



School Improvement Plan

2021-2022

Action Plan



SCHOOL NAME: Hendricks Elementary

Date Submitted: June 10, 2021

Date(s) Revised: August 12, 2021



TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM

GOAL #1	Increase the percentage of students proficient in writing from 8% to 30% in English Language Arts as measured by the Write Score Assessment by the end of the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Teachers in grades K-5 will use learning targets daily to support all students' understanding of learning goals for writing.	N/A	8/1/21	<p>Implementation: Administration will walk each classroom weekly to monitor the use of learning targets and debrief during monthly PAC meetings.</p> <p>Impact: Grade levels will discuss the effect of using clear learning targets during weekly CCC meetings reviewing assessment data and student work. They will modify current and future learning targets as needed.</p> <p>Artifacts/Evidence: Walkthrough data, lesson plans, student assessments, student work.</p>	<p>Admin</p> <p>Academic Coach K-5 Teachers CCC meetings</p>
2. Teachers in grades K-5 will implement the Four-Square writing structure for writing instruction to support all students with using a common structure.	N/A	9/1/21	<p>Implementation: Administration will walk each classroom bi-weekly to monitor the use of the four-square writing structure and debrief during monthly PAC meetings.</p> <p>Impact: Grade levels will discuss the impact of the four-square writing structure during weekly CCC meetings reviewing writing samples and modifying instruction as needed.</p> <p>Artifacts/Evidence: Walkthrough data, lesson plans, writing samples, writing assessment data</p>	<p>Admin</p> <p>Academic Coach K-5 Teachers CCC meetings</p>
3. Teachers in grades K-5 will implement the workshop model to support guided writing small group instruction for all students.	N/A	8/2/21	<p>Implementation: Administration will walk each classroom bi-weekly to monitor the use of the workshop model and guided writing groups and debrief during monthly PAC meetings.</p> <p>Impact: Grade levels will discuss the impact of the writing workshop model and small group guided writing instruction during weekly CCC meeting and modify practice as needed.</p> <p>Artifacts/Evidence: Walkthrough data, lesson plans, student writing samples, writing assessment data.</p>	<p>Admin</p> <p>Academic Coach K-5 Teachers CCC meetings</p>
4. Teachers in grades 3-5 will implement Write Score Lessons to support writing instruction for (3-5) students.	Title 1	10/1/21	<p>Implementation: Administration will walk each classroom bi-weekly to monitor the use of Write Score lessons and debrief during monthly PAC meetings.</p> <p>Impact: Grade levels will discuss the impact of the Write Score lesson during weekly CCC meetings and modify lessons as needed.</p> <p>Artifacts/Evidence: Walkthrough data, lesson plans, student writing samples, Write Score assessment data.</p>	<p>Admin</p> <p>Academic Coach K-5 Teachers CCC meetings</p>



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EFFECTIVE LEADERSHIP

GOAL #1	Increase the percentage of students proficient in writing from 8% to 30% in English Language Arts as measured by the Write Score Assessment by the end of the 2021-2022 school year.				
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1. The academic coach will be utilized to facilitate professional learning quarterly, related to writing instruction.		Title 1	9/1/21	Implementation: Admin will meet with academic coach monthly to discuss professional learning plan and school professional learning needs. Artifacts/Evidence: Sign-in sheets, agenda, monthly instructional support log	Admin Academic Coaching Logs
2. Admin and the academic coach will communicate the writing goal developed by the leadership to all staff members weekly, and stake holders, quarterly.		N/A	8/1/21	Implementation: Admin and the academic coach will communicate the writing goal weekly to staff members in weekly CCC meetings and to stake holders during all events and meetings. Progress towards the goals will be discussed in monthly PAC meetings. Artifacts/Evidence: Sign-in sheets, agenda, meeting minutes	Admin Academic Coach Agenda Meeting minutes
3. Admin and the academic coach will analyze Write Score and common assessment data quarterly.		Title 1	9/1/21	Implementation: Admin and the academic coach will meet monthly to discuss areas of growth for Write Score and common assessment writing data Artifacts/Evidence: Data reports	Admin Academic Coach Data reports
4. Admin and the academic coach will monitor Write Score usage and implementation of lesson with all students monthly.		Title 1	10/1/21	Implementation: Admin and academic coach will meet bi-weekly to discuss use of Write Score lessons Artifacts/Evidence: Agenda	Admin Academic Coach Agenda
5. The parent facilitator will be utilized quarterly to provide parent engagement activities and events for writing.		Title 1	8/1/21	Implementation: Admin will meet with parent facilitator monthly to discuss parent engagement activities and events for the upcoming month and quarter. Artifacts/Evidence: Agenda	Admin Parent Facilitator Academic Coach Agenda



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PROFESSIONAL CAPACITY

GOAL #1	Increase the percentage of students proficient in writing from 8% to 30% in English Language Arts as measured by the Write Score Assessment by the end of the 2021-2022 school year.				
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1. The academic coach with guidance from admin will develop and deliver professional learning quarterly, to all K-5 teachers on the four-square writing structure and language for writing instruction.		Title 1	9/1/21	Implementation: Admin will attend professional learning session quarterly and debrief during meetings with the academic coach. Artifacts/Evidence: Agendas, sign-sheets, monthly support log	Academic Coach Admin K-5 Teachers
2. The academic coach and admin will model, observe, and provide feedback as needed to K-5 teachers on writing instruction.		Title 1	9/1/21	Implementation: Admin will meet with academic coach weekly to monitor and debrief with staff during monthly PAC meetings. Artifacts/Evidence: Agendas, sign-in sheets, monthly support log	Admin Academic Coach K-5 Teachers
				Implementation: Artifacts/Evidence:	
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SUPPORTIVE LEARNING ENVIRONMENT

GOAL #1	Increase the percentage of students proficient in writing from 8% to 30% in English Language Arts as measured by the Write Score Assessment by the end of the 2021-2022 school year.			
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1. Teachers in grades K-5 will use common language, graphic organizers, rubrics, and resources to provide writing instruction to all students.	Title 1	8/1/21	<p>Implementation: Admin will walk each classroom bi-weekly to monitor the use of common language and resources and debrief during monthly PAC meetings.</p> <p>Impact: Grade levels will discuss the impact of using common language and resources during weekly CCC meeting and modify the use of resources as needed.</p> <p>Artifacts/Evidence: Walkthrough data, lesson plans, student work samples</p>	<p>Admin</p> <p>Academic Coach K-5 Teachers CCC meetings</p>
2. Teachers in Grades K-5 will provide small group writing instruction using the workshop model to all students weekly based on writing assessment data and classroom observation.	Title 1	9/1/21	<p>Implementation: Admin will walk each classroom bi-weekly to monitor the use of small group instruction for writing and debrief during monthly PAC meetings.</p> <p>Impact: Grade levels will discuss the impact of using small group writing instruction and the workshop model during weekly CCC meeting and modify groups as needed.</p> <p>Artifacts/Evidence: Walkthrough data, lesson plans</p>	<p>Admin</p> <p>Academic Coach K-5 Teachers CCC meetings</p>
			<p>Implementation:</p> <p>Impact:</p> <p>Artifacts/Evidence:</p>	
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FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	Increase the percentage of students proficient in writing from 8% to 30% in English Language Arts as measured by the Write Score Assessment by the end of the 2021-2022 school year.				
Action Step(s)		Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
1. The parent facilitator will invite stakeholders to input meetings twice a year regarding the School Improvement Plan, Compact Policy, and Family Engagement events.		Title 1 Local School Funds	8/1/21	Implementation: Admin will monitor communication sent to stakeholders quarterly and debrief during the bi-annual stakeholder meetings. Artifacts/Evidence: CTLS Parent, School website	Parent Facilitator Admin CTLS Parent
2. The parent facilitator and academic coach will compile resources and suggested home activities to list on the Family Engagement Compact.		Title 1 Local School Funds	10/1/21	Implementation: Parent facilitator and the academic coach will monitor the use and distribution of resources quarterly and debrief during the bi-annual stakeholder meetings. Artifacts/Evidence: Compact Policy, teacher surveys	Parent Facilitator Academic Coach Teacher surveys
3. The parent facilitator and counselors will host Purposeful Parent Workshops quarterly, to support social and emotional learning.		Title 1 Local School Funds	8/1/21	Implementation: Parent facilitator and counselor will monitor the impact of the Purposeful Parent Workshops and debrief quarterly during admin meetings. Artifacts/Evidence: Sign- sheets, agendas, parent surveys	Parent Facilitator Counselors Parent surveys
4. The parent facilitator and the academic coach will host parent sessions for writing quarterly and APTT(1 st grade and 4 th grade) to support family learning engagement.		Title 1	8/1/21	Implementation: Academic coach will monitor the impact of the parent sessions quarterly and debrief quarterly in PAC meetings. Artifacts/Evidence: Sign-sheets, agendas, parent surveys	Academic Coach Parent Facilitator Parent Surveys
5. The parent facilitator will provided translation and interpretation services for ELL families as needed for all parent engagement events.		N/A	8/1/21	Implementation: The parent facilitator will monitor the impact of providing translation and interpretation services and debrief quarterly in admin meetings. Artifacts/Evidence: Translator request, parent surveys	Parent Facilitator Parent surveys



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STUDENT GROUPS					
Goal #1	Increase the percentage of students proficient in writing from 8% to 30% in English Language Arts as measured by the Write Score Assessment by the end of the 2021-2022 school year.				
Action Step(s)		Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> Lead (bold) Support
Economically Disadvantaged	Provide students with at home materials and such as books, writing journals, and questions/prompts to continue response to reading practice outside school.	Title 1 Local School Funds	8/1/21	Implementation/Impact: Teacher will review student response to reading journals bi-weekly and give feedback. Artifacts/Evidence: Student writing journal and reading log.	K-5 Teachers Student journal and log
English Learners	Provide Imagine Learning licenses for the most challenged EL student to increase language acquisition	Title III	8/1/21	Implementation/Impact: ESOL teachers will monitor the impact of the use Imagine Learning and discuss during weekly CCC meetings. Artifacts/Evidence: Data reports	ESOL Teacher Data reports CCC meetings
Race / Ethnicity	Provide students with diverse materials, technology, classroom structures to support culturally responsive and relevant instructional practices.		8/1/21	Implementation/Impact: All K-5 teachers with help from the media specialist will monitor the use of diverse materials being used by utilizing bi-annual student and teacher surveys. Artifacts/Evidence: Survey Data	K-5 Teachers Media Specialists
Foster and Homeless	Provide additional resources and/or access to requested support needs through the social worker.		8/1/21	Implementation/Impact: All K-5 teachers will collaborate with social worker to request additional resources as needed. Artifacts/Evidence: Social Worker case load data	K-5 Teachers Social Worker
Migrant				Implementation/Impact: Artifacts/Evidence:	
Students with Disabilities	K-5 Teachers will provide instructional resources and websites to parents to assist with strengthening writing skills.		8/1/21	Implementation/Impact: All K-5 teachers will monitor the use of instructional resources and websites and discuss during IEP and weekly CCC meetings. Artifacts/Evidence: Meeting minutes	K-5 Teachers SSA IEP meeting CCC meeting



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COHERENT INSTRUCTIONAL SYSTEM

GOAL #2	Increase the percentage of students proficient in Math from 41% to 60% as measured by the Math Inventory by the end of the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Teachers in grades K-5 will use learning targets daily to support all students' understanding of learning goals for math.	N/A	8/1/21	<p>Implementation: Administration will walk each classroom weekly to monitor the use of learning targets and debrief during monthly PAC meetings.</p> <p>Impact: Grade levels will discuss the effect of using clear learning targets during weekly CCC meetings reviewing assessment data and student work. They will modify current and future learning targets as needed.</p> <p>Artifacts/Evidence: Walkthrough data, lesson plans, student assessments, student work.</p>	<p>Admin</p> <p>Academic Coach K-5 Teachers CCC meetings</p>
2. Implement Math Fluency Initiative lessons daily.	N/A	8/1/21	<p>Implementation: Administration will walk each classroom weekly to monitor the use of Math Fluency Initiative lessons and debrief during weekly CCC meetings.</p> <p>Impact: Grade levels will discuss the Math Fluency Initiative during weekly CCC meetings reviewing assessment data and student work. They will modify lessons as needed.</p> <p>Artifacts/Evidence: Walkthrough data, lesson plans, student assessments, student work</p>	<p>Admin</p> <p>Academic Coach K-5 Teachers CCC meetings</p>
			<p>Implementation:</p> <p>Impact:</p> <p>Artifacts/Evidence:</p>	
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1. The academic coach will be utilized to facilitate professional learning quarterly, related to math instruction.	Title 1	8/1/21	Implementation: Admin will meet with academic coach monthly to discuss professional learning plan and school professional learning needs. Artifacts/Evidence: Sign-in sheets, agenda, monthly instructional support log	Admin Academic Coaching Logs
2. Admin and the academic coach will communicate the math goal developed by the leadership to all staff members weekly, and stake holders, quarterly.	Title 1	8/1/21	Implementation: Admin and the academic coach will communicate the writing goal weekly to staff members in weekly CCC meetings and to stake holders during all events and meetings. Progress towards the goals will be discussed in monthly PAC meetings. Artifacts/Evidence: Sign-in sheets, agenda, meeting minutes	Admin Academic Coach Agenda Meeting minutes
3. Admin and the academic coach will monitor and analyze Math Inventory data quarterly and common assessment data monthly.	Title 1	8/1/21	Implementation: Admin and academic coach will meet quarterly to discuss Math Inventory data and bi-weekly to discuss common assessment data. Artifacts/Evidence: Agenda	Admin Academic Coach Agenda
4. The parent facilitator will be utilized quarterly to provide parent engagement activities and events for math.	Title 1	8/1/21	Implementation: Admin will meet with parent facilitator monthly to discuss parent engagement activities and events for the upcoming month and quarter. Artifacts/Evidence: Agenda	Admin Parent Facilitator Academic Coach Agenda
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2. The academic coach and admin will model, observe, and provide feedback as needed to K-5 teachers on math instruction.	Title 1	9/1/21	Implementation: Admin will meet with academic coach weekly to monitor and debrief with staff during monthly PAC meetings. Artifacts/Evidence: Agendas, sign-in sheets, monthly support log	Admin Academic Coach K-5 Teachers
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1. Teachers in grades K-5 will use Math in Practice and the Math Fluency Initiative centers and interventions for all students.	N/A	8/1/21	<p>Implementation: Admin will walk each classroom bi-weekly to monitor the use of the MFI interventions and Math in Practice and debrief during monthly PAC meetings.</p> <p>Impact: Grade levels will discuss the impact of use of MFI and Math in Practice during weekly CCC meeting and modify the use of resources as needed.</p> <p>Artifacts/Evidence: Walkthrough data, lesson plans, student work samples</p>	<p>Admin</p> <p>Academic Coach K-5 Teachers CCC meetings</p>
2. Teachers in Grades K-5 will provide small group math instruction using the workshop model to all students weekly based on Math Inventory and common assessment data.	N/A	9/1/21	<p>Implementation: Admin will walk each classroom bi-weekly to monitor the use of small group instruction for math and debrief during monthly PAC meetings.</p> <p>Impact: Grade levels will discuss the impact of using small group math instruction and the workshop model during weekly CCC meeting and modify groups as needed.</p> <p>Artifacts/Evidence: Walkthrough data, lesson plans</p>	<p>Admin</p> <p>Academic Coach K-5 Teachers CCC meetings</p>
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Economically Disadvantaged	Provide students with at home materials such as family math games to continue to practice math facts outside of school.	Title 1 Local School Funds	8/1/21	Implementation/Impact: Teacher will review math games with the student and check for fluency. Artifacts/Evidence: student math games	K-5 Teachers Student math games
English Learners	Provide Imagine Learning licenses for the most challenged EL student to increase language acquisition.	Title III	8/1/21	Implementation/Impact: ESOL teachers will monitor the impact of the use Imagine Learning and discuss during weekly CCC meetings. Artifacts/Evidence: Data reports	ESOL Teacher Data reports CCC meetings
Race / Ethnicity	Provide students with diverse materials, technology, classroom structures to support culturally responsive and relevant instructional practices.		8/1/21	Implementation/Impact: All K-5 teachers with help from the media specialist will monitor the use of diverse materials being used by utilizing bi-annual student and teacher surveys. Artifacts/Evidence: Survey Data	K-5 Teachers Media Specialists
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Students with Disabilities	K-5 Teachers will provide instructional resources and websites to parents to assist with strengthening math skills.		8/1/21	Implementation/Impact: All K-5 teachers will monitor the use of instructional resources and websites and discuss during IEP and weekly CCC meetings. Artifacts/Evidence: Meeting minutes	K-5 Teachers SSA IEP meeting CCC meeting



FY22 TITLE I SIP REQUIRED QUESTIONS

CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA

References: Schoolwide Checklist (3.a., 3.c., 3.d.)

Statement #1: The School Improvement Plan is developed during a one-year period (**Grant Year**) as outlined in **Sec. 114(b) (1-5) of ESSA**.

Statement #2: (Monitoring) 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.

Statement #3: (SIP Available to Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. 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.

Statement #4: (Coordination and Integration of Funds) Is 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.



Question #1: Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

References: Schoolwide Checklist (2.iii.d)

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

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



Question #2: Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. **[Sec. 1111(g)(1)(B)]**

References: Schoolwide Checklist (2.iii.d)

All students at Hendricks Elementary will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

(Local School)

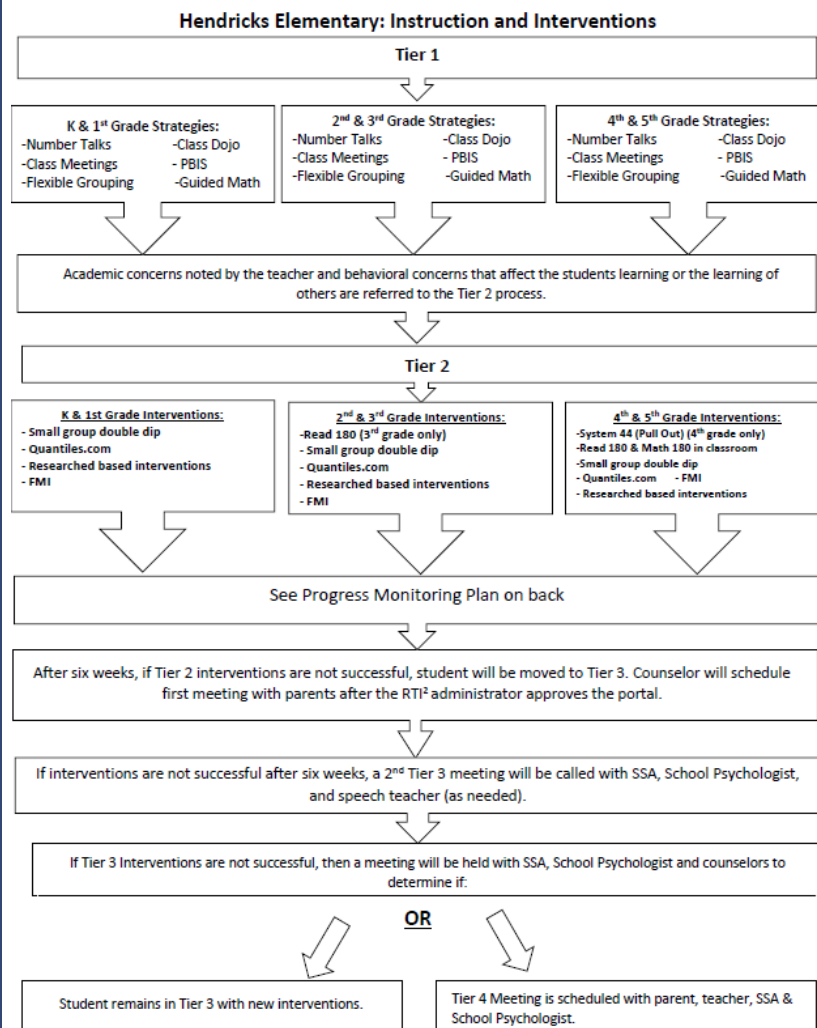
At Hendricks Elementary we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning 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.

Question #3: Describe how the Title I instructional program 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, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness 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);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)

(Local School)



Mentoring provided through Kid's Hope for students in grades 2nd-5th. The mentors support the students' social/emotional and academic needs.













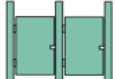



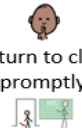





Question #4: Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

(Only include for Local School with students residing in N & D facilities)

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."

Question #5: Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(III)]

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.

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 	

**Question #6:****Transition:**

ES: Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]**

References: Schoolwide Checklist 2.a.iii.e

OR

MS/HS: Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. **[Se. 1114(b)(7)(II)]**

References: Schoolwide Checklist 4c

The transition plan for Hendrick Elementary includes an orientation during the summer for rising kindergarten students. Parents and students can tour the facility, and students rotate through learning stations with teachers while learning how to navigate the school. In addition, parents are provided resources and strategies to support the transition. 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. 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.



TITLE I

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Question #7: If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

(Local School that is **TA Schools Only**)



Question #8: Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.

Maintaining an Accurate Title I Inventory at Hendricks Elementary

All electronic devices purchased from Title I funds are collected in the school media center once a year for conducting an inventory. At the beginning of the school year, the media specialist confirms the location of each item listed on the Title I equipment master spreadsheet. The master spreadsheet is stored electronically by the district Title I office and made available online to our school. The spreadsheet is now updated in real time as purchases are made and old equipment is discarded. Based on records supplied by the school bookkeeper, the media specialist adds new items that have purchased with Title I funds to the master list. Any items which have become broken or obsolete are surplussed and documentation of the removal is filed. Any items found to be missing or stolen are reported through documentation which is also kept on file. Surplussed, missing or stolen items are removed from the master list. This process helps our school maintain an accurate master list of the current Title I inventory.

Technology Checkout Procedures and Policies

General: The school principal decides where equipment will be used. The school media specialist keeps records on each item and its location. A record of the school's complete inventory of all Title I items is kept electronically in Teams by the district Title I office, and in print form in a notebook stored in the media specialist's office.

Laptop Computers

Laptop Carts: Laptop carts are housed in the media center. Teachers request the use of a cart by using LibraryTrac, an online scheduling software. Users may reserve a cart up to two weeks in advance. Laptop carts are checked out by full cart only. The teacher who has signed up for, and uses the cart, is responsible for the care of the laptops. Carts may not be kept in classrooms overnight. Carts are locked and secured in the media center at the end of each school day. Usage statistics for the laptop carts can be accessed in LibraryTrac.

Classroom student laptops: Student laptops are assigned by a school to classrooms by a school administrator at the beginning of the school year. At the end of the year, these are collected by administrators and stored in a locked storage room during the summer break. Classroom teachers take responsibility for guiding student usage and placing service requests when needed.

iPads

iPad Carts: iPad carts are assigned to classrooms at the beginning of a school year and remain in the assigned location for the full year. The media specialist creates documents listing where carts are placed and the name of the teacher taking responsibility for each cart. These documents are kept electronically in Office 365 and in a notebook in the media specialist's office.



TITLE I

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Classroom teachers use and distribute iPads from the carts in ways to meet daily instructional needs of a grade level team. The teacher housing a cart accounts for each iPad's return at the end of the day, locks the cart with a combination lock and stores the cart in the locked classroom each night.

Individual iPads: iPads which are not in carts are housed in locked areas of the media center and are available for checkout as needed. If these iPads are checked out to a classroom for an extended period, the teacher who has checked them out has the responsibility of storing them in a secure space within the classroom. All individual iPads are checked out via Destiny (library circulation software) which provides location information and usage statistics for each device.



ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

Question: *How is the SIP 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*

Response:

Hendricks Elementary School will use funds from the state and local level, in combination with community support in several ways throughout the school year to benefit our stakeholders. Title II funds will be used to support professional learning needs among our staff. Title III funds will be used to continue to support language proficiency among select students. Extended Day funds will allow for us to conduct tutoring support for struggling students in order to try and bring them to grade level mastery in ELA and Math to meet state standards. Our Positive Behavioral Intervention and Support (P.B.I.S.) initiative will be used to promote desired behaviors, school-wide safety and security, and social and emotional stability among our students. Hendricks will host a Special Student Services night, as well as an ELA and Math night, to engage parents, deliver critical information, and provide academic support strategies for use at home. These programs will work together to meet the needs of our students, staff, and families identified in the CNA.