLs), particularly CTLs Assess, is utilized for continuous monitoring of student performance and achievement. I-Ready assessments are administered to ESOL students. Results from various district assessments, including i-Ready, formative, and summative evaluations, are regularly reviewed. Our administrative team will meet periodically and collaborate with Title I Supervisors and District Title I Coaches to assess progress toward achieving school improvement goals outlined in the plan.

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: The school utilizes the GaDOE CCRPI indicators (Content Mastery, Progress, and Closing the Gap) measurable tools to monitor academic progress. These metrics enable us to establish performance targets for the upcoming year. Additionally, EOG scores and domain data, ACCESS scores, and performance on common formative and summative assessments provide valuable data for Cobb Collaborative Community (CCCs) to identify and address the content-specific needs of students.

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 state academic standards. School administration will meet quarterly to analyze school wide data. They will meet with the Title I supervisor three 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 student groups 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, to 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.

The image shows a PBIS matrix for Hendricks Elementary, featuring a husky mascot logo in the top left corner. The matrix is organized into a grid with four rows representing behavioral expectations and six columns representing school locations. Each cell contains a list of specific behavioral rules, accompanied by small illustrations of students following these rules.

	ARRIVAL/DISMISSAL	HALLWAY	BATHROOM	CAFETERIA	PLAYGROUND	BUS
BE SAFE	• Use the corridors to and from school	• Keep your hands and feet to yourself	• Wash your hands with soap and keep water in the sink	• Sit properly at the tables by facing forward in your seat	• Use and share equipment properly	• Stay seated while the bus is moving
BE COOPERATIVE	• Follow adult directions	• Follow adult directions	• Wait your turn and use your voice words	• Use inside voices	• Stay within the boundaries and outside others when playing	• Keep hands, feet and objects to yourself
BE RESPONSIBLE	• Arrive on time and be prepared for the day	• Go directly to your destination	• Keep your hands and feet to yourself	• Clean up your area and after yourself	• Follow adult directions when lining up	• Do not talk and follow adult directions
TAKE OWNERSHIP	• Have your belongings ready	• Walk quietly on the right side	• Report any problems or injuries	• Follow adult directions and take responsibility for your actions	• Do not talk and follow adult directions	• Report any issues to the driver

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: Focused professional development based on Georgia Standards of Excellence. Professional learning is based on assessment data, including classroom walkthroughs, CFAs, and Summative assessments. Teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teacher's 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)

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 to 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*

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?
Classroom Teacher(s)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	N/A
Academic Coach(s)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	N/A
Parent Facilitator(s)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Family Engagement and Communication: The Parent Facilitator will establish strong communication channels with families, ensuring they are informed about school goals, programs, and student progress, which fosters a collaborative school-home partnership. Workshops and Support for Parents: The facilitator will coordinate with teachers and staff, to organize workshops and events that empower parents with tools and strategies to support their children's academic success, particularly in areas such as literacy, math, and social-emotional learning. Increased Parental Involvement: The facilitator will encourage and coordinate volunteer opportunities, parent involvement in decision-making, and active participation in school events, contributing to a positive school culture and community. Connecting Families with Resources: The Parent Facilitator will link families to community resources, support services, and school-based programs that help address barriers to student success, ensuring all students have the necessary support to thrive academically and socially.

Instructional Paraprofessional(s)	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	The instructional paraprofessional assist teachers by working with students on applying their knowledge when using Science and Technology. They also assist students with taking any computer-based assessments.
--------------------------------------	--	---	--

School Improvement Goals <i>Include goals on the parent compact and policy</i>	
Goal #1	By the end of SY 2026-27, the percentage of students in kindergarten who are performing at the 50th percentile will increase from 66% (40 out of 60 students) to 68% (41 of 60) based on the Amira Universal Screener By the end of SY 2026-2027, the percentage of students in grades 1-2 who are performing at near target and prepared in reading on the BEACON will increase from 80.5% (101 of 127 students) to 82% (104 of 127 students). Based on the ELA Georgia Milestones assessment, by the end of SY 2026-27, the percentage of students in grades 3-5 who score proficient or advanced will increase from 35 % (88 of 253 students) to 37% (93 of 253 students).
Goal #2	By the end of SY 2026-27, the percentage of students in Kindergarten, who are near target and prepared based on scale scores will increase from 50% (30 of 61 students) to 55% (33 of 61) based on the scale scores from the Math Beacon Assessment. By the end of SY 2026-27, the percentage of students in grades 1- 2, who are near target and prepared based on scale scores will increase from 84% (106 out of 127 students) to 86% (109 of 127) based on the scale scores from the Math Beacon Assessment. By the end of SY 2026-27, the percentage of students in grades 3-5 who score proficient or distinguished, will increase from 36% (91 of 253 students) to 39% (98 of 253) on the Math Georgia Milestones assessment.

Goal #3	
Goal #4	