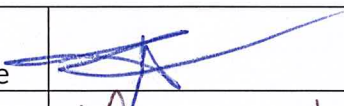
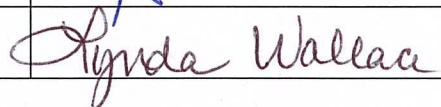


FY27 Title I Schoolwide Plan

☒Original Plan ☐Amended Plan

School Name	Hasty Elementary
Principal	Maria Rosario-Regan
LEA	Cherokee County School District
Funding	Traditional
Factors Used by District to Identify Students in Poverty	Free/Reduced Meal Application

Original Plan			
Principal's Signature		Date	5/28/26
Title I Director/ Designee Signature		Date	5/29/2026

Amended/Revised Plan			
Principal's Signature		Date	
Title I Director/ Designee Signature		Date	

Leadership Team-See attached sign-in sheet		
Name	Role	Date
Maria Rosario-Regan	Principal	3/19/2026
Janet Marotte	Assistant Principal	3/19/2026
Faith Herrick	Academic Facilitator	3/19/2026
Angela Gulin	Family & Community Engagement Liaison	3/19/2026

Stakeholders-See attached sign-in sheets		
Meeting Type	Stakeholder Types	Meeting Date
School Council	Select Parents, Staff and Community Members	2/10/2026
Parent Input Meeting	All Parents	2/12/2026
Staff Input	All Staff	2/13/2026-3/18/2026

Comprehensive Needs Assessment (ESSA Section 114(b)(1)(A))

The plan is based on a comprehensive needs assessment of the entire school that takes into account 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 challenging State academic standards and any other factors as determined by the local education agency.

Data Analysis

The school conducted a comprehensive needs assessment that included:

Achievement Data

Formative and Summative Assessments

- FY25 Georgia Milestones Assessment System (GMAS)-Georgia Insights
- FY25 ACCESS-District Local
- FY26 CCSD ELA and Math Screeners-District Local (January 2026)
- FY26 Projected Milestones Performance-Power BI

FY25 GMAS ELA				
Grade	Beg.	Dev.	Prof.	Dist.
3	41.0%	32.9%	23.1%	2.9%
4	34.0%	32.7%	24.2%	9.2%
5	31.9%	38.1%	23.1%	6.9%

FY25 GMAS Reading Domains			
	Below Target	Approaching Target	Met Target
Reading & Vocabulary	64.8%	16.7%	18.5%
Key Ideas & Details	65.4%	15.2%	19.3%
Craft & Structure/Integration of Knowledge & Ideas	48.8%	33.1%	18.1%
Vocabulary Acquisition & Use	46.9%	35.0%	18.1%
Reading Informational Text	62.1%	22.0%	15.8%
Reading Literary Text	62.8%	16.1%	21.2%

FY25 GMAS Writing Domains			
	Below Target	Approaching Target	Met Target
Writing & Language	53.1%	22.8%	24.1%
Writing	47.1%	22.6%	30.3%
Language	56.6%	24.5%	18.9%

FY26 Projected GMAS ELA Performance Level				
Grade	Beg.	Dev.	Prof.	Dist.
3	44.6%	22.9%	24.7%	7.8%
4	39.6%	28.9%	23.9%	7.6%
5	34.1%	34.8%	29.0%	2.1%

FY25 GMAS Math				
Grade	Beg.	Dev.	Prof.	Dist.
3	17.3%	46.8%	30.1%	5.8%
4	16.2%	35.1%	27.3%	21.4%
5	21.9%	36.9%	26.3%	15.0%

FY26 Projected GMAS Math Performance Level				
Grade	Beg.	Dev.	Prof.	Dist.
3	7.9%	41.8%	46.7%	3.6%
4	13.2%	40.9%	40.9%	5.0%
5	13.1%	56.2%	26.3%	4.4%

FY25 GMAS Math Domains			
Grade 3	Below Target	Approaching Target	Met Target
Numerical Reasoning (1)	56.1%	19.7%	24.3%
Numerical Reasoning: Place Value and Rounding (2)	42.8%	25.4%	31.8%
Numerical Reasoning: Represent Fractions (3)	51.5%	27.8%	20.8%
Patterning & Algebraic Reasoning (4)	52.0%	16.2%	31.8%
Patterning & Algebraic Reasoning: Addition and Subtraction within 10,000 (5)	41.0%	31.2%	28.8%
Patterning & Algebraic Reasoning: Multiplication and Division within 100 (6)	45.1%	26.0%	25.9%
Measurement & Data Reasoning: Length, Volume, Mass, and Time (7)	52.0%	24.9%	23.1%
Geometric & Spatial Reasoning (8)	48.0%	32.4%	19.7%
Geometric & Spatial Reasoning: Attributes of Polygons (9)	38.7%	39.9%	21.4%
Geometric & Spatial Reasoning: Area and Perimeter (10)	48.6%	27.2%	24.3%
Grade 4	Below Target	Approaching Target	Met Target
Numerical Reasoning (1)	48.7%	11.0%	40.3%
Numerical Reasoning: Compare and Round Numbers (2)	48.7%	25.3%	26.0%
Numerical Reasoning: Addition and Subtraction of Whole Numbers (3)	40.9%	24.0%	35.1%
Numerical Reasoning: Addition and Subtraction of Fractions (4)	30.5%	38.3%	31.2%
Numerical Reasoning: Connection Between Decimals and Fractions (5)	39.6%	26.0%	34.4%
Patterning & Algebraic Reasoning: Number and Shape Patterns (6)	36.4%	31.8%	31.8%
Measurement & Data Reasoning: Time and Date Displays (7)	35.7%	23.4%	40.9%
Geometric & Spatial Reasoning (8)	26.6%	26.6%	46.8%
Geometric & Spatial Reasoning: Angle Measurement (9)	32.5%	38.3%	29.2%
Geometric & Spatial Reasoning: Area, Perimeter and Polygons (10)	18.8%	29.2%	52.0%
Grade 5	Below Target	Approaching Target	Met Target
Numerical Reasoning (1)	51.9%	11.9%	36.3%
Numerical Reasoning: Place Values and Decimals (2)	42.5%	21.9%	35.6%
Numerical Reasoning: Operations with Fractions (3)	49.4%	20.6%	30.0%
Numerical Reasoning: Multiplication, Division, and Numerical Expressions (4)	43.1%	24.4%	32.5%
Patterning & Algebraic Reasoning: Numerical Patterns and Ordered Pairs (5)	39.4%	26.9%	33.8%
Measurement & Data Reasoning: Measurement Conversions and Data Displays (6)	48.1%	27.5%	24.4%
Geometric & Spatial Reasoning: Polygon Properties and Volume of Prisms (7)	50.6%	23.8%	25.6%

FY25 GMAS Science				
Grade	Beg.	Dev.	Prof.	Dist.
5	33.8%	25.0%	28.8%	12.5%

FY25 GMAS Science Domains			
	Below Target	Approaching Target	Met Target
Earth Science	45.6%	26.9%	27.5%
Physical Science	51.9%	13.1%	35.0%
Life Science	50.0%	15.6%	34.4%

FY25 GMAS Economically Disadvantaged				
	Beg.	Dev.	Prof.	Dist.
ELA	40.5%	35.3%	19.3%	4.9%
Math	20.7%	43.6%	26.1%	9.6%
Science	40.5%	27.8%	24.6%	7.1%

FY25 GMAS English Learners				
	Beg.	Dev.	Prof.	Dist.
ELA	57.7%	35.1%	6.3%	0.8%
Math	27.2%	48.1%	21.3%	3.3%
Science	67.2%	28.1%	4.7%	0%

FY25 GMAS Students With Disabilities				
	Beg.	Dev.	Prof.	Dist.
ELA	73.0%	20.6%	6.3%	0%
Math	52.4%	36.5%	7.9%	3.2%
Science	73.9%	8.7%	8.7%	8.7%

FY25 GMAS ELA Race/Ethnicity				
	Beg.	Dev.	Prof.	Dist.
White	14.0%	35.0%	36.0%	15.0%
Black	26.3%	47.4%	21.1%	5.3%
Hispanic	44.0%	33.8%	19.1%	3.1%
Multi-Racial	31.3%	25.0%	37.5%	6.3%

FY25 GMAS Math Race/Ethnicity				
	Beg.	Dev.	Prof.	Dist.
White	8.0%	24.0%	38.0%	30.0%
Black	25.6%	46.2%	25.6%	2.6%
Hispanic	21.5%	44.0%	25.5%	8.9%
Multi-Racial	6.3%	50.0%	31.3%	12.5%

FY25 GMAS Science Race/Ethnicity				
	Beg.	Dev.	Prof.	Dist.
White	7.7%	15.4%	41.0%	35.9%
Black	40.0%	10.0%	50.0%	0%
Hispanic	42.6%	30.7%	21.8%	5.0%
Multi-Racial	40.0%	20.0%	30.0%	10.0%

FY25 ACCESS						
Kindergarten	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Reading	89.7%	2.3%	2.3%	2.3%	3.4%	0%
Composite Proficiency Level	73.6%	14.9%	5.7%	4.6%	1.1%	0%
Writing	72.4%	19.5%	1.1%	6.9%	0%	0%
Speaking	40.2%	25.3%	8.0%	5.7%	6.9%	13.8%
Oral	42.5%	26.4%	6.9%	9.2%	9.2%	5.7%
Literacy	85.1%	8.0%	2.3%	4.6%	0%	0%
Comprehension	82.8%	6.9%	4.6%	2.3%	3.4%	0%
Listening	46.0%	18.4%	13.8%	8.0%	5.7%	8.0%
Grade 1	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Reading	28.7%	35.1%	8.5%	7.4%	12.8%	7.4%
Composite Proficiency Level	19.1%	36.2%	36.2%	8.5%	0%	0%
Writing	30.9%	38.3%	28.7%	2.1%	0%	0%
Speaking	21.3%	50.0%	27.7%	1.1%	0%	0%
Oral	18.1%	19.1%	36.2%	20.2%	6.4%	0%
Literacy	33.0%	35.1%	25.5%	6.4%	0%	0%
Comprehension	14.9%	23.4%	35.1%	4.3%	10.6%	11.7%
Listening	14.9%	8.5%	17.0%	4.3%	21.3%	34.0%
Grade 2	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Reading	10.7%	29.1%	20.4%	15.5%	14.6%	9.7%
Composite Proficiency Level	6.8%	26.2%	53.4%	13.6%	0%	0%
Writing	12.6%	23.3%	56.3%	7.8%	0%	0%
Speaking	12.6%	40.8%	30.1%	15.5%	1.0%	0%
Oral	10.7%	31.1%	35%	20.4%	2.9%	0%
Literacy	5.8%	29.1%	51.5%	13.6%	0%	0%
Comprehension	6.8%	30.1%	31.1%	8.7%	14.6%	8.7%
Listening	16.5%	15.5%	30.1%	12.6%	12.6%	12.6%
Grade 3	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Reading	20.2%	23.2%	15.2%	9.1%	19.2%	13.1%
Composite Proficiency Level	8.1%	22.2%	38.4%	30.3%	1.0%	0%
Writing	6.1%	11.1%	65.7%	16.2%	1.0%	0%
Speaking	10.1%	18.2%	47.5%	24.2%	0%	0%
Oral	8.1%	22.2%	41.4%	20.2%	8.1%	0%
Literacy	10.1%	19.2%	39.4%	30.3%	1.0%	0%
Comprehension	17.2%	23.2%	17.2%	13.1%	15.2%	14.1%
Listening	9.1%	20.2%	32.3%	9.1%	7.1%	22.2%

Grade 4	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Reading	4.0%	26.7%	18.7%	17.3%	29.3%	4.0%
Composite Proficiency Level	1.3%	10.7%	24.0%	52.0%	12.0%	0%
Writing	2.7%	9.3%	33.3%	46.7%	8.0%	0%
Speaking	8.0%	13.3%	30.7%	42.7%	4.0%	1.3%
Oral	0%	9.3%	14.7%	30.7%	40.0%	5.3%
Literacy	4.0%	9.3%	40.0%	40.0%	6.7%	0%
Comprehension	0%	9.3%	17.3%	17.3%	30.7%	25.3%
Listening	0%	0%	9.3%	1.3%	16.0%	73.3%
Grade 5	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Reading	14.1%	20.3%	32.8%	9.4%	18.8%	4.7%
Composite Proficiency Level	7.8%	6.3%	26.6%	51.6%	7.8%	0%
Writing	7.8%	3.1%	45.3%	42.2%	1.6%	0%
Speaking	10.9%	20.3%	35.9%	31.3%	1.6%	0%
Oral	4.7%	7.8%	10.9%	48.4%	23.4%	4.7%
Literacy	9.4%	7.8%	34.4%	42.2%	6.3%	0%
Comprehension	10.9%	4.7%	17.2%	18.8%	31.3%	17.2%
Listening	1.6%	7.8%	3.1%	1.6%	23.4%	62.5%

FY26 Early Literacy Reading Screener - Proficiency			
Domain	Grade Level	Fall 25-26 Percent At or Above Proficiency (District)	Winter 25-26 Percent At or Above Proficiency (District)
Overall	Kindergarten	44.7%	72.4%
Overall	1st Grade	46.8%	50.3%
Overall	2nd Grade	35.6%	36.8%
Overall	3rd Grade	32.9%	48.5%

FY26 Early Literacy Reading Screener - Domain Proficiency			
Domain	Grade Level	Fall 25-26 Percent At or Above Proficiency (District)	Winter 25-26 Percent At or Above Proficiency (District)
Foundations: Concepts of Print	Kindergarten	4.6%	44.1%
Foundations: Fluency	Kindergarten	4.6%	44.1%
Foundations: Fluency	1st Grade	9.1%	32.5%
Foundations: Phonics	Kindergarten	0%	11.2%
Foundations: Phonics	1st Grade	8.4%	28%
Foundations: Phonics	2nd Grade	33.1%	45.4%
Foundations: Phonics	3rd Grade	67.7%	80.8%
Foundations: Phonological Awareness	Kindergarten	0%	11.8%
Foundations: Phonological Awareness	1st Grade	2.6%	14.6%
Language: Vocabulary	Kindergarten	0.7%	15.1%
Language: Vocabulary	1st Grade	7.1%	22.3%
Language: Vocabulary	2nd Grade	26.9%	31.9%
Practices: Engagement & Intention for Comprehension & Composition	Kindergarten	0%	11.2%
Practices: Engagement & Intention for Comprehension & Composition	1st Grade	1.3%	12.1%
Practices: Engagement & Intention for Comprehension & Composition	2nd Grade	27.5%	34.4%
Texts: Research & Analysis	1st Grade	1.3%	12.1%
Texts: Techniques	Kindergarten	5.9%	44.1%
Texts: Techniques	1st Grade	5.2%	21.7%

FY26 Reading Screener - Proficiency			
Domain	Grade	Fall 25-26 Percent At or Above Proficiency (State)	Winter 25-26 Percent At or Above Proficiency (State)
Overall	2nd Grade	67.3%	30.9%
Overall	3rd Grade	23.4%	32%
Overall	4th Grade	24.4%	31.1%
Overall	5th Grade	26.3%	30.4%

FY26 Reading Screener – Domain Proficiency			
Domain	Grade	Fall 25-26 Percent At or Above Proficiency (State)	Winter 25-26 Percent At or Above Proficiency (State)
Foundations: Fluency	1st Grade	40.0%	50.0%
Foundations: Fluency	2nd Grade	58.2%	32.7%
Foundations: Fluency	3rd Grade	24.6%	40.2%
Foundations: Fluency	4th Grade	31.1%	47.9%
Foundations: Fluency	5th Grade	24.8%	40.6%
Foundations: Phonics	3rd Grade	28.7%	46.2%
Foundations: Phonics	4th Grade	26.8%	42.5%
Foundations: Phonics	5th Grade	26.3%	43.5%
Language: Vocabulary	1st Grade	50.0%	54.2%
Language: Vocabulary	2nd Grade	58.2%	32.7%
Language: Vocabulary	3rd Grade	23.4%	39.6%
Language: Vocabulary	4th Grade	22.6%	37.7%
Language: Vocabulary	5th Grade	17.5%	29%
Practices: Author's Craft	1st Grade	40.0%	37.5%
Practices: Author's Craft	2nd Grade	32.7%	17.3%
Practices: Author's Craft	3rd Grade	14.4%	32%
Practices: Author's Craft	4th Grade	18.3%	32.9%
Practices: Author's Craft	5th Grade	14.6%	26.1%
Practices: Engagement & Intention for Comprehension & Composition	1st Grade	40.0%	45.8%
Practices: Engagement & Intention for Comprehension & Composition	2nd Grade	43.6%	22.2%
Practices: Engagement & Intention for Comprehension & Composition	3rd Grade	18%	34.3%
Practices: Engagement & Intention for Comprehension & Composition	4th Grade	22%	35.9%
Practices: Engagement & Intention for Comprehension & Composition	5th Grade	25.5%	40.6%
Practices: Situating Texts	1st Grade	40.0%	45.8%
Practices: Situating Texts	2nd Grade	25.5%	15.4%
Practices: Situating Texts	3rd Grade	12.6%	25.4%
Practices: Situating Texts	4th Grade	17.1%	29.9%
Practices: Situating Texts	5th Grade	13.9%	23.9%
Texts: Context	1st Grade	40.0%	37.5%
Texts: Context	2nd Grade	21.8%	11.7%
Texts: Context	3rd Grade	13.8%	31.4%
Texts: Context	4th Grade	14.6%	28.7%
Texts: Context	5th Grade	16.8%	28.3%
Texts: Research & Analysis	1st Grade	40.0%	45.8%
Texts: Research & Analysis	2nd Grade	34.5%	18.5%
Texts: Research & Analysis	3rd Grade	13.8%	31.4%
Texts: Research & Analysis	4th Grade	24.4%	40.7%

Domain	Grade	Fall 25-26 Percent At or Above Proficiency (State)	Winter 25-26 Percent At or Above Proficiency (State)
Texts: Structure & Style	1st Grade	40.0%	37.5%
Texts: Structure & Style	2nd Grade	14.5%	8%
Texts: Structure & Style	3rd Grade	14.4%	32%
Texts: Structure & Style	4th Grade	24.4%	40.7%
Texts: Structure & Style	5th Grade	16.8%	28.3%
Texts: Techniques	1st Grade	40.0%	37.5%
Texts: Techniques	2nd Grade	34.5%	18.5%
Texts: Techniques	3rd Grade	13.2%	29%
Texts: Techniques	4th Grade	20.1%	34.7%
Texts: Techniques	5th Grade	16.8%	28.3%

FY26 Math Screener – Proficiency						
Grade	Diagnostic	% Students Mid or Above Grade Level	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels Below	% Students Three or More Grade Levels Below
K	Winter Testing	36%	23%	41%	0%	0%
K	Fall Testing	1%	7%	92%	0%	0%
1	Winter Testing	18%	9%	71%	2%	0%
1	Fall Testing	3%	3%	86%	8%	0%
2	Winter Testing	13%	14%	55%	18%	0%
2	Fall Testing	2%	8%	57%	33%	0%
3	Winter Testing	8%	26%	50%	12%	3%
3	Fall Testing	2%	5%	53%	32%	8%
4	Winter Testing	9%	25%	43%	15%	8%
4	Fall Testing	2%	15%	49%	22%	12%
5	Winter Testing	14%	16%	49%	12%	9%
5	Fall Testing	7%	20%	40%	20%	13%

FY26 Math Screener – Domain Proficiency					
Grade	Diagnostic	Number and Operations % Students Below Grade Level	Algebra and Algebraic Thinking % Students Below Grade Level	Measurement and Data % Students Below Grade Level	Geometry % Students Below Grade Level
K	Winter Testing	41%	48%	51%	38%
K	Fall Testing	94%	92%	86%	77%
1	Winter Testing	51%	42%	79%	63%
1	Fall Testing	89%	80%	91%	85%
2	Winter Testing	63%	70%	71%	55%
2	Fall Testing	80%	86%	85%	81%
3	Winter Testing	60%	46%	62%	76%
3	Fall Testing	90%	85%	80%	87%
4	Winter Testing	51%	55%	57%	68%
4	Fall Testing	74%	74%	74%	80%
5	Winter Testing	61%	65%	52%	68%
5	Fall Testing	67%	69%	67%	67%

Achievement Data Analysis

Analyze the information in the data tables to identify achievement between student groups, observe trends, and/or explore correlations between variables.

ELA

The FY25 Georgia Milestones Assessment System (GMAS) ELA data shows fourth grade with the strongest overall performance with 33.4% of students in the proficient or distinguished level. Third grade shows the lowest ELA proficiency with 26.0% of students at the proficient or distinguished level.

The data highlight several strengths across grade levels and domains. The Writing domain consistently emerged as areas of stronger performance, with 30.3% of students at the met target level. Reading domains of strength include Reading Literary Texts with 21.2% of students at the met target level and the Key Ideas & Details domain with 19.3% of students at the met target level. Domains such as Vocabulary Acquisition & Use and Reading Informational Text show the lowest percentages of students at the met target level. The FY26 CCSD Reading Screener projections indicate that third and fifth grades are expected to make growth, while fourth grade is expected to decline on the FY26 GMAS ELA.

While the white student group scored 51.0% proficient and distinguished, and the multi-racial student group scored 43.8% proficient and distinguished on the ELA GMAS, overall data does indicate ELA is a significant area of focus. The Economically Disadvantaged students have scored 75.8% at the beginning or developing level. The English Learners student group scored 93.7% at the beginning and developing level. Students with Disability students scored beginning or developing at 93.7%, and the Hispanic student group indicates 77.8% of students scored at the beginning or developing level.

The FY26 CCSD Early Literacy Screener data indicate growth in all grade levels with kindergarten showing most the growth from 44.7% to 72.4% of students at or above proficiency. Second grade shows the least amount of growth, moving from 35.6% to 36.8% of students at or above proficiency. Domains of strength in kindergarten are Concepts of Print, Fluency, and Texts: Techniques with 44.1% of students at or above proficiency in all three domains. First grade shows a strength in the Fluency domain with 32.5% of students at or above proficiency, and second grade shows a strength in Phonics with 45.4% of students at or above proficiency level.

The FY26 CCSD Reading Screener comparison data show increases in proficiency for third, fourth, and fifth grade, however, second grade shows a significant decrease in scores, moving from 67.3% to 30.9% of students at or above proficiency. The Fluency domain indicates an area of strength for all grade levels. The Vocabulary domain indicates an additional strength for third and fourth grades. The Practices: Engagement & Intention for Comprehension & Composition domain is a strength for fifth grade. Domains of focus for all grade levels are Situating Texts, Context, and Techniques.

Math

FY25 GMAS Math data shows fourth grade has the highest proficiency with 48.4% of students at the proficient or distinguished levels. Third grade math shows the least proficiency with 25.6% of students at the proficient or distinguished levels.

The data highlight several strengths across grade levels and domains. Third grade shows a strength in the Patterning & Algebraic Reasoning domain with 31.8% of students at the met target level. Fourth grade shows a strength in the Geometric & Spatial Reasoning domain and the Area, Perimeter, and Polygons domains with 46.8% and 52.0% of students, respectively, at the met target level. Fifth grade shows a strength in Numerical Reasoning with 36.3% of student at the met target level. Domains of weakness for third grade are Geometric & Spatial reasoning with 19.7% of students at the met target level. 26.0% of fourth grade students are at the met target level for the Numerical Reasoning: Compare and Round

Numbers domain, 24.4% of fifth grade students scored at the met target level in Measurement Conversion and Data Displays, indicating domains of focus.

For student group data, White students demonstrate the highest levels of performance at 68% proficient or distinguished, and the Multi-Racial student group shows 43.8% of students at proficient or distinguished. Student groups of focus include Student with Disabilities with 11.1% of students proficient and distinguished, the Black students with 28.2% proficient and distinguished, and the English Learners student group with 24.6% of students at the proficient and distinguished levels. The FY26 CCSD Math Screener math projections indicate 50.3% of third grade, 45.9% of fourth grade, and 30.7% of fifth grade will achieve proficiency on the FY26 GMAS Math.

Overall, the FY26 CCSD Math Screener data indicate positive movement in proficiency from fall to winter across all grade levels, with the most significant gains occurring in kindergarten, first, and third grades. Domains of strength include Geometry for kindergarten, and Algebra & Algebraic Thinking for both first and third grades. Challenges are indicated in Measurement & Data and Geometry, where 80% of students remain below grade level in 4th grade and 68% in 5th grade.

Science

FY25 GMAS Science data indicates 41.3% of fifth grade scored at proficient and distinguished levels. Physical Science and Life Science domains emerge as relative strengths with 35.0% and 34.4% of students, respectively, scoring proficient and distinguished. Earth Science is the weakest domain with 27.5% of students scoring at the proficient and distinguished levels.

White students demonstrate the highest outcomes, with 76.9% performing at Proficient or Distinguished levels in science. The Black and Multi-Racial student groups show strengths with 50.0% and 40.0% of students, respectively, scoring at proficient and distinguished levels. Student groups with the greatest challenge in science are the English Learners with 4.7% of students at proficient and distinguished levels and Students with Disabilities with 17.4% of students at proficient and distinguished levels.

ACCESS

Overall, The FY25 ACCESS data indicate a clear progression in language acquisition across grade levels, with students moving from Entering and Emerging levels in early grades to Developing, Expanding, and Bridging levels in upper grades. Listening and Oral/Speaking domains are consistent strengths across grade levels with all grade levels stretching into the Bridging and Reaching Levels. The Listening domain is particularly strong in the upper grades, with 73.3% of fourth graders and 62.5% of fifth graders performing in the Bridging and Reaching levels. The Comprehension domain is also strong with most students performing at Developing or higher, including 61.7% of first graders, 63.1% of second graders, 59.6% of third graders, 90.6% of fourth graders and 84.5% of fifth graders at the Developing or higher levels.

Domain areas of focus include Reading and Writing. In the Reading domain, the percentage of students performing at the Developing level or higher remains relatively low across grade levels, with 8.0% in kindergarten and 36.1% in 1st grade. Writing is an additional area of need, particularly in the early grades. Only 8.0% of kindergarten students and 30.8% of 1st graders are performing at Developing or higher.

Perception Data

Stakeholder Surveys

- FY26 Title I Annual Parent Survey
- FY26 Title I Building Capacity Surveys (Parents and Staff)
- FY26 Title I Professional Learning Surveys (Teachers)
- FY26 Georgia Health Survey (Students)-GaDOE

Parent Engagement	Title I Annual Parent Survey Percentages Based on Parent Participant Responses	
Activity Title: FY26 Title I Annual Parent Survey		
Date of Activity: Spring 2025		
Question	Answer Choices	Response
The school staff welcomes me when I visit my child’s school.	Always	80%
	Usually	14%
	Sometimes	5%
	Never	0%
	Did Not Visit	1%
Question	Answer Choices	Response
Are you aware of opportunities to volunteer at home or at the school?	Yes	80%
	No	20%
Question	Answer Choices	Response
I am encouraged to be involved and participate in school events.	Always	63%
	Usually	20%
	Sometimes	14%
	Never	3%
Question	Answer Choices	Response
I find the Parent Engagement Events to be beneficial.	Always	64%
	Usually	20%
	Sometimes	7%
	Did Not Attend	8%
	Never	1%
Question	Answer Choices	Response
Overall, the school provides opportunities for parents to give input in school decisions.	Always	66%
	Usually	26%
	Sometimes	7%
	Never	1%
Question	Answer Choices	Response
My child’s school provides information about ways I can engage in the education of my child and the ways I can help my child's learning at home.	True	99%
	False	1%
Question	Answer Choices	Response
I have open lines of communication with my child's teacher(s).	Yes	94%
	No	6%

Question	Answer Choices	Response
I would participate more often in Parent Engagement and Planning events if	An interpreter was available	14%
	Childcare was provided for the event	5%
	I had more time in my schedule	50%
	I had technology to access virtual events	9%
	Topics were of interest/need	10%
	Transportation was not a barrier	12%
Question	Answer Choices	Response
When would you prefer meetings?	Evenings	40%
	Before School	5%
	During School Hours	18%
	Virtual	28%
	Lunch	9%
Question	Answer Choices	Response
Parent Engagement events may be offered at the school based on the needs and interests of parents. Please review the following list of topics and select any that interest you.	Assisting with homework	16%
	ELA/Literacy	14%
	Math	17%
	Monitoring My child's progress	19%
	Science	9%
	Social Studies	7%
	Testing	11%
	Working with Staff	6%
Question	Answer Choices	Response
Our school is required to set aside a percentage of the Title I funds we receive for Parent and Family Engagement activities to engage parents in the academic achievement of their children. In the past, funds have been allocated to provide the school with a Parent Engagement Facilitator (PEF). How would you like to see these funds used? *Multiple Choices May Be Selected	Parent Engagement Facilitator	14%
	Childcare for Parent and Family Engagement Activities/Workshops	11%
	Educational Materials for Parent Use	24%
	Books and Kits	28%
	Materials for Staff Training	23%

Parent Engagement	Building Parent Capacity Percentages Based on Parent Participant Responses	
Activity Title: Living the Literacy Experience		
Date of Activity: 10.3.2025		
Question	Answer Choices	Response
This meeting helped me better understand the grade-level academic expectations for my child.	Strongly Agree	97%
	Somewhat Agree	2%
	Somewhat Disagree	0%
	Strongly Disagree	1%
Question	Answer Choices	Response
This meeting made me feel more confident doing academic activities at home that support my child's learning.	Strongly Agree	96%
	Somewhat Agree	3%
	Somewhat Disagree	0%
	Strongly Disagree	1%
Question	Answer Choices	Response
This meeting helped me better set goals and monitor my child's progress.	Strongly Agree	95%
	Somewhat Agree	4%
	Somewhat Disagree	0%
	Strongly Disagree	1%
Question	Answer Choices	Response
This meeting made me feel more motivated to be involved in my child's academic learning.	Strongly Agree	98%
	Somewhat Agree	1%
	Somewhat Disagree	0%
	Strongly Disagree	1%
Question	Answer Choices	Response
This meeting gave me tools to support learning at home for my child.	Strongly Agree	95%
	Somewhat Agree	4%
	Somewhat Disagree	0%
	Strongly Disagree	1%

Parent Engagement	Building Parent Capacity Percentages Based on Parent Participant Responses	
Name of Activity: Reading Ready at Home		
Date of Activity: 11.18.2025 and 11.19.2025		
Question	Answer Choices	Response
This meeting helped me better understand the grade-level academic expectations for my child.	Strongly Agree	100%
	Somewhat Agree	0%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Question	Answer Choices	Response
This meeting made me feel more confident doing academic activities at home that support my child's learning.	Strongly Agree	100%
	Somewhat Agree	0%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Question	Answer Choices	Response
This meeting helped me better set goals and monitor my child's progress.	Strongly Agree	93%
	Somewhat Agree	7%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Question	Answer Choices	Response
This meeting made me feel more motivated to be involved in my child's academic learning.	Strongly Agree	100%
	Somewhat Agree	0%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Question	Answer Choices	Response
This meeting gave me tools to support learning at home for my child.	Strongly Agree	100%
	Somewhat Agree	0%
	Somewhat Disagree	0%
	Strongly Disagree	0%

Parent Engagement	Building Parent Capacity Percentages Based on Parent Participant Responses	
Name of Activity: Math Mania		
Date of Activity: 2.12.2026		
Question	Answer Choices	Response
This meeting helped me better understand the grade-level academic expectations for my child.	Strongly Agree	80%
	Somewhat Agree	0%
	Somewhat Disagree	10%
	Strongly Disagree	10%
Question	Answer Choices	Response
This meeting made me feel more confident doing academic activities at home that support my child's learning.	Strongly Agree	80%
	Somewhat Agree	10%
	Somewhat Disagree	0%
	Strongly Disagree	10%
Question	Answer Choices	Response
This meeting helped me better set goals and monitor my child's progress.	Strongly Agree	80%
	Somewhat Agree	0%
	Somewhat Disagree	10%
	Strongly Disagree	10%
Question	Answer Choices	Response
This meeting made me feel more motivated to be involved in my child's academic learning.	Strongly Agree	80%
	Somewhat Agree	10%
	Somewhat Disagree	0%
	Strongly Disagree	10%
Question	Answer Choices	Response
This meeting gave me tools to support learning at home for my child.	Strongly Agree	80%
	Somewhat Agree	10%
	Somewhat Disagree	0%
	Strongly Disagree	10%

Parent Engagement	Building Staff Capacity Percentages Based on Staff Participant Responses	
Activity Title: Building Strong Relationships with Parents		
Date of Activity: 09.30.2025-10.15.2025		
Question	Answer Choices	Responses
I feel more confident in my ability to engage with parents than I did before the training/support.	Strongly Agree	39%
	Agree	57%
	Disagree	4%
Question	Answer Choices	Responses
I have gained new strategies or tools to support parent engagement.	Strongly Agree	37%
	Agree	60%
	Disagree	3%
Question	Answer Choices	Responses
I feel equipped to communicate effectively with parents from diverse backgrounds.	Strongly Agree	42%
	Agree	55%
	Disagree	3%
Question	Answer Choices	Responses
I know where to find resources or support when I need help working with parents.	Strongly Agree	48%
	Agree	51%
	Disagree	1%
Question	Answer Choices	Responses
The support provided has helped me build stronger relationships with families.	Strongly Agree	43%
	Agree	56%
	Disagree	1%

Professional Learning	Professional Learning Survey Percentages Based on Participant Responses		
Activity Title: Vocabulary			
Date of Activity: 10.20.2025; 1.20-22.2026			
Question	Answer Choices	Pre Survey	Post Survey
Please rate the confidence in implementing the strategies to be introduced in the professional learning.	High Confidence	10%	56%
	Moderate Confidence	24%	42%
	Slight Confidence	20%	2%
	No Confidence	0%	0%
	Unsure	10%	0%
Question	Answer Choices	Pre Survey	Post Survey
The professional learning increased my knowledge on the presented topic.	Strongly Agree		50%
	Agree		38%
	Neutral		8%
	Disagree		0%
	Strongly Disagree		4%
Question	Answer Choices	Pre Survey	Post Survey
The professional learning will change my teaching practices.	Strongly Agree		25%
	Agree		67%
	Neutral		6%
	Disagree		0%
	Strongly Disagree		2%

Professional Learning	Professional Learning Survey Percentages Based on Participant Responses		
Activity Title: Elevating Instruction			
Date of Activity: 1.20-22.2026			
Question	Answer Choices	Pre Survey	Post Survey
Please rate the confidence in implementing the strategies to be introduced in the professional learning.	High Confidence	20%	64%
	Moderate Confidence	24%	36%
	Slight Confidence	20%	0%
	No Confidence	0%	0%
	Unsure	10%	0%
Question	Answer Choices	Pre Survey	Post Survey
The professional learning increased my knowledge on the presented topic.	Strongly Agree		49%
	Agree		36%
	Neutral		11%
	Disagree		0%
	Strongly Disagree		4%
Question	Answer Choices	Pre Survey	Post Survey
The professional learning will change my teaching practices.	Strongly Agree		42%
	Agree		42%
	Neutral		16%
	Disagree		0%
	Strongly Disagree		0%

Professional Learning	Professional Learning Survey Percentages Based on Participant Responses		
Activity Title: Flocabulary			
Date of Activity: 2.11.2026 and 3.10.2026			
Question	Answer Choices	Pre Survey	Post Survey
Please rate the confidence in implementing the strategies to be introduced in the professional learning.	High Confidence	49%	51%
	Moderate Confidence	32%	45%
	Slight Confidence	9%	2%
	No Confidence	5%	2%
	No Confidence	5%	2%
Question	Answer Choices	Pre Survey	Post Survey
The professional learning increased my knowledge on the presented topic.	Strongly Agree		69%
	Agree		27%
	Neutral		4%
	Disagree		0%
	Strongly Disagree		0%
Question	Answer Choices	Pre Survey	Post Survey
The professional learning will change my teaching practices.	Strongly Agree		31%
	Agree		69%
	Neutral		0%
	Disagree		0%
	Strongly Disagree		0%

FY26 Georgia Health Survey - Student Responses		
Question	Answer Choices	Responses
This year at this school, how often do you enjoy learning?	Almost every day	58%
	1 or 2 times a week	20%
	1 or 2 times a month	10%
	Never	4%
	1 or 2 times this year	7%
	Skip	1%
Question	Answer Choices	Responses
This year at this school, how often has a teacher helped you set a learning goal?	Almost every day	22%
	1 or 2 times a week	23%
	1 or 2 times a month	35%
	1 or 2 times this year	16%
	Never	1%
	Skip	3%
Question	Answer Choices	Responses
This year at this school, how often do your teachers tell you what you did well?	Almost every day	34%
	1 or 2 times a week	33%
	1 or 2 times a month	21%
	1 or 2 times this year	7%
	Never	1%
	Skip	4%
Question	Answer Choices	Responses
This year at this school, how often do your teachers check with students to make sure they know what to do in class?	Almost every day	65%
	1 or 2 times a week	20%
	1 or 2 times a month	6%
	1 or 2 times this year	4%
	Never	2%
	Skip	3%
Question	Answer Choices	Responses
This year at this school, how often do your teachers show examples of what you should do before you start?	Almost every day	70%
	1 or 2 times a week	15%
	1 or 2 times a month	6%
	1 or 2 times this year	5%
	Never	2%
	Skip	2%

Perception Data Analysis

Analyze the information in the data tables to identify achievement between student groups, observe trends, and/or explore correlations between variables.

Annual Parent Survey

A large majority of parents report positive interactions with school staff, with 94% indicating open lines of communication with teachers and 94% feeling welcomed when visiting the school (Always/Usually). Additionally, 99% of parents report receiving information on how to support their child's learning at home. 20% of parents indicate they are unaware of volunteer opportunities at home which is an area of growth.

Parent and Staff Capacity Surveys

Parent engagement events are perceived as highly beneficial, with over 80% of parents indicating that events are consistently valuable. Capacity-building events such as Living the Literacy Experience and Reading Ready at Home show high impact, with 95–100% of participants strongly agreeing that these sessions increased their understanding, confidence, and ability to support learning at home. For one parent event, 10% of parents disagree that the meeting gave them tools to support learning at home which is an area of growth.

Staff Capacity Survey data reflect significant growth in capacity related to family engagement and instructional practice. 96–99% of staff report that they strongly agree or agree on increased confidence, access to resources, and improved ability to build relationships with families. On all questions, the responses are heavier in the agree responses than the strongly agree responses which indicates an area of growth.

Professional Learning Surveys

Staff Professional Learning data show a clear upward trend in teacher confidence and knowledge, with substantial increases in “high confidence” ratings across all sessions and over 85–96% agreement that learning increased knowledge. While staff confidence is high, fewer staff report the highest level of confidence. Teachers also report that professional learning is relevant and aligned to school priorities, particularly in vocabulary instruction, engagement strategies, and instructional delivery. Professional learning data also show variability in perceived impact, particularly in the extent to which some sessions translate into changes in classroom practice.

Georgia Health Survey

Student Health Survey findings show that most students experience supportive and effective instructional practices. A majority of students report enjoying learning regularly (78% at least weekly), and high percentages indicate that teachers consistently model expectations, check for understanding, and provide feedback. 35% of students report their teacher helps set learning goals 1 or 2 times a month, and 16% of students report 1 or 2 times a year in this area which indicates an area of growth.

Demographics Data

- FY25 Attendance-Georgia Insights
- FY25 Teacher Retention-Georgia Insights
- FY26 Enrollment by Student Group-Georgia Insights
- FY26 Free and Reduced Lunch-FRL001

FY25 Student Attendance		
	Student Count	Attendance Rate %
Missing over 15 Days	132	12.9%
Missing 6-15 Days	526	51.5%
Missing 5 or Fewer Days	363	35.6%

FY25 Teacher Retention	
	2024
Fall Teacher FTE	94.79
Retained Teacher FTE	77.7
Retained Teacher FTE %	82%

FY26 Free and Reduced Lunch	
	80.12%

FY26 Student Enrollment		
	Student Count	Enrollment %
All Students	966	100%
ELL	476	49.3%
SWD	132	13.7%
White	232	24.0%
Black	77	8.0%
Hispanic	620	64.2%
Multi-Racial	31	3.2%
Asian	TFS	-

Demographic Data Analysis

Analyze the information in the data tables to identify achievement between student groups, observe trends, and/or explore correlations between variables.

Student Attendance

Student attendance presents an area of focus, as only 35.6% (363 students) missed five or fewer days, while 51.5% (526 students) missed 6–15 days and 12.9% (132 students) were chronically absent, missing more than 15 days.

Student Enrollment and Free and Reduced Lunch

Student data indicate that Hasty Elementary serves a diverse student population. Hasty Elementary serves a high-needs student population of 966 students, with 80.12% qualifying for free or reduced lunch. Hasty's Hispanic population remains the largest student group. The smallest student group population is multi-racial.

Teacher Retention

The data highlight moderate strength in teacher retention, with an overall retention rate of 82%.

Process Data

- FY26 New Teacher Induction Program (NTIP) School Process
- FY26 Short-term Action Plan (STAP) School Process
- FY26 Multi-tiered System of Supports (MTSS) School Process

FY26 NTIP School Process

The New Teacher Induction Program (NTIP) is a comprehensive three-year framework designed to support, develop, and retain early-career educators. Induction Phase Teachers (IPTs), in their second year of teaching, and Emerging Teachers (ETs), in their third year, are intentionally paired with mentors or building buddies to ensure consistent guidance and professional growth. IPTs engage in a series of structured requirements, including the development of a Professional Learning Plan within TKES, completion of a pre-assessment survey, observation of exemplary teachers, participation in a full coaching cycle aligned to Jim Knight's Impact Cycle, and completion of a reflective practice task. Mentors meet with IPTs for a minimum of one hour per week, while instructional coaches facilitate coaching cycles and targeted professional learning to build instructional capacity.

The program is implemented through a multi-tiered system of support that includes administrators, instructional coaches, mentors, building buddies, and special education facilitators as needed. Each role is defined by clear expectations and success criteria to ensure fidelity of implementation and maximize impact. This layered structure allows for differentiated support that is responsive to individual teacher needs while maintaining consistency across the school.

At Hasty Elementary, NTIP is implemented with intentionality and structure through monthly induction meetings, strategic mentor-mentee pairings, and protected time for collaboration and peer observation. School administrators and instructional coaches monitor progress and provide flexibility within the master schedule to prioritize mentoring and coaching. They also facilitate ongoing professional learning and integrate new teachers into Professional Learning Communities (PLCs). Additional supports, including specialized guidance in areas such as special education and targeted instructional interventions, are provided to ensure all teachers receive the support necessary for success.

To further strengthen the impact of NTIP, Hasty Elementary will have half-day of release time per quarter for first-year teachers and their mentors to allow for job-embedded learning experiences such as co-teaching, modeling effective instructional practices, classroom observation with feedback, and goal-aligned professional action steps. Additionally, for IPTs and ETs, building buddy interactions will evolve from a traditional mentorship model to a collaborative partnership. This shift will be supported through the use of a structured, month-by-month discussion framework and intentional opportunities for teacher leadership.

FY26 STAP School Process

The FY26 Title I Short-term Action Plan (STAP) is a strategic framework designed to drive continuous school improvement through structured, data-driven cycles. This plan aligns with each school's School Improvement Plan (SIP) goals and Schoolwide Reform (SWR) strategies, ensuring instructional practices and student achievement targets are systematically addressed throughout the academic year.

The STAP process divides the year into three defined cycles, each focused on setting SMART goals for strategy implementation and student performance, collecting baseline and progress data, and evaluating effectiveness. Hasty implements targeted action steps through professional learning sessions, PLC discussions, and instructional monitoring, supported by ongoing data analysis.

This approach emphasizes data-driven decision-making and accountability, enabling Hasty to make timely, evidence-based adjustments that improve student outcomes. By fostering collaboration and continuous

improvement, the STAP ensures that Hasty remains on track to meet SIP goals and enhance instructional quality throughout the year.

FY26 MTSS School Process

The Targeted Intervention process uses a multi-tiered intervention model to provide increasing levels of support based on student needs. Tier 1 delivers high-quality, differentiated core instruction aligned with district standards. Students identified through screening who require additional help move to Tier 2 or Tier 3.

Tier 2 interventions are targeted to specific skill deficits and delivered in small groups (no more than six students) at least twice per week for 10–15 minutes, or as recommended by the intervention protocol. Progress monitoring occurs every two weeks, and meetings are held at least once per semester to review data. The Tier 2 team includes at least two school personnel, one of whom teaches the student. Parents are informed of the referral and progress, but attendance is optional. The Formal Targeted Intervention Plan documents goals (1–4, preferably no more than 2 at a time), selected research-based interventions and data collection responsibilities. If a student shows insufficient progress after four data points, the team meets promptly to adjust interventions.

Tier 3 interventions increase in intensity and are individualized, providing at least four times per week for 15–20 minutes, or as recommended by the intervention protocol. Progress monitoring occurs weekly, and meetings are held at least once per quarter, with additional meetings scheduled if progress is inadequate. The Tier 3 team includes at least three school personnel, including the student's teacher. The school psychologist and speech-language pathologist must be invited for consultation. Parents must be invited to all Tier 3 meetings and receive copies of meeting minutes. Documentation includes completion of referral forms, updated Formal Targeted Intervention Plans, and hearing/vision screening consent if needed. Goals and interventions are research-based, directly address identified weaknesses, and are adjusted based on data review.

To further support the MTSS process, Hasty Elementary will implement a daily dedicated morning SOAR (Support, Opportunities, Acceleration, and Remediation) time to ensure access to targeted intervention, remediation, and enrichment. During this protected block, all certified staff provide data-driven, skill-based instruction in flexible groupings aligned to student needs identified through screening and progress monitoring.

Process Data Analysis

Analyze the information in the data tables to identify achievement between student groups, observe trends, and/or explore correlations between variables.

NTIP

The New Teacher Induction Program (NTIP) provides a structured, multi-tiered framework that builds instructional capacity through mentoring, coaching cycles, and ongoing professional learning. The layered support model, including administrators, coaches, and specialized staff, ensures that instructional practices are responsive to varied learner needs. A challenge is determining opportunities to embed collaboration time during the day for mentors and mentees.

STAP

The FY26 Title I Short-Term Action Plan (STAP) are data-driven cycles that connect instructional strategies directly to student outcomes. The use of baseline and progress monitoring data within PLCs and professional learning is a strength that creates a feedback loop in which adjustments are made in response to student performance and strategy implementation trends. This continuous improvement model supports targeted responses to areas of need. The lack of consistent strategy implementation is an area of focus.

MTSS

The structured progression from Tier 1 to Tier 3, combined with frequent progress monitoring and data review, allows for timely instructional adjustments and targeted support for underperforming groups. Smaller group sizes, increased intervention intensity, and individualized plans in Tier 2 and Tier 3 demonstrate a clear connection between the level of support provided and student growth outcomes. Students served in multiple areas require a balance of scheduled services and can be a challenge. For students in the English Learner student group, determining the difference between language proficient and academic needs is a challenge.

Strengths and Challenges

Summarize the main findings including an examination of all student groups of 15 or more, i.e., students identified as economically disadvantaged, students identified as English Learners, students with disabilities, and students by major racial and ethnic groups. Findings should include detailed analysis of instruction, professional learning, and parent and family engagement strengths and challenges. This analysis should show direct relationships from the data and root causes in the Comprehensive Needs Assessment to the priorities identified in the next section.

Achievement

Economically Disadvantaged	
Strengths	Economically Disadvantaged students have relative strengths in math with 35.7% and Science 31.7% scoring proficient or above.
Challenges	ELA remains a significant area of focus as Economically Disadvantaged students have an opportunity for growth in ELA with 75.8% scoring below proficiency.

English Learners	
Strengths	English Learners demonstrate relative strength in math with 24.6% scoring proficient or above.
Challenges	ELA and science present significant challenges as English Learners have an opportunity for growth with 93.7% and 88.9% of scoring below proficiency in ELA and science respectively. ELA is the most critical area of need.

Students With Disabilities	
Strengths	Students with disabilities show modest strengths in science with 17.4% of students scoring proficient or above.
Challenges	In ELA and math students scored below proficiency at 93.7% and 88.9% respectively. ELA is the most critical area of need.

White	
Strengths	White students demonstrate strong performance across all content areas, particularly in math and science, where 76.9% of students are performing at the proficient and above in science and 68% of students are performing at proficient and above in math. Science is the strongest area.
Challenges	Despite overall strong performance, white students have an opportunity for growth in ELA with 49% scoring below proficiency.

Black	
Strengths	Black students show relative strength in science, where 50% of students scoring proficient or above.
Challenges	ELA and math present greater challenges with 73.7% of students in ELA and 71.8% of students in math scoring below proficiency.

Hispanic	
Strengths	34.4% of Hispanic students are scoring proficient or above in math.
Challenges	ELA and science remain areas of focus, with 77.8% of students in ELA and 73.3% of students in science scoring below proficiency.

Multi-Racial	
Strengths	Multi-racial students demonstrate strong performance in ELA and math, with students scoring proficient or above (43.8% in ELA and math-43.8%).
Challenges	60% of multi-racial students have an opportunity for growth in science with 60% scoring below proficiency.

Instruction	
Strengths	A majority of students report that teachers consistently support learning through clear modeling and active monitoring. Specifically, 70% of students indicate that teachers show examples of what is expected almost every day, and 65% report that teachers check for understanding daily. Additionally, students report regular access to positive, actionable feedback, with 67% indicating that teachers tell them what they did well either almost every day or weekly.
Challenges	While instructional foundations are strong, the data reveal inconsistencies in practices that support deeper student ownership of learning. Most notably, goal-setting practices are not consistently embedded across classrooms. Only 22% of students report that teachers help them set learning goals almost every day, while the largest group of students (35%) indicates this occurs only 1–2 times per month.

Professional Learning	
Strengths	Across all professional learning sessions, teachers demonstrated a clear shift from lower confidence levels to moderate and high confidence, with significant gains in the “high confidence” category. The majority of staff (85–96%) reported that professional learning increased their knowledge, and 92% of staff indicated that it would influence or improve their instructional practices.
Challenges	There were no specific areas of concern notated in the survey data.

Parent and Family Engagement	
Strengths	80% of parents indicate they always feel welcomed and 94% report open communication with teachers. The school demonstrates strength in building parent capacity, as 99% of families report receiving information on how to support learning at home. Engagement opportunities are also viewed as meaningful, with 84% finding events beneficial and 92% feeling they have opportunities to provide input in school decisions. Additionally, literacy-focused events stand out as a key strength, with 95–100% of participants strongly agreeing that these experiences improved their confidence and ability to support their child’s learning.
Challenges	20% of parents report being unaware of volunteer opportunities. Parents also expressed a desire for more practical support in areas such as monitoring student progress, math, and homework.

Needs Identification and Root Cause Analysis

Prioritize the overarching needs as evidenced by the Comprehensive Needs Assessment by drawing conclusions from the results obtained in the previous section.

Overarching Need #1	A need is evident in increasing student ELA proficiency.
Root Cause #1	
Root cause to be addressed	Inconsistent use of effective peer-to-peer feedback and student discourse routines.
This is a root cause and not a contributing factor	☒ Yes ☐ No
This is something we can affect	☒ Yes ☐ No
Root Cause #2	
Root cause to be addressed	Lack of clarity regarding the rigor and cognitive demand of standards.
This is a root cause and not a contributing factor	☒ Yes ☐ No
This is something we can affect	☒ Yes ☐ No
Root Cause #3	
Root cause to be addressed	Inconsistent application of standard rigor in instructional planning, task design, and student expectations.
This is a root cause and not a contributing factor	☒ Yes ☐ No
This is something we can affect	☒ Yes ☐ No
Root Cause #4	
Root cause to be addressed	Gaps in student knowledge of content vocabulary and context clues strategies.
This is a root cause and not a contributing factor	☒ Yes ☐ No
This is something we can affect	☒ Yes ☐ No
Root Cause #5	
Root cause to be addressed	Inconsistent instruction and practice in techniques for determining and synthesizing main ideas and key details, resulting in weak summarization and reduced comprehension.
This is a root cause and not a contributing factor	☒ Yes ☐ No
This is something we can affect	☒ Yes ☐ No

Overarching Need #2	A need is evident in increasing student Math proficiency.	
Root Cause #1		
Root cause to be addressed	Inconsistent use of effective peer-to-peer feedback and student discourse routines.	
This is a root cause and not a contributing factor	☒ Yes ☐ No	
This is something we can affect	☒ Yes ☐ No	
Root Cause #2		
Root cause to be addressed	Inconsistent implementation of explicit vocabulary instruction and limited opportunities for students to apply mathematical vocabulary in problem-solving and discourse.	
This is a root cause and not a contributing factor	☒ Yes ☐ No	
This is something we can affect	☒ Yes ☐ No	
Root Cause #3		
Root cause to be addressed	Lack of clarity regarding the rigor and cognitive demand of standards.	
This is a root cause and not a contributing factor	☒ Yes ☐ No	
This is something we can affect	☒ Yes ☐ No	
Root Cause #4		
Root cause to be addressed	Inconsistent implementation of the Concrete–Representational–Abstract (CRA) model and aligned scaffolding practices, limiting students’ access to standards-defined rigor and conceptual understanding.	
This is a root cause and not a contributing factor	☒ Yes ☐ No	
This is something we can affect	☒ Yes ☐ No	
Root Cause #5		
Root cause to be addressed	Inconsistent implementation of research-based strategies to develop mathematical fluency, limiting students’ accuracy, flexibility, and efficiency with grade-level content.	
This is a root cause and not a contributing factor	☒ Yes ☐ No	
This is something we can affect	☒ Yes ☐ No	

Schoolwide Reform Strategies and Development of Schoolwide Plan

A schoolwide reform strategy requires a school to conduct a comprehensive needs assessment, identify and commit to specific goals and strategies that address those needs, create a comprehensive plan, and conduct an annual evaluation of the effectiveness of the schoolwide program and revise the plan annually or as necessary. A schoolwide plan consists of goals, action steps and methods for monitoring implementation and effectiveness. Provide detail for the schoolwide plan below to show how the school will upgrade the entire educational program and improve the outcomes for the lowest-achieving students.

Goal 1: ELA	K-2: The percentage of K and 1st grade students scoring at or above the district benchmark will increase by 3 percentage points (Kindergarten from 68% to 71% and 1st grade from 58% to 61%) from spring 2026 to spring 2027 as measured by the District Early Literacy Screener. The percentage of 2nd grade students scoring at or above the state benchmark will increase by 6 percentage points (from 29% to 35%) from spring 2026 to spring 2027 as measured by the District Reading Screener. 3-5: The percentage of 3rd, 4th and 5th grade students scoring at the proficient or distinguished learner level in ELA will increase by 9, 17 or 16.1 percentage points, respectively (3rd grade from 28.1% to 37.1%, 4th grade from 27.7% to 44.7%, and 5th grade from 34.3% to 50.4%) from May 2024 to May 2027 as measured by the ELA Georgia Milestones Assessment.	
Schoolwide Reform Strategy(ies)	Standards-Defined Rigor, Student Discourse Strategies, Explicit Vocabulary Routines	
Action Step: Instruction		
Action Step	Provide instructional supports for students to increase achievement in ELA using standards-defined rigor, student discourse strategies, and explicit vocabulary routines.	
Method for Monitoring Implementation	Short-term Action Plan (Classroom Observation Forms), Remedial Progress Reports, Remedial Teacher Schedules, Software Usage, Sample Staff Schedules	
Method for Monitoring Effectiveness	MOY & EOY Reading Screener Analysis, GMAS ELA Assessment Data Analysis, Short-term Action Plan Data Analysis (Classroom Observation Analysis of students), Software Student Growth Analysis	
Position Responsible	Schoolwide Plan Support	
Timeline for Implementation	3 Times per Year	

Action Step: Professional Learning	
Action Step	Provide training, coaching, modeling and feedback on standards-defined rigor, student discourse strategies, and explicit vocabulary routines in ELA.
Method for Monitoring Implementation	Short Term Action Plan (Learning Walks), Professional Learning Documentation (Sign-in Sheets, Agenda, Presentation, Handouts, Survey/Feedback), Professional Learning/Coaching Log
Method for Monitoring Effectiveness	Short Term Action Plan Data Analysis (Classroom Observation Analysis for Teachers), Survey/Feedback Analysis, PL Reflection Form Analysis, Instructional Coaching/Modeling Survey/Reflection Analysis, Professional Learning/Coaching Log Analysis
Position Responsible	Academic Facilitator
Timeline for Implementation	Quarterly
Action Step: Family Engagement	
Action Step	Provide events and resources for families to build parent capacity in ELA and provide training to staff to increase their capacity to engage with families.
Method for Monitoring Implementation	Parent & Family Engagement Documentation (Sign In Sheets, Agenda, Presentation, Handouts, Survey/Feedback), Completed Checklists, Parent and Family Engagement Log
Method for Monitoring Effectiveness	Annual Parent Survey Analysis, Parent Input Form Analysis, Event Feedback Analysis, Parent Event Reflection Forms Analysis, Parent & Family Engagement Log Analysis
Position Responsible	Family & Community Engagement Liaison
Timeline for Implementation	Bi-Annually

Goal 2: Math	K-2: The percentage of K-2nd grade students scoring at the 26th percentile or above will increase by 3 percentage points (Kindergarten from X% to X%, 1st grade from X% to X% and 2nd grade from X% to X%) from fall 2026 to spring 2027 as measured by the District Math Screener. 3-5: The percentage of 3rd, 4th, and 5th grade students scoring at the proficient and distinguished learner levels in Math will increase by 9 percentage points (3rd grade from 37% to 46%, 4th grade from 42.7% to 51.7%, and 5th grade from 40.5% to 49.5%) from May 2024 to May 2027, as measured by the Georgia Milestones Math Assessment.	
Schoolwide Reform Strategy(ies)		Standards-Defined Rigor, Student Discourse Strategies, Explicit Vocabulary Routines
Action Step Instruction: Provide instructional supports for students to increase achievement in math using standards-defined rigor, student discourse strategies, and explicit vocabulary routines.		
Method for Monitoring Implementation		Short-term Action Plan (Classroom Observation Forms), Remedial Progress Reports, Remedial Teacher Schedules, Software Usage, Sample Staff Schedule
Method for Monitoring Effectiveness		MOY & EOY Math Screener Analysis, GMAS Math Assessment Data Analysis, Short-term Action Plan Data Analysis (Classroom Observation Analysis of students), Software Student Growth Analysis
Position Responsible		Schoolwide Plan Support
Timeline for Implementation		3 Times per Year
Action Step Professional Learning: Provide training, coaching, modeling and feedback on standards-defined rigor, student discourse strategies, and explicit vocabulary routines in math.		
Method for Monitoring Implementation		Short Term Action Plan (Learning Walks), Professional Learning Documentation (Sign-in Sheets, Agenda, Presentation, Handouts, Survey/Feedback), Learning/Coaching Log
Method for Monitoring Effectiveness		Short Term Action Plan Data Analysis (Classroom Observation Analysis for Teachers), Survey/Feedback Analysis, PL Reflection Form Analysis, Instructional Coaching/Modeling Survey/Reflection Analysis, Professional Learning/Coaching Log Analysis
Position Responsible		Academic Facilitator
Timeline for Implementation		Quarterly
Action Step Family Engagement: Provide events and resources for families to build parent capacity in ELA and provide training to staff to increase their capacity to engage with families.		
Method for Monitoring Implementation		PFE Documentation (Sign In Sheets, Agenda, Presentation, Handouts, Survey/Feedback), Completed Checklists, Parent and Family Engagement Log
Method for Monitoring Effectiveness		Annual Parent Survey Analysis, Parent Input Form Analysis, Event Feedback Analysis, PFE Event Reflection Forms Analysis, PFE Log Analysis Feedback surveys
Position Responsible		Family & Community Engagement Liaison
Timeline for Implementation		Bi-Annually

Schoolwide Reform Strategies

Address the reform strategies the school will implement to meet the school needs, including a description of how strategies will:

- a. provide opportunities for all children, including all subgroups defined in section 1111(c)(2), to meet the State's challenging academic standards;

As outlined previously in plan components.

- b. strengthen the 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;

Title I evidence-based strategies that the school employs to strengthen the academic program in the school (SWP-2b) and address the needs of all children, particularly those most at risk of not meeting the challenging State academic standards (SWP-2c) include:

Instruction

- Title I Teachers (and substitutes) to increase the amount and quality of learning time by providing additional support for individual students (SWP-2b) and small groups of students at-risk of not achieving proficiency on the State academic standards.
- Title I Remedial Teachers (and substitutes) to support students who are at risk of or not achieving proficiency on the State academic standards.
- Title I Remedial Teachers (part-time) to provide supplemental instruction in ELA and math for students at risk of not meeting the State academic standards.
- Title I Remedial Paraprofessionals (and substitutes) to provide supplemental instruction in ELA and math.
- Title I Kindergarten Paraprofessionals (part-time) to provide supplemental instruction in the core content areas.
- Software to support ELA and math instruction.
- Materials to support ELA and math instruction.

Professional Learning

Professional learning is offered to teachers, paraprofessionals and other school personnel to improve instruction (SWP-2c.iv). This professional learning includes analyzing data from academic assessments. Professional learning strategies include:

- Academic Facilitator to provide instructional support to teachers on academic standards, assessment practices, and instructional strategies.
- Substitutes for certified staff to attend professional learning on student feedback and discourse routines, vocabulary, and standards-defined rigor in ELA and math.
- Materials for staff professional learning to build capacity on student feedback and discourse routines, vocabulary, and standards-defined rigor in ELA and math.

Parent Engagement

- Family Liaison to assist families with supporting the education of their children by implementing effective parental engagement activities to ensure that parents are provided opportunities and experiences that enable them to promote high student academic achievement and be involved in an effective partnership and provide training to staff to increase their capacity to engage with families.
- Materials to support parent engagement events as well as activities and resources focused on building parent capacity in ELA and Math.

- c. addressing 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:

i). counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas;

The school offers counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside of academic subject areas (SWP-2c.i).

Additional school reform strategies that the school provides to meet the needs of students through a well-rounded education include:

- Individual and small-group counseling is provided to identified students.
- School care teams meet regularly to discuss student's social and emotional needs.
- Social-emotional support is provided through group and individual lessons.
- Students are supported through processes for special education, 504, and Multi-tiered System of Support (MTSS).
- De-escalation/restraint training is offered for staff.

ii). 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;

The school also offers awareness opportunities for career, technical and post-secondary education (SWP-2c.ii). These opportunities include:

- Counselors provide career lessons.
- Career days expose students to working professionals and their careers are also offered to students.

iii). a 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.);

The school implements a schoolwide Multi-Tiered System of Supports (MTSS) model to prevent and address problem behavior and provide early intervening services (SWP-2c.iii). This model is coordinated with services carried out under the Individuals with Disabilities Education Act (IDEA). Students are provided academic, behavioral, and connectedness/well-being support through a 3-tiered model. Support and interventions are tiered (Tier I: Instruction/Core Curriculum; Tier II: Intervention; Tier III: Intensive Intervention).

Students identified with behavior issues receive Tier 2 interventions from the classroom teacher. If behaviors progress, students receive Tier 3 interventions. If unsuccessful at Tier 3, a functional behavior analysis will take place, and appropriate recommendations will be implemented. In some cases, a Behavioral Intervention Plan (BIP) will be put into action. Positive behavior and restorative practices are also implemented.

Students with behavioral concerns are afforded additional opportunities such as counselor support, restorative practices, sensory lab, or sensory walks. Teachers receive support and training from behavior specialists to implement behavior strategies in their classrooms. These practices reduce the removal of students from the classroom. Additionally, a progressive discipline model is followed.

iv). 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;

Hasty Elementary School works to recruit and retain effective teachers, particularly in high needs areas (SWP-2c.iv). The school participates in job fairs and networks to attract and hire experienced teachers. Teachers are engaged in professional learning opportunities on student discourse and feedback routines, vocabulary, and standards-defined rigor with state and federal funds. A Title I Academic Facilitator and an Instructional Lead Strategist provide instructional coaching to teachers as well.

If students are retained, they are placed with a different teacher the following year when possible. Experienced teachers are placed on every grade level team. Title I Remedial Teachers and Title I Paraprofessionals support at-risk students to address achievement gaps. Distribution of teachers with varying levels of experience is monitored by the Human Resources Division through scheduling practices and the employee transfer process.

Consistent monitoring of the processes at both the district and school levels ensures students are not served at a disproportionate rate by an ineffective, out-of-field or inexperienced teacher

Ineffective

- Professional Learning Goals and Professional Learning Plans are monitored in the TKES and PowerSchool Platforms.
- Academic Facilitator and Instructional Lead Strategist provide coaching and technical assistance on academic content standards, assessment practices, and instructional strategies.
- District instructional coaching and technical assistance is provided on academic content standards, assessment practices and instructional strategies.

Out-of-Field

- Evaluation practices and allotment processes are focused on staffing levels and staff placement/certification verification. Additionally, the student scheduling processes ensure the highest opportunity for an effective teacher for each student.

Inexperienced

- The District's New Teacher Induction Program (NTIP) provides a year-long, school-based mentor for new teachers as well as specific professional learning for this critical group of teachers.
- School-based Instructional Lead Strategist facilitates the NTIP program and provides instructional coaching for all teachers..

v). strategies to assist preschool children in the transition from early childhood education programs to local elementary school programs.

Hasty Elementary School implements various strategies to assist preschool children in the transition from early childhood programs to elementary school including (SWP-2c.v):

- Incoming students who did not attend Pre-K in the District will be screened and provided with information on entering Kindergarten. Local daycares are informed of the registration process.
- IEP transition meetings are held for identified students.
- A Meet and Greet will be hosted for all incoming Kindergarten students in the fall. Students and families will be able to view their classroom and meet teachers.
- Information is provided to families about entering Kindergarten.
- Tours are offered throughout the year to any Pre-K families.
- Pre-K classes in the school foster the transition to kindergarten since they are housed in the facility and students are acclimated to the elementary routine.

Schoolwide Plan Development Process (ESSA Section 1114(2)(B)(i-v)), Evaluation of the Schoolwide Plan (ESSA Section 1114(b)(3)); 34 CFR § 200.26, and Assurances and Documentation (ESSA Section 1116(b)(1))

The school follows the Cherokee County School District process for the Annual Review, Comprehensive Needs Assessment and School Improvement Plan/Schoolwide Plan. The schoolwide plan is developed during a 1-year period (SWP-5a). Annually, amendments are made to the plan based on student needs and it remains in effect for the school's participation in Title I, Part A (SWP-5c). The following process is used to amend the plan:

- Internal and external stakeholders are engaged in the review and amendment process (SWP-5b). Stakeholders include parents, members of the community, teachers, principals, other school leaders, specialized instructional support personnel, classified staff (including paraprofessionals), district staff and support staff.
- The school conducted an Annual Review and Comprehensive Needs Assessment and completed the Title I Schoolwide plan in March that took into account 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 challenging State academic standards (SWP-1). During this meeting, schoolwide reform strategies were selected to strengthen the academic program of the school (SWP-2b). During this process, internal and external stakeholders were engaged in multiple meetings to review school data, discuss the needs of the school, provide input on the proposed Title I Schoolwide Plan, and provide feedback on the Parent and Family Engagement Plan for Shared Student Success. Stakeholders were also able to provide input through an online form if they were unable to attend a meeting. Staff feedback was obtained to ensure that the plan was developed in coordination, as appropriate, with other Federal, State and local services, resources and programs (SWP-5e). Schools jointly developed with parents and family members of participating children a written parental and family engagement plan. This plan was agreed on by parents (SWP-4).
- In March, the Principal, Assistant Principal and Academic Facilitator met with the district Title I team to review the Comprehensive Needs Assessment and Title I Schoolwide Plan. During this meeting, the schoolwide program checklist was reviewed to ensure that all components were met.
- In May, school leaders completed the Annual Review for the year. This included a review of Georgia Milestones data (EOY evaluation), other state annual assessments, Schoolwide Plan goal achievement and progress monitoring for second semester (SWP-3a). School teams utilized this information to determine if the schoolwide program was effective in increasing the percentage of students meeting the challenging State academic standards (SWP-3b).
- The plan remains in effect for the duration of the school year and is regularly monitored to ensure that all students are provided opportunities to meet the challenging State academic standards (SWP-5c). Student progress is monitored through short-term action plans, district reading and math screeners, unit assessments and classroom formative assessments (SWP-5a).
- The plan is made available to parents and the public through meetings, the website and upon request (SWP-5d). The plan is shared in an understandable and uniform language that parents can understand (SWP-4). Interpreters are available upon request to answer questions regarding the plan.
- In the fall, the school Parent and Family Engagement Plan for Shared Student Success is distributed to parents and the local community via the website, newsletter, at the Title I Annual Meeting and copies are placed in the front office (SWP-4). The policy is distributed in an understandable and uniform format and, to the extent practicable in a language that parents can understand. It is always shared in English and Spanish. Interpreters are also available upon request.
- Throughout the school year, school teams regularly monitor the implementation of the Schoolwide Plan through the Short-term Action Plan (STAP) (SWP-3a). The school leadership team will revise the Schoolwide Plan in collaboration with the district Title I team, if necessary, based on regular monitoring to ensure continuous improvement of students in the school (SWP-3a, 3c and 5c).

- Developed over a one-year period with input from stakeholders.
- Includes collaboration with parents, teachers, administrators, and community members.
- Integrated with other federal, state, and local programs.
- Will be monitored and revised as needed.