



Hendricks Elementary School Improvement Plan 2021-2022 Comprehensive Needs Assessment

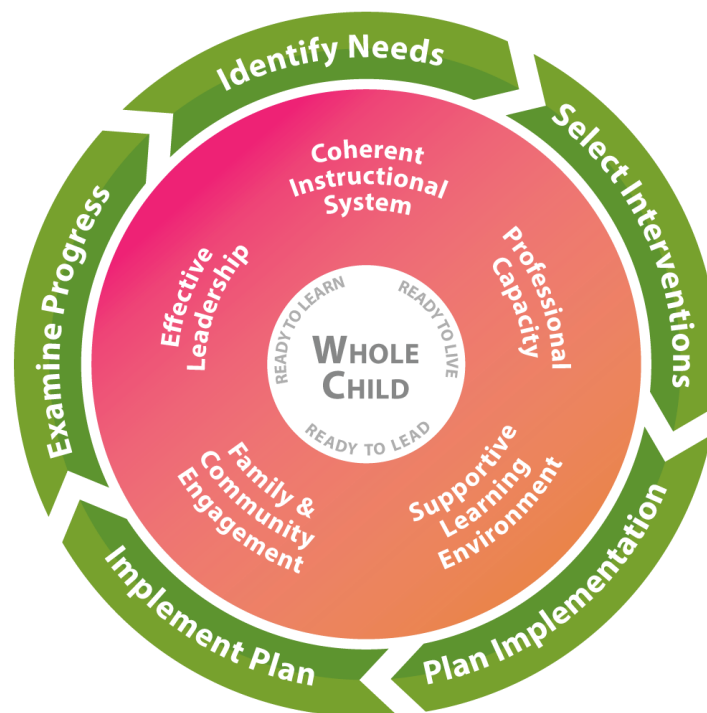


DATE SUBMITTED

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GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Georgia's Systems of Continuous Improvement

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs

- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Georgia's Systems of Continuous Improvement

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia's Systems of Continuous Improvement

Georgia Department of Education School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Hendricks Elementary School
<i>Team Lead</i>	Michael Perkins
<i>Position</i>	Principal
<i>Email</i>	Michael.perkins@cobbk12.org
<i>Phone</i>	770-819-2387
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

1. General Improvement Plan Information

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

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

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

Specific Measurable Attainable Relevant Time-bound

An example of a SMART goal is:

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

2.1.1 Completing the Improvement Goals Tables

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

Coherent Instructional System

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

Effective Leadership

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

Professional Capacity

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

2. School Improvement Goals

Family and Community Engagement

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

Supportive Learning Environment

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



Cobb County Title I School Improvement Plan 2021-2022

PLANNING and PREPARATION

Date(s) 9/13/21, 10/4/21, 3/14/22, 4/28/21

1.1 IDENTIFICATION of STAKEHOLDERS

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

Position/Role	Name
Title I Supervisor	Dr. Dennissa Brown
Academic Coach (District)	Angela Mack
Academic Coach (Local School)	Brandy Brown
Parent (Non CCSD Employee)	Mr. William Jefferson
Business Partner	
Counselor	Ayeisha Scott
Parent Facilitator	Stephanie Jackson
Health Care Providers	
Social Workers	Xenia Ventura
IHE Leaders (College Contact)	
Faith-based Community Leaders	Pastor John Bailey
Technology Experts (TIS)	Candace Queen
Media Specialists/Librarians	Cynthia Coker
Police/Public or School Safety Officers	Officer Callihan



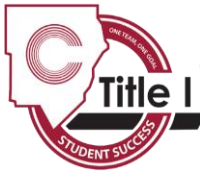
Cobb County Title I School Improvement Plan 2021-2022

Meeting Date(s): 9/9/21, 10/14/21, 11/11/21, 12/9/21, 1/13/22, 2/10/22, 3/10/22, 4/21/22

IDENTIFICATION OF TEAM

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by school.

Position/Role	Printed Name	Signature
Principal	Michael Perkins	
Assistant Principal	Wendy Embry	
Academic Coach	Brandy Brown	
Teacher- Grade K	Chaundra Fletcher	
Teacher- Grade 1	Breianna Fenner	
Teacher- Grade 2	Julie Bishop	
Teacher- Grade 3	Heather Jones	
Teacher- Grade 4	Kimberly Crawford	
Teacher- Grade 5	Thanh Noel	
Teacher- Specialist	Amanda Esposito	
Teacher- EIP	April McKinney	
Teacher- Special Education	Monica Reed	
Academic Coach	Dr. Renee Heiberger	



IDENTIFICATION of STAKEHOLDERS

References: Schoolwide Checklist 3.b.

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

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).

References: Schoolwide Checklist 3.b./Sec. 2103(b)(2)]

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 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. Additionally, we consistently solicited support from leaders within other Title 1 schools as well as consultative support from personnel in our district's Title 1 department. For additional input, stakeholders were contacted via CTLS Parent.



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

Comprehensive Needs Assessment Evaluation of Goal(s)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

For the School Year: FY21

Goal 1: *Increase the percentage of students proficient in writing from 33% to 60% in English Language Arts as measured by the Write Score Assessment by the end of the 2020-2021 school year.*

1. Was the goal met? **No**
 2. What data supports the outcome of the goal?
Write Score Data
Mid year 8% Proficient
 3. What process/action step/Intervention contributed to the outcome of the goal?
Implementation of the Write Score program was encouraged and supported; however, the process was not monitored with fidelity. Teachers acknowledged the benefits of the program and the need for using the program however there were many challenges due to navigating between face-to-face and virtual learners. In addition, due to the nature of the year students were only given one assessment instead of two so accurate growth cannot be measured.
 4. Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
To address the area of need it has been suggested to establish a time for collaborative professional learning related to unpacking the standards and creating common structures and language for writing instruction across all grade levels. The common structures will include a four-square graphic organizer and grade level-appropriate rubrics based on the Georgia Standards for Excellence for ELA. The academic coaches will facilitate professional learning, model lessons, and monitor implementation more frequently. School administrators will emphasize the daily usage expectations and monitor implementation of common writing structures and practices.
 - b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
 - c. If the outcomes **exceeded** the goal, what are the next steps?
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Cobb County Title I School Improvement Plan 2021-2022

Goal 2: *Increase the percentage of students proficient in Math from 37%% to 60% as measured by the Math Inventory by the end of the 2020-2021 school year.*

1. Was the goal met? **No**
 2. What data supports the outcome of the goal?
Math Inventory Data
Beginning of Year = 33% proficient or above
Mid-Year = 37% proficient or above
End of Year = 42% proficient or above
 3. What process/action step/Intervention contributed to the outcome of the goal?
Common assessments were monitored through the MFI initiative and CCC meetings and best; however, strategies for developing conceptual understanding was not implemented or monitored with fidelity. While student growth was noted amongst most grade levels, it was difficult to fully assess understanding with teachers having to navigate between face-to-face and virtual learners.
 4. Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
To address this area of need professional development needs to be restructured to focus on the use of conceptual based teaching and the use of manipulatives to support students' understanding of math concepts and problem-solving. The academic coaches will facilitate professional learning, model lessons, and monitor implementation more frequently. School administrators will emphasize the importance of conceptual based teaching and learning
 - b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
 - c. If the outcomes **exceeded** the goal, what are the next steps?
-



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Goal 3: (Identify Goal 3 here)

1. Was the goal met?
 2. What data supports the outcome of the goal?
 3. What process/action step/Intervention contributed to the outcome of the goal?
 4. Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
 - b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
 - c. If the outcomes **exceeded** the goal, what are the next steps?
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Goal 4: (Identify Goal 4 here)

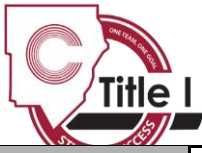
1. Was the goal met?
 2. What data supports the outcome of the goal?
 3. What process/action step/Intervention contributed to the outcome of the goal?
 4. Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
 - b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
 - c. If the outcomes **exceeded** the goal, what are the next steps?
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Comprehensive Needs Assessment (References: Schoolwide Checklist 1.a.)

Comprehensive Needs Assessment Summary of Findings

Data Types	Identified Strengths	Identified Challenges (Highlight 2-3 as Priority)	Multiple Data Sources Used
Student Achievement Data			
ELA	<p>The percentage of K-5 students who are identified as proficient or above increased by 8%.</p> <p>Of the components assessed on Write Score students scored the highest in writing introductions and spelling.</p>	<p>Of the components assessed on Write Score students struggled with transitions, conclusions and idea development.</p>	<p>Reading Inventory (K-5)</p> <p>Write Score (3rd Grade)</p>
Math	<p>The percentage of students who were identified as proficient or above increased by 7%.</p>	<p>While grade level fact fluency accuracy is improving, students still struggled with automaticity.</p> <p>Based on teacher observations, common assessments, and math inventory students still struggle with math problem solving.</p>	<p>Local & District Common Assessments (K-5)</p> <p>Math Inventory (K-5)</p>
Science			
Social Studies			
Other			



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Discipline / School Climate Data	Decrease in discipline referrals. Fewer class disruptions due to behavior.		School discipline/referral data. PBIS Data
Perception Data			
Process Data			



Prioritized Need #1	
In ELA, most students are not proficient with composing a coherent informational or opinion writing piece that is well-developed and organized.	
Root Cause #1	Due to Covid 19 there are learning gaps in writing from the previous year and accessibility to some students was limited.
Root Cause #2	Lack of time for vertical alignment to discuss gaps and ways to address student needs in the virtual environment.
Root Cause #3	The ability to teach and assess writing in the hybrid teaching environment was challenging.
Root Cause #4	Lack of common language, structures, and processes for writing in the hybrid teaching environment.
Root Cause #5	Students lack an understanding of how to craft a coherent and organized writing piece.
GOAL	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.



Prioritized Need #2

In math, most students are not proficient with applying conceptual understandings to solve grade level appropriate problem-solving tasks.

Root Cause #1

Due to Covid 19 there are learning gaps in math problem solving and conceptual understanding from the previous year.

Root Cause #2

Lack of time for vertical alignment to discuss gaps in the virtual environment.

Root Cause #3

The ability to teach math conceptual understanding and problem solving in the hybrid teaching environment was challenging.

Root Cause #4

Teachers do not have a clear understanding of grade level standards and problem-solving situations to apply to the hybrid teaching environment.

Root Cause #5

Some students lack the fact fluency and/or conceptual understanding needed to perform math problem solving operations.

GOAL

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.



Prioritized Need #3	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	