School Improvement Plan

Title I, Part A

School Year:	**2025 - 2026**
School Name:	**Hendricks Elementary**
Principal Name:	**Tangela Hendrix**
Date Submitted:	**June 2, 2025**
Revision Date(s):	**05/14/2025, 05/23/2025, and 06/12/2025**

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

IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

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:	05/14/2025	05/23/2025	06/12/2025

Position/Role	Printed Name	Signature
Principal	Tangela Hendrix	
Assistant Principal	Dr. LaCretia Lewis	
Academic Coach	N/A	
Teacher Grade K	Jonna McGaughy	
Teacher Grade 1	Breianna Fenner	
Teacher Grade 2	Shannon Williams	
Teacher Grade 3	Tanekia Love	
Teacher Grade 4	Janice Ramos	
Teacher Grade 5	Marsha Odom	
Teacher ESOL	April McKinney	
Teacher Specialist	Amanda Esposito	
Teacher Special Education	Kenshia Reedus and Monica Reed	
Paraprofessional	Esther Soberainas	
Parent		

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).

<table>
<tr><td>Previous Year's Goal #1</td><td>By the end of SY 2024-25, the percentage of students in grades K-2 who are performing at the 50th percentile or above, will increase from 62% (156 out of 250 students) to 80% based on the Amira Universal Screener.

By the end of SY 2024-25, the percentage of students in grades 3-5 who score proficient or advanced, will increase from 41% (99 out of 241 students) to 50% based on the ELA Georgia Milestones assessment.</td></tr>
<tr><td colspan="2">Was the goal met? ☐ YES ☐ NO ☒ Partially</td></tr>
<tr><td>What data supports the outcome of the goal?</td><td>Based on the results of the 2024-2025 we did not meet the goal of 50%.
The data that supports this outcome includes the spring Amira data. After reviewing the winter Amira data, we are not meeting the goal for Amira. The percentage of students in grades K-2 who performed at the 50th percentile or above during the winer administration Amira Universal Screener included 72% (161 out of 224).

Amira- students scoring at the 50th percentile or higher:
<table>
<tr><th></th><th>Fall</th><th>Winter</th><th>Spring</th></tr>
<tr><td>Kindergarten</td><td>42%</td><td>67%</td><td>59%</td></tr>
<tr><td>First</td><td>45%</td><td>64%</td><td>68%</td></tr>
<tr><td>Second</td><td>62%</td><td>85%</td><td>76%</td></tr>
<tr><td>Totals</td><td>49.6%</td><td>72%</td><td>67.6%</td></tr>
</table></td></tr>
<tr><td colspan="2">Reflecting on Outcomes</td></tr>
<tr><td>If the goal was not met, what actionable strategies could be implemented to address the area of need?</td><td>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.</td></tr>
</table>

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	94/269 or 34.9% of the students scored at the proficient or advanced on the 24-25 EOG assessment in Reading. The actionable steps that will be implemented will be explicit instruction in small group to address areas of concern: vocabulary, informational text, and key ideas/details. Additionally, instruction will focus on explicit writing instruction to address students not meeting the targets in writing (narrative and informational). EOG scores indicate 20% or(35/171 met the target in writing. Teachers will administer common formative assessments to monitor and measure students' progress.

Previous Year's Goal #2	*By the end of SY 2024-25, the percentage of students in first grade and second grade, who are near target and prepared based on scale scores will increase from 42% (67 out of 159 students) to 75% based on the scale scores from the Math Beacon assessment.* *By the end of SY 2024-25, the percentage of students in grades 3-5 who score proficient or advanced, will increase from 35% (86 out of 244 students) to 50% based on the Math Georgia Milestones assessment.*
Was the goal met? ☐ **YES** ☐ **NO** ☒ **Partially**	
What data supports the outcome of the goal?	Beacon data indicates we have met this portion of the goal. The percentage of first and second grade students at least 80% (133 out of 166 students) were at near target or prepared after the spring assessment of the Math Beacon Assessment.

Beacon (Math)	Fall (Near target and Prepared)	Winter (Near target and Prepared)	Spring (Near target and Prepared)
First	29%	57%	78%
Second	54%	76%	86%
Percentage	42%	66%	82%

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented	

to address the area of need?	
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	Teachers administered some common formative assessments and disaggregated the data to determine areas of concern that required reteaching. Teams collaborated and developed strategies for reteaching. Students used I-ready often to support areas of concern. Additionally, teachers and students used the Cobb County Resource Book for practice and to support of lessons.

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

ELA DATA				
ELA Milestones Longitudinal Data	**FY22** % of students scoring proficient & distinguished	**FY23** % of students scoring proficient & distinguished	**FY24** % of students scoring proficient & distinguished	**FY25** % of students scoring proficient & distinguished
3rd Grade	35%	39.5%	41%	30%
4th Grade	32.2%	28.1%	37.4%	32%
5th Grade	42.6%	44.2%	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
1st Grade	27	41	32	33	38	28	25	43	32	33	38	28	27	44	28
2nd Grade	18	29	53	15	36	48	12	39	49	13	34	53	15	44	41

Beacon ELA Data – Spring Administration	Reading									Reading Text Types						Writing								
	Key Ideas & Details			Craft & Structure/ Integration of Knowledge & Skills			Vocabulary Acquisition & Use			Literary			Informational			Text Types and Purposes			Conventions			Research		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3rd Grade	8	80	12	15	69	16	14	70	16	12	74	14	16	72	12	13	77	10	33	51	16	13	74	13
4th Grade	19	62	20	16	60	23	14	60	26	16	56	28	15	65	20	19	58	23	22	58	20	12	57	31
5th Grade	13	60	27	21	52	28	18	62	21	15	57	28	16	59	25	23	47	30	26	51	24	16	60	24

Source	Strengths	Weaknesses
FY25 ELA Milestones **(Grade Levels & Subgroups)**	**For Grade Levels, ELs and SWD** **Grade Levels (all students):** 3rd grade 62/88 (62%) students approaching and met target in vocabulary. 4th grade 50/83 (60%) students are reading on or above grade level 5th grade 70 out of 98 students (71%) are reading on above grade	**For Grade Levels, ELs and SWD** **Grade Levels (all students):** 3rd Grade 37 out of 88 students (42%) are reading below grade level or scoring at the Beginning Level **4th grade 33 out of 83 students (40%)** are reading below grade level or scoring at the Beginning Level 3rd Grade: 18 out of 88 students (20%) are proficient in writing 4th Grade: 17 out of 83 students (20%) are proficient in writing. 3rd grade-Reading Vocabulary 50/88 (56%) scored below grade level Key Ideas and Details 52/88 (59%) scored below grade level Writing and Language Domain 52/88 (59%) scored below grade level. 4th grade-Reading Vocabulary 45/83 (54%) scored below grade level Reading Informational 47/83 (56%) scored below grade level Writing and Language Domain 46/83 (55%) scored below grade level
FY24 ELA Milestones **(Grade Levels & Subgroups)**	**For Grade Levels, ELs and SWD** **Grade Levels (all students):** • 3rd Grade: 72% (58/81 students) are reading at grade level or above. • 5th Grade: 74% (51/69 students) are at grade level or above	**For Grade Levels, ELs and SWD** **Grade Levels (all students):** 3rd Grade: 26 out of 81 students (32%) are proficient in writing 5th Grade: 22 out of 69 students (32%) are proficient in writing. EL: 3rd -5th graders (23 out of 50) scored level 1 in the area of ELA

	EL: 3rd-5th graders (27 out of 50) scored level 2-4 in the area of ELA **SWD:** 3rd-5th graders (10 out of 32) 31% scored level 2-4 in the area of ELA and on/above grade level	**SWD:** 3rd-5th graders scored 69% (22 out of 32) scored level 1 in the area of ELA
Beacon Assessment – ELA **(Grade Levels & Subgroups)**	**Grade Levels (all students):** K-2 (all students): • Based on the 1st and 2nd grade Beacon results in ELA, our students have demonstrated strengths in Foundations, with 77% (130 out of 169 scoring Near Target or Prepared. 3-5 (all students): • Based on the 4th grade Beacon results in English Language Arts (ELA), our students have demonstrated strengths in Vocabulary, with 88% (73 out of 83 students) scoring in the Near Target and Prepared EL: 8% (1 out 12) of 1st graders scored prepared, and 25% (3 out 12) scored near target on the ELA Beacon 27% (2 out of 11) of 2nd graders scored prepared on the ELA Beacon, and 45% scored near target. 87% (9 out of 12) of 3rd graders scored near target on the ELA Beacon.	**Grade Levels (all students):** **K-2 (all students):** • Based on the 1st and 2nd grade Beacon results in ELA our students have demonstrated weaknesses in Language and Interpreting Text Language 24% (40 out of 169) in Support Needed. 3-5 (all students): • Based on the 3rd grade Beacon results in English Language Arts (ELA), our students have demonstrated weaknesses in Key Ideas and Details, with 80% (70 out of 88 students) scoring in the Near Target area EL: 83% (5 out of 6) 5th graders scored as supported, needed SWD: 50% (3 out of 6) 1st graders scored support needed in ELA on the Beacon 86% (6 out of 7) 2nd graders scored support needed in ELA on the Beacon

	88% (9 out of 12) 4th graders scored near target on the ELA Beacon. **SWD:** 25% (3 out of 12) 4th graders scored prepared on the ELA Beacon	44% (4 out of 9) 5th graders scored support needed in ELA on the ELA Beacon
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • **Not maximizing the intervention block** • **No common resources for ELA instructional material** • **New standards and teachers having limited knowledge of progression from one grade level to the next.**	
ACCESS Scores **(Grade Level Reading & Writing)**	**Grade Levels (all students):** **EL:** **2025 Reading Average 3.35/6** **2025 Listening 4.91/6** **2024 Reading Average 4.50/6** **2024 Reading Average 3.44/6** **SWD:**	**Grade Levels (all students):** **EL:** **2025 Writing 2.94/6** **2025 Speaking 3.31/6** **2024 Speaking Average 3.03/6** **2024 Writing Average 3.13/6** **SWD:**
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	**Root Cause Explanation:** • Writing instruction does not follow a common structure across grade levels • Limited opportunities for students to practice speaking	

ELA Common Assessments **(Grade Level Reading & Writing)**	**Grade Levels (all students):** **N/A Limited amount due to transition of leadership** **EL:** **SWD:**	**Grade Levels (all students):** **N/A** **EL:** **SWD:**
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:**	
School Instructional Walks **(Grade Level)**	N/A due to transition of leaders	
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:**	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		

Check the system that contributes to the root cause:	**Root Cause Explanation:**
☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	*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* *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).* *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).*
Root Cause(s) to be Addressed:	• Limited instructional time spent on comprehension of informational text, and literature in kindergarten. These students are moving to 1st grade, and these areas of concern will need to be addressed. • The uninterrupted literacy block schedule is not being followed as designed: not enough emphasis have been placed on informational text and application conventions in small group instruction. • Rising second graders received limited support in constructing text (writing) • 3rd-5th grade students' areas of concern are vocabulary acquisition and conventions. The ongoing concern regarding vocabulary acquisition stems from a lack of exposure to vocabulary with an emphasis on informational text during small-group instruction. The concern regarding conventions is due to the fact that they are taught skills in isolation.
Funding Source(s) *SWP Checklist 5.e*	☒ Title I Funds ☒ Local School Funds ☐ Other: _____

Components	**Implementation Plan** *SWP Checklist 3.a 34 CFR § 200.26*	**Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26*	**Resources**
K-5 Teachers Implement New ELA standards Daily **Target Student Group** ☒ All Students ☐ EL ☐ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Implementation Performance Target:** 100% of teachers will implement targeted small-group instruction focused on informational text and writing, as evidenced by instructional walks and small group plans. **Implementation Plan:** • **Preplanning:** ○ Review the 120-minute literacy block schedule and expectations	**Evaluation Performance Target:** 60% of students will score proficient or higher on the common summative ELA assessments. **Evaluation Tool(s):** • Amira • Common Formative Assessments (every two weeks) • Common summative assessment at the end of the nine weeks • Beacon	Wonders Curriculum **UFLI** **Beacon** **Instructional Strategies** **GADOE ELA Standard (Inspire)**

1. **Kindergarten teachers will provide explicit instruction in phonics, vocabulary acquisition and informational text in small group.** 2. **1st -5th grade teachers will implement structured ELA small group instruction in with a focus on new ELA standards in the following areas: informational text, key ideas, and writing conventions. Implementation along with a review of the 120-literacy block will allow for explicit instruction.** 3. **Teachers will develop and implement common formative assessments to measure students' comprehension of informational text, key ideas and conventions.**	○ Review lesson plan and curriculum map expectations. ○ Rockstar dig into DOE Inspire to explore the new ELA standards ○ Wonders Exploration ○ Continue to explore UFLI- K-2 ○ Data Summit to examine ELA BEACON scores and EOG scores • **August-September:** ○ Collect and analyze baseline data for Amira K-3 and 1-5 Beacon ○ Teachers will explore GADOE Inspire. Implement small group lessons targeting informational text, key ideas, and writing conventions. ○ Teachers will continue to utilize i-ready data to address intervention needs for students identified K-3 scoring below the 25th percentile on Amira. ○ Professional Learning- ELA standards utilizing a District Title I coach, ELA department, or Metro RESA ELA training. ○ Teachers will meet for a full day of collaboration to plan ELA lessons. Develop Common Formative Assessments for ELA ○ Teachers will develop lessons implementing differentiated strategies to address reading comprehension (informational text) using questioning. ○ Teachers will support ELL and SWD students with the following strategies sentence frames, visual cues, and think-pair-share in discourse • **October-December:** ○ Teachers will meet for a full day of collaboration to plan ELA lessons, continue to analyze BEACON data, and utilize suggested instructional strategies from the DRC ELA Instructional Guide to assist with the intervention for students scoring support	**Evaluation Plan:** Students will be assessed: ☒ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ **Data Analysis Plan:** **Common formative assessments** **Analyzing data using question 2 and 3.** **Person(s) Collecting Evidence:** ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	

	needed, near target, and prepared to address areas of concern. ○ Teachers will utilize Wonders lessons to address the focus of informational text, key ideas, and conventions ○ Walks are performed by administration and teacher teams in November to determine the implementation of small group instruction with a focus on informational text ○ PL- New ELA standards, District Title I coach, county ELA department, Metro RESA ELA training. ○ Teachers will support ELL and SWD students with the following strategies sentence frames, visual cues, and think-pair-share in discourse • **January-February:** ○ Teachers will meet for a full day of collaboration to plan ELA lessons, continue to analyze BEACON data, and utilize suggested instructional strategies from the DRC ELA Instructional Guide to assist with the intervention for students scoring support needed, near target, and prepared to address areas of concern. ○ 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) ○ SWD and EL teachers will meet for a full day of collaboration. ○ Teachers will support ELL and SWD students with the following strategies: sentence frames, visual cues, and think-pair-share in discourse. **March-April:** ○ Administration will survey teachers to assess the implementation of small group instruction ○ Administrative walk-throughs will continue		

	○ PL- New ELA standards District Title I coach, county ELA department, or Metro RESA ELA training. • **May** Analyzing year-end data **Artifacts to be Collected:** ○ CCC Minutes ○ Small Group Plans ○ Walk-through forms **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists **Frequency of Monitoring:** Monthly		
Root Cause(s) to be Addressed:	• **Not maximizing the intervention block** • **No common resources for ELA instructional material** • **Teachers having limited knowledge of progression from one grade level to the next.**		
Funding Source(s) *SWP Checklist 5.e*	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	**Implementation Plan** *SWP Checklist 3.a 34 CFR § 200.26*	**Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26*	**Resources**
Teachers and tutors provide Intervention weekly **Target Student Group** ☒ Gen Ed ☒ EL ☒ SWD	**Implementation Performance Target:** **Implementation Plan:** • Preplanning: ○ Review of i-Ready and reports • August-September: ○ I- ready diagnostic will be administered ○ I-Ready will be used to provide additional intervention during the literacy block	**Evaluation Performance Target:** **Evaluation Tool(s):** • I-Ready Diagnostic and Intervention reports **Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☒ Monthly	**i-Ready** **K-2 Tutors** **3-5 Tutors** **Wonders vocabulary Component**

Action Step *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*			
4. Teachers and tutors will provide explicit intervention in the area of reading comprehension with a focus questioning (informational text) and writing responses to questions including writing conventions.	○ Teacher rounds within the grade level, focusing on small group instruction (questioning strategies and implementation of writing conventions when responding to questions) ○ Identify students for tutoring support in the areas of reading comprehension and writing conventions. • October-December: ○ K-2 tutor supports students who are struggling with phonics and vocabulary. ○ 3-5 tutor supports (questioning strategies and implementation of writing conventions when responding to questions) ○ o January-February: ○ K-2 tutor support students who are struggling with phonics and vocabulary. ○ 3-5 tutor to support with informational text comprehension and key details. (questioning strategies and implementation of writing conventions when responding to questions) ○ I-Ready will be used to provide additional intervention during the literacy block ○ Teacher rounds within the grade level focusing on small group instruction (vocabulary, comprehension, and writing) • March-April: ○ K-2 tutor supports students who are struggling with phonics and vocabulary. ○ 3-5 tutor to support with informational text comprehension and key details (questioning strategies and implementation of writing conventions when responding to questions) ○ I-Ready will be used to provide additional intervention during the literacy block ○ Teacher rounds within the grade level, focusing on small group instruction (vocabulary, comprehension, and writing) • May:	☐ Every other month ☒ 3 times per year ☐ _____ **Data Analysis Plan:** **Teachers will analyze -i-ready Diagnostic data to determine growth using the question 2 and 3.** **Person(s) Collecting Evidence:** ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	**Informational Text**

	Review the year end data **Artifacts to be Collected:** o I-Ready data o Tutor reflection **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists **Frequency of Monitoring:** Monthly		

MATH DATA

MATH Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished
3rd Grade	42.4%	40%	41%	30%
4th Grade	35.4%	28%	34%	46%
5th Grade	33.4%	40%	30%	33%

Beacon Math Data – Spring Administration (Year)	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
Kinder (Winter Administration)	75	25	0	75	25	0	50	25	25	75	25	0
1st Grade	37	51	12	20	41	40	25	47	28	15	50	35
2nd Grade	15	50	35	18	40	42	26	33	40	19	37	44
3rd Grade	7	91	2	10	84	6	14	85	1	23	70	7
4th Grade	20	75	5	38	56	6	35	59	5	38	56	6
5th Grade	51	44	5	52	47	1	42	52	6	54	43	3

Source	Strengths	Weaknesses
FY25 MATH Milestones (Data by grade & subgroup)	• 3rd grade 70/88 (79.5%) students scored at levels 2-4. • 4th grade 64/82 (78%) scored at levels 2-4.	• 5th grade 35/98 (36%) scored at level 1 (beginning level). • Based on the Georgia Milestones End of Grade Assessment, Numerical Reasoning is an area of weakness for grade 3-5 with 146/268 (54%)of our students scoring below target.

Beacon Assessment – Math (Grade Level & Subgroups)	• Based on the Kindergarten Beacon results, Measurement and data reasoning was an area of strength with 50% of our students in Near Target and Prepared. • Based on the 1st and 2nd grade Beacon results in Math, with 133/158 (84%) of our students in Near Target and Prepared. • Based on the 4th grade Beacon results in Math, with 57/80 (69%) of our students in Near Target and Prepared.	• Based on the Kindergarten Beacon results Numerical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning are all areas of growth with on 25% of our students scoring in near target and zero students in Prepared. • Based on the 1st grade Beacon results in Math, Numerical Reasoning is an area of growth and development with 37/98 (38%) students in support needed. , • Based on the 3-5 Beacon results` Geometric and Spatial Reasoning is an area of growth. This was the lowest performing domain in each grade level.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Classroom instruction is not aligned with the rigor of standards or assessments. • Limited opportunities for to engage in professional learning focused on understanding the rigor o the standards as related to the Milestones Achievement Level Descriptors document. • Limited opportunities for students to engage in daily number sense routines to develop foundational skills needed for numerical reasoning. • Lack of common assessments in the area of ELA	

MATH Common Assessments (Grade Level Reading & Writing)		
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:**	
School Instructional Walks (Grade Level)		
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity	**Root Cause Explanation:**	

☐ Effective Leadership ☐ Supportive Learning Environment		
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:**	

MATH - IMPROVEMENT PLAN

GOAL #1: 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% (31 out of 61 students) to 55%** based on the scale scores from the Math Beacon Assessment. 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. 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.
Root Cause(s) to be Addressed:	• Classroom instruction is not aligned with the rigor of standards or assessments. • Limited opportunities for to engage in professional learning focused on understanding the rigor o the standards as related to the Milestones Achievement Level Descriptors document. • Limited opportunities for students to engage in daily number sense routines to develop foundational skills needed for numerical reasoning. • Lack of common assessments in the area of math
Funding Source(s) *SWP Checklist 5.e*	☒ Title I Funds ☐ Local School Funds ☐ Other: _____

Components	Implementation Plan *SWP Checklist 3.a 34 CFR § 200.26*	Evaluation Plan *SWP Checklist 3.b 34 CFR § 200.26*	Resources
Who? **One Action (Verb)** **What?** **Frequency**	**Implementation Performance Target:** By October 2025, 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 2025, at least 50% of students in each grade level (3-5) will score 60% or higher on each common formative assessment.	**Inspire Math Core Package** **State Learning Plans**

Target Student Group	Implementation Plan:	Evaluation Tool(s):	IReady Math
☒ Gen Ed ☒ EL ☒ SWD	• Preplanning: • Review the district Math Workshop schedule and expectations. • 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 Math Beacon, iReady, and EOG data to identify strengths and weaknesses and reflect on teaching practices.	• Beacon • iReady Math • Common Formative Assessments	**K-2 Tutors** **3-5 Tutors**
Action Steps *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	• August-September:	**Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☒ 3 times per year ☒ End of Unit	
1. Teachers will implement explicit instruction in small groups based on common formative data. Teachers will use Math DOK and Rigor (to include using the GADOE Learning Plans and the creation of common formatives that are aligned to standards, with learning targets printed next to each question.) 2. Teachers will develop and reinforce number sense by using manipulatives, number lines, and visual representations to help students understand number relationships and basic operations. Additional support using math manipulatives will provide kinesthetic and tactical learning to address students learning styles. **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	• Teachers will receive Professional Learning on Small Group Instruction. • Teachers will begin using data (Beacon, iReady, and Common Formative Assessments) to plan for small group instruction using a school wide template. • Teaches will review and incorporate Beacon Math Instructional Strategies. • Monthly instructional walks will begin to monitor pacing and standard alignment to the learning targets and assessments. • Teams will begin analyzing data (Beacon, iReady, and Common Formative Assessments during CCCs.) • October-December: • Teachers will meet for a half day of collaboration to plan math lessons, continue to analyze Beacon, iReady, and Common Formative Assessment data and 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. • Teachers will incorporate manipulatives in lessons at least twice a week. • January-February: • Teachers will meet for a half day of collaboration to plan math lessons, continue to analyze Beacon, iReady, and Common	**Data Analysis Plan:** **Common Formative Assessments** **Person(s) Collecting Evidence:** ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	

enhance understanding. In addition, teachers will have students explain their reasoning and the steps they took to solve problems.	Formative Assessment data and 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. • March-April: • Teachers Self-Assessment on small group instruction. • Walk-throughs continue • May: • Reflect on the implementation of the action step and determine if additional support is needed for the upcoming school year. **Artifacts to be Collected:** • CCC Minutes • Small Group Plans • Walk-through forms **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists **Frequency of Monitoring:** Monthly		

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

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

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

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN

GOAL #3: OTHER	
Root Cause(s) to be Addressed:	
Funding Source(s) *SWP Checklist 5.e*	☐ Title I Funds ☐ Local School Funds ☐ Other: _____

Components	Implementation Plan *SWP Checklist 3.a 34 CFR § 200.26*	Evaluation Plan *SWP Checklist 3.b 34 CFR § 200.26*	Resources
Who? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☐ Gen Ed ☐ EL ☐ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 1. (Insert action step here)	**Implementation Performance Target:** **Implementation Plan:** • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: **Artifacts to be Collected:** **Person(s) Monitoring Implementation:** ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists **Frequency of Monitoring:**	**Evaluation Performance Target:** **Evaluation Tool(s):** **Evaluation Plan:** Students will be assessed: ☒ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ **Data Analysis Plan:** **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☐ CCC Leads	

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

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

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required Annual Title I Meeting – Deadline: September 30, 2025 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.	08-14-2025		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline: November 3, 2025 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	10-13-2025 to 10-17-2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline: April 30, 2026 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	03-03-2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required TWO Building Staff Capacity Opportunities (Do not need to be listed in the Policy) – Deadlines: September 26, 2025 and February 16, 2026 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 **Staff will participate in 4 APTT HUSKY P.A.C.K. (Parent Academic Collaboration is Key) Parent Meetings**	08-27-2025 10-14-2025 to 10-17-2025 01-29-2026 03-19-2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:** **Rising Kindergarten families are introduced to expectations and learning opportunities offered in the Kindergarten. Kindergarten Camp in July and Kindergarten Orientation in March 2026.**	07-22-2025 to 07-24-25 03-10-2026		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	***List documents translated for parents:*** School Parent and Family Engagement Policy, School Parent and Family Compacts (K-2 and 3-5), HUSKY P.A.C.K. Parent Meeting Flyers/Invitations, CTLS Parent Messages		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities (Must be listed in the school policy)	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Teachers will host Husky P.A.C.K. Parent meetings (APTT) four times during the 2024-2025 school. Parents receive student data and are taught strategies to assist their students with meeting goals they have helped set.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Folders with student data At home activities Light snacks	Title 1	08-27-2025 10-14-2025 to 10-17, 2025 01-29-2026 03-19-2026	Sign in sheet Parent survey APTT data and attendance sheet Parent goal sheets	Parent Facilitator
The parent facilitator will host Parent University Workshops 4 times during the year where parents receive information about Using Technology at Home/CTLS and Parent Vue, Student Assessments (Understanding your Child's Reading and Math Level) and Georgia Milestones Parent Meeting	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	CTLS, Parent Vue and Technology Resources Math and Reading Resources Light snacks	Title 1	September 2025 November 2025 February 2026 April 2025	Sign in sheet Parent Survey	Parent Facilitator

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

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

School Improvement Plan Required Questions

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

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

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

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

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

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

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

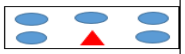
· Title III funds support language proficiency through resources, including teacher and student materials, digital learning programs, and professional learning for Teachers of English Language Learners. It also provides resources and substitute teachers,

· 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 that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The results from district and school-wide assessments will be analyzed on a quarterly basis by administrators and academic coaches. This data will be triangulated with state assessment data and will be used to determine the effectiveness of the programs and what actionable strategies need to be implemented for increased academic achievement.** **Teachers actively participate in Collaborative Teams (CTs) 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 Collaborative Teams (CTs) 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 and academic coaches will meet quarterly to analyze school wide data. They will meet with the Title 1 Supervisor 3 times a year to monitor school wide data and adjust the plan based on the data.

Schoolwide Plan Reform Strategies – *Section 1114(b)(7)(A)(i-iii)(I-V)*
10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State's challenging academic standards, where applicable.** *SWP Checklist 2(a)*
11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*
12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*
13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)* **SCHOOL RESPONSE**: Hendricks Elementary PBIS team, counselors, and administrators have developed a PBIS plan and designed a matrix shown below to specifically 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.

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

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

SCHOOL RESPONSE: Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what 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)

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

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

SCHOOL RESPONSE: A Kindergarten Orientation meeting will be held for parents to be able to learn about kindergarten readiness and expectations. Parents and students will have an opportunity meet the kindergarten teachers and ask any questions.
~Our rising 6th grade students and parents participate in middle school parent night and a day tour of our feeder schools, Garrett, and Cooper Middle School. Opportunities are provided for parents and students to pose transition questions and receive answers to make them feel more comfortable about transitioning to middle school

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

SCHOOL RESPONSE:

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

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

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?**
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	The parent facilitator collaborates with the counselors and academic coaches to offer parent workshops and activities that can be used with students at home. They also collaborate with academic coaches on family and community engagement professional learning for staff.
Instructional Paraprofessional	☒ 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 technology. They also assist students with taking any computer-based assessments. They assist teachers in the classroom with lessons as well as helping with behavior management.
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

School Improvement Goals *Include goals on the parent compacts and policy*	
Goal #1	*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* *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 70% (98/141).* *By the end of SY 2025-26, the percentage of students in grades 3-5 who score proficient or advanced will increase 35 % (94/269 out of students to 40 % (103/258) based on the ELA Georgia Milestones assessment.*
Goal #2	*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.* *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.*
Goal #3	
Goal #4	