



Approved Copy
10-3-2023

School Improvement Action Plan



School Year:	2023 - 2024
School Name:	Sanders Elementary School
Principal Name:	Tiffany Jackson
Date Submitted:	June 5, 2023
Revision Dates:	May 25, 2023; July 27, 2023; October 3, 2023

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Sanders Elementary School
<i>Team Lead</i>	Windy Childs & Emily Folk
<i>Position</i>	Academic Coaches
<i>Email</i>	Windy.childs@cobbk12.org or emily.folk@cobbk12.org
<i>Phone</i>	770-819-2568
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)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: Throughout the school year, we have asked for feedback from our staff, families and community members regarding our school-wide goals, instructional resources and how we can best support our community/families. Surveys were administered this year to our families and all staff to assist our leadership team with creating our School Improvement Plan and our goals. Once the feedback was collected, we analyzed and synthesized the data to identify common themes, patterns, and areas of consensus. This involved carefully reviewing and categorizing the responses to extract meaningful insights and suggestions.

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

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team: Tiffany Jackson, Michael Clayton, Kathleen Bender
2. Content or Grade Level Teachers: April Brown, Joyce DeCarlo, Sarah Reagan, Kristy Beaulieu, Chelsea Melton, Constance Blair
3. Local School Academic Coaches: Windy Childs and Emily Folk
4. District Academic Coaches: Angela Mack, Sakinah Dantzler
5. *Required:* At least one Parent (Non CCSD Employee): Nicole Williams
6. School Counselors: Cynthia Minick and Carrie Jones
7. Parent Facilitators: Dea Works
8. Media Specialists: Susan Thach
9. Public Safety Officers: Officer Cabellaro
10. Business Partners: Kesiha Hurst
11. Social Workers: Devin Marks
12. Faith Based Community Leaders: Pastor Reggie Fields
13. School Technology Specialists: Lindsay Maher
14. Community Health Care Providers:
15. Universities or Institutes of Higher Education
16. Title I supervisor

COMMITTEE MEMBERS SIGNATURE PAGE

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 the school. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s):	May 10, 2023, May 25, 2023, May 26, 2023, June 6, 2023
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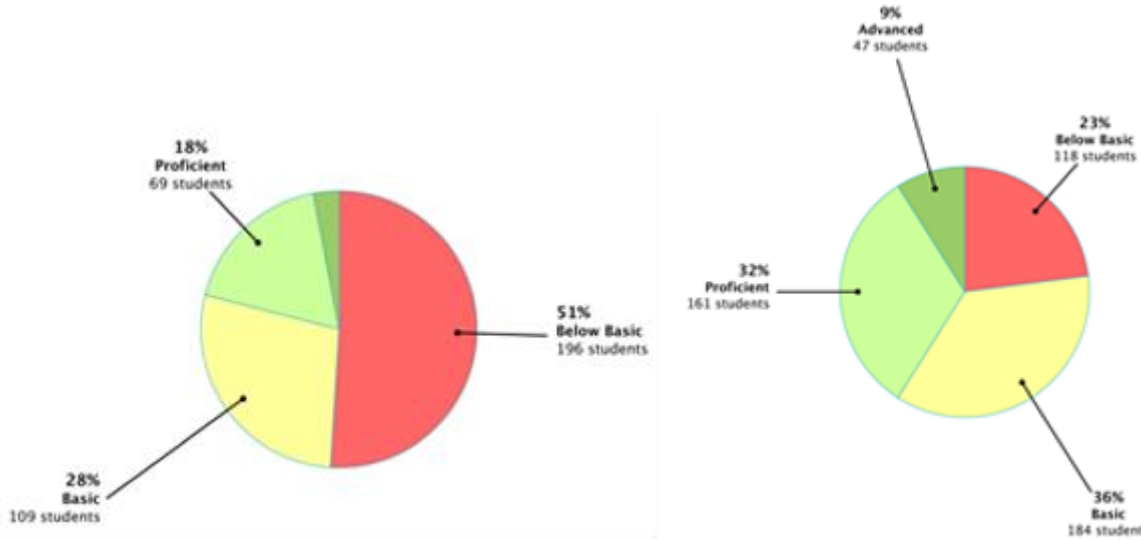
Position/Role	Printed Name	Signature
Principal	Laura Fiedler	
Principal	Tiffany Jackson	
Assistant Principal	Kathleen Bender	
Assistant Principal	Michael Clayton	
Academic Coach	Windy Childs	
Academic Coach	Emily Folk	
Parent Facilitator	Dea Works	
Team Leader K	April Brown	
Team Leader 1	Joyce DeCarlo	
Team Leader 2	Sarah Reagan	
Team Leader 3	Kristy Beaulieu	
Team Leader 4	Courtney Cox	

Team Leader 5	Constance Blair	
Special Education Teacher Leader	Bonnie Interligi	
Small Group Special Education Teacher Leader	Dakota Doomstorm	
Specialist/ESOL	Tammie Brown	
Counselor	Cynthia Minick	
Counselor	Carrie Jones	
Media Specialist	Sue Thach	
Faith Based Community Leader	Reggie Fields	
Social Worker	Devin Marks	
Nurse	Sybil Coffie	
Parent	Nicole Williams	
Title I Supervisor	Cheryl Johnson	
RTI/EIP Representative	Colleen Rapp	
RTI/PBIS Representative	Charity Rodriguez	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

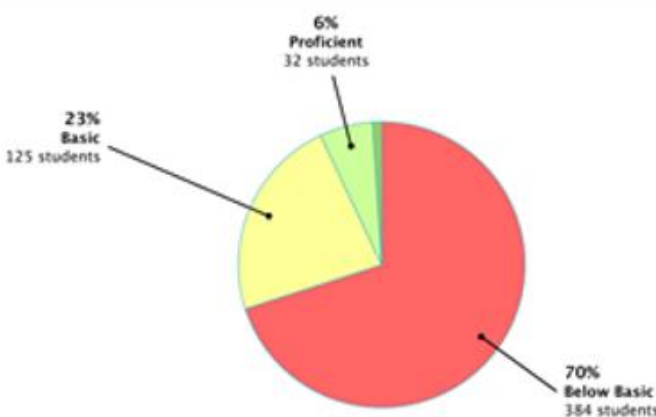
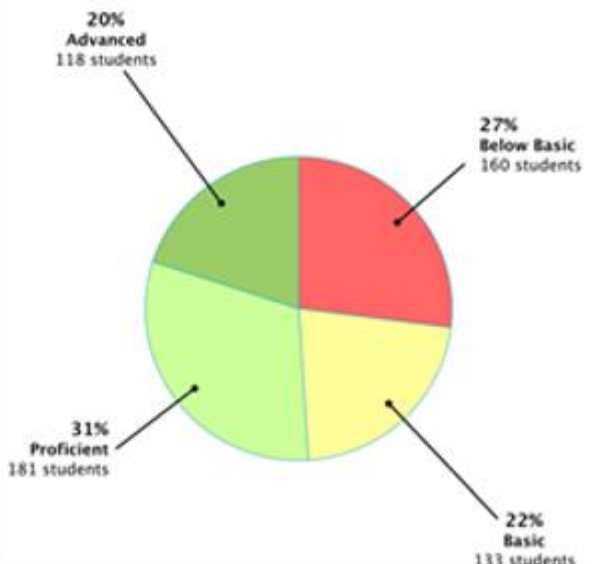
Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

<p>Previous Year's Goal #1</p>	<p>The percentage of students performing at Proficient and/or Advanced levels in reading as measured by the Universal Screener, Reading Inventory, will increase from 55% in May 2022 to 70% by May 2023.</p>																									
<p>Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>																										
<p>What data supports the outcome of the goal?</p>	<p>The percentage of K-5 students scoring levels Advanced and Proficient on the Reading Inventory increased from 21% in Fall 2022 to 41% in Spring 2023.</p> <div style="text-align: center; margin-top: 20px;">  <table border="1" style="margin: 0 auto; border-collapse: collapse; text-align: center;"> <caption>Reading Inventory Results Comparison</caption> <thead> <tr> <th>Category</th> <th>Fall 2022 (%)</th> <th>Fall 2022 (Students)</th> <th>Spring 2023 (%)</th> <th>Spring 2023 (Students)</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>0%</td> <td>0</td> <td>9%</td> <td>47</td> </tr> <tr> <td>Proficient</td> <td>18%</td> <td>69</td> <td>32%</td> <td>161</td> </tr> <tr> <td>Basic</td> <td>28%</td> <td>109</td> <td>36%</td> <td>184</td> </tr> <tr> <td>Below Basic</td> <td>51%</td> <td>196</td> <td>23%</td> <td>118</td> </tr> </tbody> </table> </div>	Category	Fall 2022 (%)	Fall 2022 (Students)	Spring 2023 (%)	Spring 2023 (Students)	Advanced	0%	0	9%	47	Proficient	18%	69	32%	161	Basic	28%	109	36%	184	Below Basic	51%	196	23%	118
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Below Basic	51%	196	23%	118																						
<p>Reflecting on Outcomes</p>																										
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<ul style="list-style-type: none"> • Increase tier 1 instruction by strengthening rigor of reading comprehension strategies taught and assessed through professional development and resource acquisition for grades kindergarten through fifth. • Increase phonics skill mastery of English Language Learners through reteaching of missed decoding skills. • Improve Reading Foundational Skills for third through fifth grade students through direct instruction of morphology, syllabification, and advanced decoding skills. • Focus on academic vocabulary by providing professional development on identification of tier 2 vocabulary words and strategies to teach vocabulary directly to students in grades kindergarten through 5. 																									

	<ul style="list-style-type: none"> • Student targeted research-based interventions provided to all students' kindergarten through 5th grade. • Regular CCC's to discuss common assessment data from writing, vocabulary, reading comprehension, and foundation skills.
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<p>Previous Year's Goal #2</p>	<p>The percentage of students performing at Proficient and/or Advanced Level in Math as measure by the Universal Screener, Math Inventory, will increase from 39% in May 2022 to 50% by May 2023.</p>
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Was the goal met? YES NO

<p>What data supports the outcome of the goal?</p>	<p>The percentage of K-5 students scoring levels Advanced and Proficient on the Math Inventory increased from 7% in Fall 2022 to 51% in Spring in 2023 while the percentage of basic and below basic decreased from 93% in Fall 2022 to 49% in Spring 2023.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
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Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<ul style="list-style-type: none"> • Consistent implementation of MFF in grades kindergarten through fifth grade. • Individualized intervention for third, fourth, and fifth graders through EIP, Math Intervention, AC, Saturday Academy. • Implementation of Dreambox, Progress Learning and Prodigy • Weekly collaborative planning, common assessments, and quarterly planning to ensure all students meet the standards.

Previous Year's Goal #3	The percentage of 5 th -grade students at Sanders Elementary scoring within the range of proficient or distinguished on Milestone Science EOG will increase 25% in May 2022 to 35% by May 2023.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	The percentage of 5 th grade students at Sanders Elementary scoring within the range of proficient or distinguished on Milestones Science EOG decreased from 25% in 2022 to 18% during the 2023 school year.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> • Hands on implementation of content standards in grades kindergarten through fifth grade. • Common planning and common assessments on science standards for all grades. • Specifically taught academic vocabulary from science standards. • Increased rigor and application of standards, as well as hands-on experiments for all grades. • Integration of Science content being taught within the literacy and math block • Protected time for science instruction.

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	
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Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	<ul style="list-style-type: none"> • Implementation of Read 180 and System 44 for 3-5th grade students who are below grade level yielded a significant increase in RI scores averaging a 200 point increase in Lexile. • Improved K-2 ELF data compared to the 21-22 school year by an average of 2%. • Improved differentiated/small group instruction in K-3 observed in walkthroughs • EIP services implemented consistently across all grade levels observed during walkthroughs 	<ul style="list-style-type: none"> • 3rd – 5th grade students consistently receive 1's and 2's on EOGs in Writing even though their Lexile is on grade level. Therefore, students need to focus on being able to write about what they read. • According to WriteScore results, yielding 95% of students below grade level, further instruction is needed to teach students how to write to respond to reading passages in grades one through five. • NSGRA Level data revealed that further intervention is required in decoding, including decodable book professional development, for 40% students in Kindergarten through third grade. • Reading Inventory data indicates 59% of students are below grade level in reading, yielding both vocabulary strategies and reading comprehension strategies be taught in Professional Learning. • Data from Istation Reports indicated that 41% of students are utilizing Istation reading with fidelity. 	<p>ELF Assessments Reading Inventory CCC Data Teams WriteScore Assessments Istation Reports NSGRA Levels Coach Walkthroughs</p>
Math	<ul style="list-style-type: none"> • Increased number of students performing proficient or advanced on the MI to 50%. • Interventionists focused on small group instruction and supplement with Dreambox observed through coaches walks. • Improved scores on MFF from previous years by 13%. 	<ul style="list-style-type: none"> • Observations and an average of 50% on interim assessments showed that further professional development is needed on math standards and rigorous teaching and assessing. • Coach walkthroughs revealed that further professional development is needed to deepen the understanding of the use of math manipulatives. • Coach walkthroughs revealed further development and support is needed in small group math instruction (specific to skills, strategies, and new standards) 	<p>Interim Assessments MFF Assessments Math Inventory CCC Data Teams Coach walkthroughs</p>

Science	<ul style="list-style-type: none"> • Implementation of a STEM Lab 	<ul style="list-style-type: none"> • EOG data, resulting in only 18% of students receiving proficient and advanced, indicates that teachers need to provide more opportunities for hands-on activities that focus on content standards. • Interim Assessment data, with an average of 50%, showed that students need increased rigor and content vocabulary to demonstrate understanding of content standards. 	Common Assessments Interim Assessments 5 th Grade EOG data
Social Studies	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Interim assessments, with an average of 55%, indicate further training is required to deepen content vocabulary understandings. 	Interim Assessments
Discipline / School Climate Data	<ul style="list-style-type: none"> • Decreased number of office referrals by 20 referrals • Decreased number of OSS days by 56 days • Implementation of Minor Referrals using the PBIS rewards app to prevent office referrals 	<ul style="list-style-type: none"> • Office referral data shows that 83 students received office referrals during the 22-23 school year. 	Minor Referral Data Office Referral Data
Professional Learning What's been provided? What is the impact?	<ul style="list-style-type: none"> • Writing Vertical Planning Teams monthly • MFF Implementation Support • Common assessment PL through CTLS 	<ul style="list-style-type: none"> • Continued growth with vertical planning teams in both math and writing. • Maintain and strengthen common planning, assessing, and grading among grade level teams. • Continue to focus on learning targets and goal/purpose of the lesson 	Monthly meetings MFF Assessments/Leader calls and walks
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged Learners <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Students are in inclusion classrooms in which they benefit from co teaching, individualized small group instruction, and reduced class sizes.	RI data indicates increased instructional gaps particularly in vocabulary and comprehension. On average, students who have transferred into SES at the beginning of the year and throughout the year score significantly lower than students who are at SES for multiple years.	RI Data Istation Data NSRA Running Records ELF Write Score
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged Learners <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Students benefit from small group instruction with EIP teachers and Interventionists. This instruction targets unmastered foundational skills and is monitored through progress monitoring, probes, and assessments.	MI data shows students lack skills in problem solving. Transiency rates impact students' proficiency in content standards due to missing prerequisite skills.	MI Data Dreambox MFF
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged Learners <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Integration of content in ELA and Math.	Students need hands on instruction to help grasp content standards.	Interims
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged Learners <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Integration of content in ELA and Math.	Increased rigor required for students to make sense of content standards.	Interims
Discipline / School Climate Data	<input checked="" type="checkbox"/> Econ. Disadvantaged Learners <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	There were a total of 601 minor referrals and 203 major office referrals during the 2022-2023 school year. This shows that students receiving a minor referral are significantly less likely to receive a major office referral.	72% of office referrals were males. 46% of students who received office referrals have 2 or more referrals.	Office Referrals PBIS Minor Referrals

Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Statement of Concern #1	Of the 607 students in K-5, 59%, 309 students, at SES are performing Basic or Below Basic on the Reading Inventory.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Kindergarten – second grade students have not mastered decoding skills and spelling patterns. Therefore, teachers need professional learning focused on addressing the instructional needs of K-2 students who have not mastered decoding skills and spelling patterns. (Source: ELF Data)
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students are placed in grades 3-5 with unfinished learning of reading foundation skills due to lack of reteaching unmastered skills. Therefore, teachers need professional learning focused on identifying instructional needs and providing targeted support for 3-5 students with deficiencies in the foundational skills needed for success in reading. (Source: CCC Observations, Assessment Data)
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	A deficiency of direct instruction of unknown academic vocabulary words K-5. Professional development is needed to provide teachers with strategies to support vocabulary acquisition. Teachers need additional strategies and resources to support students with developing Tier I (everyday) and Tier II (academic) vocabulary. (Source: Classroom Observations & RI Data)
Contributing Factors (Outside of control)	Increasing Transiency Rate Increasing EL Population Attendance Rates
Goal Specific, Measurable, Achievable, Relevant, Timebound	Students in K-5 at Sanders Elementary School performing at Proficient or Advanced as measured by the Universal Screener, Reading Inventory, will increase from 37% (208 students out of 607) in May 2023 to 54% (325 students out of 607) by May 2024.

Statement of Concern #2	293 students at SES are performing Basic or Below Basic on the Math Inventory.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent use of manipulatives to concretely represent mathematical content in order to demonstrate understanding. Teachers need professional learning focused on instructional strategies used to develop students' conceptual understandings of mathematics as related to numbers and operations. (Source: EOG Data and Observation Data)
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Unmastered skills based on Common Assessments, classroom probes, and Interims are not retaught to mastery. Support is needed to reinforce numerical understanding and problem solving through computer-based programs, interventions, and supports. Teachers need professional learning and a process for analyzing assessment data to determine instructional needs and plan targeted interventions for individuals or small groups of students. (Source: CCC Observations and Assessment Data)
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers misinterpretations of the math standards result in the inconsistent teaching and learning practices that are not aligned to district and state learning objectives and assessments. (Source: Classroom Observations and Assessment Data)
Contributing Factors (Outside of control)	Increasing Transiency Rate Increasing EL Population Attendance Rates
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Students in K-5 at Sanders Elementary School performing at Proficient or Advanced as measured by the Universal Screener, Math Inventory, will increase from 49% (299 students out of 607) to 66% (400 students of 607) by May 2024.

Statement of Concern #3	There were a total of 203 Office Referrals, Kindergarten through fifth grade, for the 2022 - 2023 school year. The
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent implementation of PBIS and PBIS Rewards App. Teachers are not consistently giving students positive behavior points when they are following expectations. Additionally, teachers are not consistently writing minor office referrals when students are not following expectations.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of behavioral expectations in the classroom that have consistent consequences due to teachers not following the PBIS flowchart. Rules and routines are not modeled and reinforced in classroom environments. Additional training and support are needed to remind teachers of required PBIS expectations.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
Contributing Factors (Outside of control)	Lack of parental involvement
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of the 2023-2024 school year, Sanders Elementary School will decrease the number of K-5 students receiving office referrals from 14% (83 students out of 607) to 8% (50 students out of 607) by May 2024.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	Students in K-5 at Sanders Elementary School performing at Proficient or Advanced as measured by the Universal Screener, Reading Inventory, will increase from 37% (208 students out of 607) in May 2023 to 54% (325 students out of 607) by May 2024.
Goal #2	Students in K-5 at Sanders Elementary School performing at Proficient or Advanced as measured by the Universal Screener, Math Inventory, will increase from 49% (299 students out of 607) in May 2023 to 66% (400 students of 607) by May 2024.
Goal #3	By the end of the 2023-2024 school year, Sanders Elementary School will decrease the number of K-5 students receiving office referrals from 14% (83 students out of 607) in May 2023 to 8% (50 students out of 607) by May 2024.
Goal #4	

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The academic coach is responsible for modeling best practices for other teachers, analyzing student data, determining research based instructional practices, addressing student learning needs, and effectively facilitating professional development. The academic coach will facilitate family engagement events to support student learning. Additionally, the academic coach will maintain weekly data team meetings that reflect on the expectations of Cobb Collaborative Communities.
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Parent Facilitator collaborates with Academic Coaches, staff, PTA, families, and the community to increase parental involvement in the educational process of their child. By increasing parental involvement, we are working towards addressing the achievement gap apparent between Title I and non-Title I schools. Through communication with school personnel, families (often using interpreters), and the community, the parent facilitator assists with meeting the school's School Improvement plan by providing parent workshops in Math, ELA, and Behavior. Invitations are sent out in both English and Spanish and an interpreter attends the meetings.
Paraprofessional	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The targeted paraprofessional will be utilized in grades Kindergarten through second grade to support teaching and learning. This paraprofessional will assist with small group intervention, individualized student support, and behavior management. By utilizing a paraprofessional to provide teachers and students with support, we are ensuring the maximization of instructional time throughout the school day.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

GOAL #1	Students in K-5 at Sanders Elementary School performing at Proficient or Advanced as measured by the Universal Screener, Reading Inventory, will increase from 37% (208 students out of 607) in May 2023 to 54% (325 students out of 607) by May 2024.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
<p>Kindergarten -Second Grade teachers will use an intervention block to focus on reteaching phonics skills not mastered during whole group instruction as measured by the ELF assessment.</p> <p>Establish a protected time for intervention and provide targeted instruction for individual or small groups of K-2 students who have not mastered foundational reading skills (i. e., phonemic awareness, phonics, etc.) as measured by ELF assessment.</p>	<p>Heggerty UFLI CTLS Resources Decodable books Istation Guided Readers</p>	<p>CCSD Title I</p>	<p>August 1</p>	<p>Implementation:</p> <p>August – September: K-2, EIP, and ESOL teachers will utilize ELF data to determine student mastery of reading foundational standards and identify students for targeted intervention.</p> <p>August – September: Teachers will collaborate using identified resources in CTLS to plan lessons for targeted intervention.</p> <p>September – May: Students who have not mastered the standard will be provided with small group intervention while students who mastered the standard will be extended during small group instruction four to five days a week.</p> <p>October - April: Academic Coaches and classroom teachers will hold bi-weekly data meetings to monitor student progress toward mastering phonics skills.</p> <p>Artifacts: Intervention schedule, Lesson plans, ELF data, Coaches focus walks, schedule</p>	<p>Evaluation of Impact: Increase student benchmark levels as measured by the Amira and the ELF assessment.</p> <p>At least 90% of K-2 teachers will implement targeted reading instruction during the intervention block.</p> <p>Evidence: ELF Data, Amira Data, Instructional Focus Walk Data</p>	<p>Classroom Teachers</p> <p>EIP and ESOL Teachers</p> <p>Academic Coaches</p>

<p>Third – Fifth grade students will receive focused intervention that targets unfinished learning of reading foundational skills.</p> <p>Provide targeted intervention for 3-5 students who are reading below basic or basic as measured by the RI.</p>	<p>Read 180 System 44 Progress Learning</p>	<p>Title I</p>	<p>August 1</p>	<p>Implementation: August: Use RI Data to identify students for Read 180, System 44, and targeted interventions (i.e., Istation, flexible groups, etc.)</p> <p>August – September: Develop and implement intervention schedule that does not coincide with Tier I instruction.</p> <p>September – May: Plan and Implement Intervention Lessons</p> <p>September – May: Monitor student progress using Read 180, System 44, Common Assessment data quarterly.</p> <p>Artifacts: System 44 and Read 180 groups, data, and schedules</p>	<p>Evaluation of Impact: Increase student performance levels in reading as measured by the Read 180 or System 44 progress reports.</p> <p>Evidence: Read 180 and System 44 progress reports, common assessments</p>	<p>EIP Teachers Interventionists Academic Coaches</p>
<p>Kindergarten through Fifth grade teachers will preview academic vocabulary and provide students with direct instruction of vocabulary words.</p> <p>Teachers will implement Istation vocabulary lessons to further develop students’ literacy skills.</p>	<p>Professional Development Istation Flocabulary Mystery Science OnCourse</p>	<p>Title I</p>	<p>August 1</p>	<p>Implementation: September – October: Provide teachers with professional learning opportunities vocabulary whole group and small group instruction.</p> <p>October - April: Plan and Implement individual, whole group, or small group instruction, to address students’ vocabulary deficiencies utilizing Istation data and lessons.</p> <p>October – May: Monitor students’ progress and performance utilizing Istation ISIP.</p> <p>Artifacts: Professional learning materials (plans, expectations, monitoring), sign in sheets, classroom focus walks, assessment tools, agenda</p>	<p>Evaluation of Impact: Increase in student performance on Istation ISIP vocabulary data.</p> <p>Evidence: Istation ISIP data</p>	<p>Classroom Teacher Academic Coaches</p>

				Implementation: Artifacts:	Evaluation of Impact: Evidence:	
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GOAL #2	Students in K-5 at Sanders Elementary School performing at Proficient or Advanced as measured by the Universal Screener, Math Inventory, will increase from 49% (299 students out of 607) in May 2023 to 66% (400 students of 607) by May 2024.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
<p>Teachers will consistently and effectively use CCSD recommended manipulatives as concrete representatives to teach new math concepts.</p> <p>Provide opportunities for teachers to unpack the new math standards and plan for instruction that incorporates the use of evidence-based instructional strategies and resources for teaching and learning mathematics.</p>	<p>Math manipulatives</p> <p>CCSD math lessons and resources</p> <p>Professional Development</p> <p>OnCourse</p>	<p>Title 1</p> <p>CCSD small group manipulative kit</p> <p>State of Georgia Grant</p>	<p>August 1</p>	<p>Implementation:</p> <p>September – May: Ongoing professional development using research-based strategies that support the implantation of the new GaDOE standards.</p> <p>September – April: Teachers will effectively utilize the best suited manipulatives and research-based strategies for the standard in whole group and small group instruction.</p> <p>October – May: Academic Coaches and Admin will conduct monthly focus walks observing implementation.</p> <p>Artifacts: Coaches Focus Walks, Oncourse Lesson Plans, Meeting notes</p>	<p>Evaluation of Impact: Increase student assessment scores on Common Assessments, Interims, and Math Inventory.</p> <p>At least 90% of K-5 teachers will implement evidence-based instructional strategies.</p> <p>Evidence: Common Assessments, Interims, Math Inventory, Focus Walk Data</p>	<p>Classroom teachers</p> <p>Interventionist</p> <p>Coaches</p> <p>Administration</p>
<p>Administer and analyze student assessment data (i.e., common assessments, probes, interims, etc.) to identify instructional needs and plan targeted intervention for individuals, whole group instruction, and small group instruction.</p>	<p>CCSD Reteach Lessons</p> <p>Dreambox</p> <p>Progress Learning</p>	<p>CCSD</p> <p>Title I</p>	<p>August 1</p>	<p>Implementation:</p> <p>August – September: K-5 and EIP teachers will utilize assessment data to determine student mastery of math standards and identify students for targeted intervention.</p> <p>August – September: Teachers will collaborate using identified resources in CTLS to plan lessons for targeted intervention.</p>	<p>Evaluation of Impact: Increase students’ assessment scores as measured by common assessments, interims, and MI data.</p> <p>Evidence: Common Assessments, Interims, Math Inventory</p>	<p>Classroom Teachers</p> <p>Interventionists</p> <p>EIP Teachers</p> <p>Academic Coaches</p>

				<p>September – May: Students who have not mastered the standard will be provided with small group intervention while students who mastered the standard will be extended during small group instruction four to five days a week.</p> <p>October - April: Academic Coaches and classroom teachers will hold bi-weekly data meetings to monitor student progress toward mastering mathematics skills.</p> <p>Artifacts: CCC Data Meetings, Lesson Plans, Coaches Focus Walks, Common Assessment Data</p>		
Implement all components of the math workshop model four to five days a week.	Professional Development OnCourse	CCSD Title 1	August 1	<p>Implementation:</p> <p>August – September: Academic Coaches will provide teachers with professional development opportunities focused on the math workshop model.</p> <p>September – October: Plan and implement individual, whole group, and small group instruction.</p> <p>October – May: Coaches and Admin will conduct monthly focus walks to monitor implementation.</p> <p>Artifacts: Lesson plans, focus walks, Collaboration Planning Days</p>	<p>Evaluation of Impact: At least 90% of staff will utilize the math workshop model four to five days a week.</p> <p>Evidence: Lesson Plans, Small group plans</p>	<p>Classroom teachers</p> <p>Academic Coaches</p>

				Implementation: Artifacts:	Evaluation of Impact: Evidence:	
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GOAL #3	By the end of the 2023-2024 school year, Sanders Elementary School will decrease the number of K-5 students receiving office referrals from 14% (83 students out of 607) in May 23 to 8% (50 students out of 607) by May 2024.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Teachers will consistently implement PBIS and PBIS Rewards App in order to reduce the number of students receiving office referrals.	PBIS Rewards App Professional Development	Title 1 CCSD PBIS	August 1	<p>Implementation:</p> <p>August – September: New teachers will attend the PBIS training to understand the purpose of PBIS.</p> <p>October: Teachers will receive a refresher professional development in PBIS and the Rewards app based on current behavior data.</p> <p>August – May: The PBIS team will track the PBIS points the students are earning and the minor office referrals that are entered in the PBIS app. This data will be analyzed monthly at the PBIS Team Meeting.</p> <p>Artifacts: PBIS Meeting Minutes, Monthly Problem Identification Process (office referral and minor referral data analysis tool), PBIS Rewards App data, Walkthrough data</p>	<p>Evaluation of Impact:</p> <p>At least 90% of teachers will rewards students with PBIS points using the PBIS Rewards App daily.</p> <p>At least 90% of teachers will consistently implement PBIS using the STAR vocabulary, expectations, PBIS behavior flowchart, and Rewards App.</p> <p>Evidence: Student PBIS Rewards App points, walkthrough data</p>	PBIS Team Classroom Teachers
Lack of behavioral expectations in the classroom that have consistent consequences. Classroom environment that models respect and reinforces expectations taught through morning meetings.	Professional Development	Title 1 PBIS	August 1	<p>Implementation:</p> <p>August – May: Teachers will use positive behavior management strategies to reinforce classroom expectations.</p> <p>August – May: Morning meetings will be implemented daily that focus on reinforcing classroom and schoolwide expectations. Teachers will use a combination of</p>	<p>Evaluation of Impact:</p> <p>At least 90% of teachers will consistently implement morning meetings and consistent behavior expectations.</p> <p>The number of Major and Minor office referrals will decrease.</p> <p>Evidence: Office Referral Data, Minor Referral Data</p>	Classroom Teachers PBIS Team

			<p>second step and teacher created lessons to reinforce these expectations.</p> <p>September – May: PBIS Team will conduct walkthroughs observing implementation once a semester.</p> <p>September – May: Grade levels will use major and minor office referral data to determine what needs to be retaught in morning meetings.</p> <p>Artifacts: Meeting Notes, Morning Meeting Focus Walks</p>		
			<p>Implementation:</p> <p>Artifacts:</p>	<p>Evaluation of Impact:</p> <p>Evidence:</p>	
			<p>Implementation:</p> <p>Artifacts:</p>	<p>Evaluation of Impact:</p> <p>Evidence:</p>	

Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Parent engagement opportunities will be provided at different times of the day as well as virtually in which parents will learn strategies to foster student learning and increase positive behavior and habits.		Title 1
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Interpreters will be provided to help facilitate parent/teacher conferences, RTI meetings, and events. Resources will be provided in languages other than English. Students will be pulled out in small group language classes.	IWC	Title 1
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Teachers and coaches will ensure assessments and data analysis during Team CCCs are monitored by subgroup and provide needed interventions in literacy.	CTLs Assess data	Title 1
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	The school Social Worker and counselors will work with the International Welcome Center to identify any migrant students and provide support, resources, and services to students and families as needed.	IWC School Social Worker	Title 1
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	The SSA and coaches will provide needed training for teachers, collaboration time, review IEPs, and implement specialized literacy strategies to our SWD population to support mastery of standards.		CCSD

Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date(s) Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>State of the School Meeting – Deadline September 30, 2022</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	<p><i>Tentatively:</i> July 28</p>		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	<p><i>Tentatively:</i> October 17-20</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	<p><i>Tentatively:</i> April 11 (virtual and in person)</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23</p>	<p>PL #1 – 8/22</p>		
	<p>PL #2 – 11/28</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	<p>PL #3 – 1/16</p>		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	<p>PL #4 – 4/23 (tentative)</p>		
<p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u></p>	<p>Pre-K: July 28 Middle: March 28 (Based on information from Middle School)</p>		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u> Compact Parent Newsletters CTLS Parent Notifications Website Family Engagement Flyers</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Math Mania (October 24) – Virtual option and 3:30PM-4:30PM	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4		FACE Title I	Fall 2023	A survey will be provided at the end of the activity to evaluate the effectiveness of the workshop. Parents will offer feedback regarding how the school can better address their needs as a parent that support their child.	Academic Coaches and Parent Facilitator
Warm up with a good book (January 31)	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4		FACE Title I	Winter 2023	A survey will be provided at the end of the activity to evaluate the effectiveness of the workshop. Parents will offer feedback regarding how the school can better address their needs as a parent that support their child.	Academic Coaches and Parent Facilitator
Summer Bridge (May 1 st)	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4		FACE Title I	Spring 2023	A survey will be provided at the end of the activity to evaluate the effectiveness of the workshop. Parents will offer feedback regarding how the school can better address their needs as a parent that support their child.	Academic Coaches and Parent Facilitator

GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:

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

School Improvement Plan Required Questions

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

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)**
2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)**
3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)**
4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)**
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. **SWP Checklist 5(e) Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**
SCHOOL RESPONSE: Sanders Elementary School will integrate state and local funds and community support in several ways. Title II will provide professional development support through multiple PL opportunities. Title III will provide language proficiency support. Sanders will utilize 20-day funds to provide students who are struggling to meet state standards with tutoring support. The Student Assistance Programs department will provide support for the school’s implementation of the program, Positive Behavioral Intervention and Support (PBIS). Sanders will utilize our community partners for volunteering and support for the program, All Pro Dads (Revive Church). In conjunction, these programs will work together to meet the needs of the students and families at Sanders Elementary School as identified by the CAN and parent/family surveys.

Additionally, Sanders will implement several CCSD initiatives that are supported by Title I funds. K-2 grade will implement the Early Literacy Framework. During the 2024 school year, 10 teachers will be receiving LETRS training through our district. Interventionists will receive training in Read 180 and System 44 in grades 3-5. Two teachers will receive their Dyslexia Endorsement and all K-3 teachers will receive Amira training (new district assessment).

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE: Sanders ES implements Collaborative Communities where high standards of teaching and learning are essential to improving instructional practices in order to increase student achievement. These communities focus on understanding the standards, professional learning opportunities, analyzing student data, and using data to drive instruction. Data from ELF, EOGs, NSGRA, CCSD Interims, and common assessments are analyzed and reflected upon to inform teachers on where to provide interventions for students and improve upon best instructional practices in order to impact student achievement. In addition, the 4 questions of a PLC (CCC) are focused on weekly as we meet with grade level teachers. As a school, our goals are to:

- Provide on-going professional learning opportunities
- Improve teaching and learning through bettering instructional practices
- Targeted student outcomes that focus on the school and district goals
- Collaborative planning for teachers in which they focus on data to determine new techniques and strategies to support instruction
- Involve all teachers (general education, special education, ESOL, EIP, Interventionists, ESOL, paraprofessionals, and specialists) in school-based decision making that supports students, staff, and families

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE: At Sanders, we maintain a schoolwide data wall in an effort to reflect on student achievement quarterly as measured by the CCSD Universal Screeners, Reading and Math Inventory. We will continue to use the four guiding questions to analyze data and determine the effectiveness of our programs at increasing student achievement. Based on this data, we will adjust student groups to better meet their needs.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE: During our mid-year review, we reflect on our progress towards meeting our goals and determine next steps. The results from these findings will be used to revise the school-wide plan as needed. As a leadership guiding coalition, we collaborate and discuss our next steps to ensure we are consistent and all on the same page.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable. SWP Checklist 2(a)**

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable. SWP Checklist 2(b)**

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable. SWP Checklist 2(c)(i)**

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE: Sanders will continue with fully implementing PBIS in an effort to reduce the number of office referrals. When students receive an office referral it is removing students from the classroom, impacting their learning. Teachers will complete a classroom management plan and communicate that to students, parents, and administration. Teachers will also maintain an occurrence log to analyze the type of behavior, the reason for the behavior, and when the behavior occurs using the minor referrals in the PBIS Rewards app. Additionally, an adopted school-wide flow chart will be implemented to ensure consistent practices are being followed and so teachers can determine when the administration should be contacted. An RTI²/MTSS Support Team made up of administrators, counselors, academic coaches, and behavior specialists will be in place to ensure Tier 2 interventions and strategies for behaviors, that are matched with the student's specific behavior, are practiced with fidelity. To build positive relationships with parents, the teacher will be required to make a “sunshine call” home twice a year. Our community partners from Revive Church/Pastor Reggie will provide a Parent Café and All-Pro Dads to support parents and students. Additionally, Sanders will implement Morning Meetings and Second Step school-wide. Second Step is an evidence-based social-emotional learning curriculum proven to improve the lives of over 14 million students every year. The lessons support students by providing students with strategies that help manage their own emotions and build positive relationships, so they’re better equipped to learn.

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

SCHOOL RESPONSE: Sanders Elementary:

- The K-2 Teachers and paraprofessionals will participate in ongoing job embedded development opportunities throughout the year on the Early Literacy Framework provided by CCSD. Select staff will participate in LETRS, Heggerty, and Dyslexia professional learning opportunities.
- All grade level teams will participate in grade level SCC Meetings using the CCSD CCC Four Guiding Questions to analyze the standards, how they are assessed, and the outcomes. They will use data to drive instructional needs for students who have and have not reached proficiency in ELA and Math.

- Within weekly Grade Level SCC Meetings, data will be analyzed by specific subgroups to ensure all student needs are being addressed.
- Each grade level will be provided with four collaboration-days days to create pacing guides for each quarter, create common assessments, and plan collaboratively. Monthly Vertical Team Meetings will be implemented to increase cohesiveness throughout K-5.
- Sanders K-5 teachers will participate in a continued training on The Next Step Guiding Reading Assessment Toolkit led by Academic Coaches to ensure consistency in best practices in reading assessments is taking place school-wide.
- Time will be dedicated for all specialized teachers and interventionists to meet with grade levels to understand data and look for ways to best support our students.
- Strengthen the established New Teacher Academy and a Para University led by Academic Coaches to build the capacity of the new teachers and current paraprofessionals with job-embedded learning opportunities.

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

SCHOOL RESPONSE: Sanders will provide the following for the transition of preschool students to kindergarten:

- Kindergarten Camp (one week in July) to preview and acclimate to school to transition seamlessly into kindergarten
- Tour of school for rising kindergarteners and parents with the opportunity to interact with teachers, students, and school personnel in May
- Resources provided to parents on how to best prepare their students for kindergarten socially, emotionally, and academically in May
- Arrangements are made with parents for their rising Kindergartener to visit during the day and tour the school with students while they are registering their child for school in April
- Provide summer EIP Assessments in July to identify learning profiles in reading and math to individual rising kindergarteners to ensure the best class placement.

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

SCHOOL RESPONSE: NA

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