



# Sanders Elementary School School Improvement Plan 2021-2022 Action Plan



**SCHOOL NAME:** Sanders Elementary

**PRINCIPAL:** Laura Fiedler

**Date Submitted:** June 22, 2021

**Date(s) Revised:** July 28, 2021,

August 10, 2021



**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

**COHERENT INSTRUCTIONAL SYSTEM**

GOAL #1	The percentage of students at Sanders Elementary scoring within the range of proficient or advanced on the Reading Inventory will increase from 38% to 48% by May 2022.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Grade Level Teams will meet as CCCs on a consistent basis utilizing CTLS to guide instructional planning.	Cell Tower Grant	July 2021	<p><b>Implementation:</b> July 2021; Weekly CCC Meetings</p> <p><b>Impact:</b> Greater instructional consistency among grade levels; academic coaches will facilitate discussions around the lesson plans.</p> <p><b>Artifacts/Evidence:</b> CCC Agenda &amp; Minutes; OnCourseSystems.org for Lesson Plan Collaboration, Data conversations based on 4 guided questions</p>	<p><b>Administration</b> Academic Coaches Team Leaders</p>
Grade Level CCCs will collaborate quarterly to develop pacing guides, share instructional practices, review standards and common assessments for each nine-week grading period.	Title One: Sub Coverage	July 2021	<p><b>Implementation:</b> July 2021; Quarterly</p> <p><b>Impact:</b> Greater understanding of prioritizing standards, consistent instructional and grading practices</p> <p><b>Artifacts/Evidence:</b> Agenda, Pacing Guides, Lesson Plans</p>	<p><b>Administration</b> Academic Coaches Team Leaders</p>
Implement the CCSD Early Learning Framework in Grades K-2 with fidelity along with Headsprout. (Grades 3-5 Freckle) and Istation (Reading with ISIP)	CCSD Title One EIP	August 2021	<p><b>Implementation:</b> August 2021; Daily</p> <p><b>Impact:</b> Increase foundational literacy skills in grades K-2.</p> <p><b>Artifacts/Evidence:</b> Monitor Headsprout and Istation Usage, Team CCC Data Meetings after each Cycle, Observations</p>	<p><b>Administration</b> Academic Coaches Team Leaders</p>
Implement the use of Next Step Guided Reading Assessment Toolkits as a means for consistent reading assessment practices.	CCSD EIP Title One Title Three	July 2021	<p><b>Implementation:</b> July 2020; Staff Training</p> <p><b>Impact:</b> Build teacher capacity to use assessment to guide instructional practices</p> <p><b>Artifacts/Evidence:</b> Monitor Assessment data and small group guided reading practices</p>	<p><b>Administration</b> Academic Coaches Team Leaders</p>
Implement the use of Write Score assessment and lessons in grades K-5 to build coherent instructional practices in literacy (Reading/writing).	Title One	August 2021	<p><b>Implementation:</b> August 2021</p> <p><b>Impact:</b> Greater vertical alignment and consistent school wide instructional practices in literacy; Coaches will monitor the balanced literacy with a focus on the reading/writing connection through walk-thrus. (see evidence below)</p> <p><b>Artifacts/Evidence:</b> K-5 Write Score Assessments by Genre; Observation during literacy block; data team meetings/next steps in writing, writing conferences</p>	<p><b>Administration</b> Academic Coaches Team Leaders</p>



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EFFECTIVE LEADERSHIP				
GOAL #1	The percentage of students at Sanders Elementary scoring within the range of proficient or advanced on the Reading Inventory will increase from 38% to 48% by May 2022.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Employ Academic Coaches to support teachers, facilitate collaboration and the CCC/Data Team process.	Title One	July 2021	<b>Implementation:</b> July 2021; Annually  <b>Artifacts/Evidence:</b> Title One Monthly Support Log	<b>Academic Coaches</b>
Administration will communicate clear explanations for K-5 balanced literacy and develop quarterly walks to monitor instructional practices during this time.	Title One	July 2021	<b>Implementation:</b> July 2021  <b>Artifacts/Evidence:</b> Observation, TKES, Schedule/Forms, Walk-throughs, Sanders Instructional Expectations	<b>Administration Academic Coaches</b>
Participate in CCSD Leader Led Team Meetings for ELF in Grades K-5	CCSD Title One	August 2021	<b>Implementation:</b> August 2021; bi-monthly meetings on Teams  <b>Artifacts/Evidence:</b> Job-embedded PL, Cycle Data, TEAMS, Collaboration among schools/principals	<b>Administration Academic Coaches</b>
Strengthen leadership skills among teacher leaders through book study and increase in responsibilities of Sanders BLT.	CCSD Title One	July 2021	<b>Implementation:</b> July 2021; monthly building leadership meetings; Book Study; Retreat/planning for upcoming school year  <b>Artifacts/Evidence:</b> BLT Agendas and provided teacher leader opportunities, Leadership Academy with Laura	<b>Administration</b>
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	



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PROFESSIONAL CAPACITY				
GOAL #1	The percentage of students at Sanders Elementary scoring within the range of proficient or advanced on the Reading Inventory will increase from 38% to 48% by May 2022.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Strengthen teacher capacity of using CTLS Learn, CTLS Parent, PBIS Rewards, and other digital instructional tools by providing job-embedded professional development and online resources.	CCSD Title One	July 2021	<b>Implementation:</b> July 2021; Monthly meetings  <b>Artifacts/Evidence:</b> TTIS PD, Observations, Lessons	<b>Administration</b> Academic Coaches TTIS Teacher Leaders
Facilitate Sanders New Teacher Academy & Mentorship for teachers with less than 3 years' experience and Para University to all paraprofessionals to support and build capacity including a book study.	Title One	July 2021	<b>Implementation:</b> July 2021; Monthly meetings  <b>Artifacts/Evidence:</b> Agenda for meetings, Partner/Mentors, Book Study	<b>Administration</b> <b>Academic Coaches</b>
Academic Coaches and Teacher Leaders will provide job-embedded professional learning on ELF, Headsprout, Istation, Freckle, Write Score, Setting Goals with Students, Scholastic Next Step GR Toolkit	CCSD Title One EIP	July 2021	<b>Implementation:</b> July 2021; Team Meetings  <b>Artifacts/Evidence:</b> CCC Meetings, Usage Reports, Observations	<b>Administration</b> <b>Academic Coaches</b> CCSD Leaders
Attend National, State, and local conferences to address Literacy, Writing, and best instructional practices. (Model Schools Conference, Science of Reading, ASCD)	Title One	July 2021	<b>Implementation:</b> Throughout 2021-2022 SY  <b>Artifacts/Evidence:</b> Attendance and redelivery of material and resources	<b>Administration</b> Academic Coaches Teacher Leaders
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	



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**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL #1** The percentage of students at Sanders Elementary scoring within the range of proficient or advanced on the Reading Inventory will increase from 38% to 48% by May 2022.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
Increase segments of Read 180/ System 44 by training and employing teachers to implement program with fidelity for Grade 3-5 students who are not meeting grade level proficiency in reading.	CCSD EIP Title One	July 2021	<p><b>Implementation:</b> SY 21-22</p> <p><b>Impact:</b> Increase number of segments and number of students served in R180 and S44</p> <p><b>Artifacts/Evidence:</b> S44 and R180 Progress Reports</p>	<p><b>Admin</b> R180 Teachers EIP Dept</p>
Increase RTI <sup>2</sup> /MTSS Support with a K-2 and a 3-5 Facilitator to communicate clear expectations of process and monitor the implementation of research-based practices, and schedule Tier 2/3 Meetings.	CCSD EIP	July 2021	<p><b>Implementation:</b> SY 2021-2022</p> <p><b>Impact:</b> Consistent implementation of research-based practices to meet student needs</p> <p><b>Artifacts/Evidence:</b> CSIS student groups, goals, progress, RTI meeting minutes</p>	<p>Admin <b>RTI Faciliators</b></p>
CCSD Interventionists will support the bottom quartile students in literacy and math. Focusing on literacy and math gaps that are identified by the data on the SKI assessment. They will use Read 180 and Dreambox to provide intervention services.	CCSD Title One	August 2021	<p><b>Monitoring Implementation:</b> SY 2021-2022; Administrators and Academic Coaches will monitor lesson plans and data collection points.</p> <p><b>Impact:</b> Differentiation to address the literacy needs of our students</p> <p><b>Artifacts/Evidence:</b> Assessment data, Reading with ISIP progress monitoring reports</p>	<p>Administration <b>Coaches</b></p>
Employ tutors to provide students with additional support to address learning loss from pandemic in the area of literacy and implement RTI strategies.	CCSD Title One EIP	August 2021	<p><b>Implementation:</b> SY 2021-2022</p> <p><b>Impact:</b> Differentiation provided to support student needs in literacy</p> <p><b>Artifacts/Evidence:</b> RI/GR Level, Progress Monitoring, CSIS</p>	<p>Administration Coaches EIP Dept. RTI Facilitators</p>
Provide students with needed technology devices to access CTLS Learn and online programs and instructional tools to support learning including Istation (Reading with ISIP)	CCSD Title One EIP	August 2021	<p><b>Implementation:</b> SY 2021-2022</p> <p><b>Impact:</b> Increase capacity and access to use instructional tools that support literacy</p> <p><b>Artifacts/Evidence:</b> Devices/Usage and Growth Reports for Online programs</p>	<p>Administration Media Specialist Academic Coaches</p>



**FAMILY AND COMMUNITY ENGAGEMENT**

GOAL #1	The percentage of students at Sanders Elementary scoring within the range of proficient or advanced on the Reading Inventory will increase from 38% to 48% by May 2022.			
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Employ a classified part-time parent facilitator to provide resources to support literacy at home and build partnerships and community involvement.	Title One Personnel	July 2021	<b>Implementation:</b> SY 2021-2022  <b>Artifacts/Evidence:</b> Time & Effort Log; Family Attendance Logs	<b>Administration</b> Parent Facilitator
Parent Facilitator will communicate effectively with all stakeholders regarding the family engagement policy, compacts, resource room, and events.	Title One	July 2021	<b>Implementation:</b> SY 2021-2022 Dates TBD  <b>Artifacts/Evidence:</b> Signed documentation, attending South Cobb Business Association meetings. Partners in Education collaboration/meetings	<b>Parent Facilitator</b>
Provide parents with training and workshops on digital resources, CTLS Learn/Parent, Istation (home access) Reading Levels, Milestones to ensure accessibility to learning outside of school.	Title One	July 2021	<b>Implementation:</b> SY 2021-2022 Dates TBD  <b>Artifacts/Evidence:</b> Parent/Family Attendance Documentation; Usage Reports, recorded version of meeting for parents who can't attend	<b>Administration</b> Academic Coaches Parent Facilitator Team Leaders
Provide Sanders families with a hands-on curriculum event in the evening with activities and resources to support learning outside of school	Title One	TBD	<b>Implementation:</b> SY 2021-2022; Date TBD  <b>Artifacts/Evidence:</b> Family Participation	Administration <b>Academic Coaches</b> Parent Facilitator SCC Team
Increase family and community involvement through volunteer opportunities, All Pro Dads, Authors Tea, Parent Cafe and Motivational Awards in Literacy	Title One	August 2021	<b>Implementation:</b> SY 2021-2022; Dates TBD  <b>Artifacts/Evidence:</b> Family and community Participation and Support	<b>Administration</b> Academic Coaches Parent Facilitator



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STUDENT GROUPS					
Goal #1	The percentage of students at Sanders Elementary scoring within the range of proficient or advanced on the Reading Inventory will increase from 38% to 48% by May 2022.				
Action Step(s)	Possible Funding Source(s)	Start Date	Method for Monitoring Implementation/Impact	Artifacts/Evidence to verify implementation	Lead (bold) Support
<b>Economically Disadvantaged</b>	Provide workshops to parents learning how to access to print and digital resources to support literacy at home.	Title One	July 2021	<b>Implementation/Impact:</b> By showing parents how to access needed resources they will be able to provide an environment at home that supports literacy. <b>Artifacts/Evidence:</b> Workshop Dates/Attendance Usage of Programs and Access Resource Room Usage	<b>Parent Facilitator</b> Administration Academic Coaches
<b>English Learners</b>	Provide interpreters for parents at conferences, meetings, and workshops. Train teachers how to utilize IWC for translating documents and reserving interpreters as well as using Microsoft Translator.	CCSD Title One	July 2021	<b>Implementation/Impact:</b> Build parent/teacher relationships through improved communication  <b>Artifacts/Evidence:</b> Interpreted documents Interpreters at parent meetings	<b>Parent Facilitator</b> ESOL Teacher ITT
<b>Race / Ethnicity</b>	Ensure assessments and data analysis during Team CCCs are monitored by subgroup and provide needed interventions in literacy. Continue to build classroom libraries with quality literature that represents ALL ethnicities and cultures to build literacy skills and motivation among K-5 students.	Title One CCSD	August 2021	<b>Implementation/Impact:</b> Use data to provide targeted interventions to meet needs of students. CSIS: Monitor RTI <sup>2</sup> interventions and progress  <b>Artifacts/Evidence:</b> CCC meeting notes and action plan Classroom Libraries CSIS: RTI <sup>2</sup> Interventions and progress monitoring	<b>Academic Coaches</b> RTI <sup>2</sup> Facilitators
<b>Foster and Homeless</b>	Social Worker will ensure students are provided with access to technology and needed resources to meet literacy needs outside of school while monitoring attendance.	CCSD Title One	August 2021	<b>Implementation/Impact:</b> Attendance incentives; individual needs are met on a case to case basis  <b>Artifacts/Evidence:</b> Social Worker Log	<b>Social Worker</b> School Counselors
<b>Migrant</b>	Social Worker will work with the International Welcome Center to identify any migrant students and provide support, resources, and services to students and families as needed.	CCSD Title One	August 2021	<b>Implementation/Impact:</b> Case by Case basis to meet needs of families  <b>Artifacts/Evidence:</b> Social worker Log ESOL Teacher Log	<b>Social Worker</b> ESOL Teachers Counselors





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<b>Students with Disabilities</b>	SSA 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 Title One	July 2021	<b>Implementation/Impact:</b> Monthly meetings during SY 2021-2022 with SSA  <b>Artifacts/Evidence:</b> Application of strategies Meeting Agendas/Notes	<b>SSA</b>
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**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL #2** The percentage of students scoring within the range of Proficient or Advanced on the Math Inventory will increase from 42% to 50% by May 2022.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>● <b>Method for Monitoring Implementation (Frequency)</b></li> <li>● <b>Method for Monitoring Impact (Frequency)</b></li> <li>● <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Lead (bold)</b></li> <li>● <b>Support</b></li> </ul>
All teachers in K-5 will implement the CCSD instructional framework of the balanced math model with fidelity implementing the CRA model as an instructional strategy to support student mastery of standards.	Title One CCSD Math Dept.	August 2021	<p><b>Implementation:</b> SY 2021-2022</p> <p><b>Impact:</b> Greater consistency and cohesiveness of instructional practices</p> <p><b>Artifacts/Evidence:</b> Walkthroughs, Observations, OnCourse Lesson Plans</p>	<p><b>Administration</b> Academic Coaches Math CCC Leads</p>
Math Fluency Initiative will be expanded school-wide to all K-5 to build student fact fluency and problem-solving abilities.	CCSD Math Dept. Title One	July 2021	<p><b>Implementation:</b> Teacher training quarterly on MFI</p> <p><b>Impact:</b> Build consistent and cohesive instructional practices to support foundational math skills school-wide (<a href="#">review data and provide feedback in CCCs</a>)</p> <p><b>Artifacts/Evidence:</b> Team CCCs with MFI data analysis</p>	<p><b>Academic Coaches</b> CCSD Math Dept. Team CCC Math Leads</p>
Provide grade level teams with collaboration time/planning days quarterly to determine priority standards, develop pacing guides, review common assessments and share best practices.	CCSD Math Dept. Title One	July 2021	<p><b>Implementation:</b> Quarterly Planning Days per grade level</p> <p><b>Impact:</b> Cohesive and consistent math instructional strategies and common assessments</p> <p><b>Artifacts/Evidence:</b> Pacing Guides, Common Assessments in CTLS, OnCourse Lesson Plans, Meeting Agenda</p>	<p><b>Administration</b> Academic Coaches Math CCC Leads</p>
Family School Mentorship and Partnership Network (FMPN): 12 week family engagement sessions for parents that exposes participants to strategies linking adult self-efficacy and Family & Community Engagement to school success.	CCSD Title One	August 2021	<p><b>Implementation:</b> Quarterly</p> <p><b>Impact:</b> Students receive support from parents that lead to greater achievement</p> <p><b>Artifacts/Evidence:</b> Dreambox reports, Istation reports</p>	<p><b>Academic Coaches</b> Parent Facilitator</p>
Develop and implement quarterly STEAM Days to provide creative opportunities to develop problem solving and critical thinking skills.	Title One	August 2022	<p><b>Implementation:</b> Creation of quarterly STEAM Days with resources by grade level</p> <p><b>Impact:</b> Students will have access to resources that promote creativity, motivation, and higher-level thinking skills when solving problems.</p> <p><b>Artifacts/Evidence:</b> Lesson plans and resources for scheduled days.</p>	<p><b>Academic Coaches</b> Classroom Teachers</p>



EFFECTIVE LEADERSHIP				
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Administration will develop a quarterly walk plan to observe balance math model practices and the incorporation of MFI in grades K-5	Title One CCSD Math Dept.	August 2021	<b>Implementation:</b> Quarterly Walks using Forms  <b>Impact:</b> Analyze effectiveness of instructional practices during balanced math book of time  <b>Artifacts/Evidence:</b> FORMS collected data and analysis; TKES	<b>Administration</b> Academic Coaches
Build leadership capacity: Academic Coaches, Math CCC Leads, and Teacher Leaders will support team CCCs with PL by providing opportunities to share successful instructional practices in math	Title One CCSD	July 2021	<b>Implementation:</b> Weekly Team CCC Meetings  <b>Artifacts/Evidence:</b> Team Meeting Agendas and notes, classroom walks, and observations	<b>Administration</b> Academic Coaches CCSD Math Dept.
Administration and Academic Coaches will participate in CCSD Teams Meetings with cohort to analyze data and share needs/successes with MFI grade level assessments and lessons.	CCSD Title One	August 2021	<b>Implementation:</b> TEAMS meetings bi-monthly throughout SY 2021-2022  <b>Artifacts/Evidence:</b> Collaboration of analysis and shared practices; TEAMS meeting notes	<b>Administration</b> Academic Coaches CCSD Math Dept.
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	



PROFESSIONAL CAPACITY				
GOAL #2	The percentage of students scoring within the range of Proficient or Advanced on the Math Inventory will increase from 42% to 50% by May 2022.			
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K-5 Teachers will participate in quarterly MFI professional learning with grade levels provided by CCSD Math Department	CCSD Title One	July 2021	<b>Implementation:</b> Quarterly PL provided by Math Department to build teacher capacity  <b>Artifacts/Evidence:</b> Participation in PL, walks and observations for application	<b>Administration</b> Academic Coaches CCSD Math Dept.
Administration, Academic Coaches, and Teachers will attend National, State, and local conferences to increase understanding of instructional practices to best meet the needs of our students (ASCD, Model Schools)	Title One	July 2021	<b>Implementation:</b> School Year 2021-2022; TBD  <b>Artifacts/Evidence:</b> Attendance and redelivery of information and resources to staff	<b>Academic Coaches</b>
Provide teachers with PL on Dreambox and other digital tools to support foundational math skills and develop greater understanding of the standards.	Title One CCSD	July 2021	<b>Implementation:</b> School Year 2021-2022  <b>Artifacts/Evidence:</b> PL Attendance and program usage	<b>Administration</b> <b>Academic Coaches</b> Classroom Teachers
Provide job-embedded PL to support implementation of 360 classrooms in math and all other content areas.			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	



**SUPPORTIVE LEARNING ENVIRONMENT**

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Provide students with the needed technology to access Dreambox and other CCSD supported digital tools inside and outside of school.	CCSD Title One	July 2021	<p><b>Implementation:</b> School Year 2021-2022</p> <p><b>Impact:</b> Greater access to technology and digital tools that support learning</p> <p><b>Artifacts/Evidence:</b> Devices and usage reports of programs</p>	<p><b>Administration</b> Media Specialist Academic Coaches</p>
Provide students with tutors to support the learning loss due to the pandemic and increase understanding of math standards.	Title One	August 2021	<p><b>Implementation:</b> School Year 2021-2022</p> <p><b>Impact:</b> Meet the individual needs of our students and close learning gaps</p> <p><b>Artifacts/Evidence:</b> Progress monitoring of selected students to work with tutors</p>	<p><b>Administration</b> Classroom Teachers</p>
Provide students with differentiated learning experiences to accelerate learning in mathematics through AC classes in Grades 4 & 5, and Support Wednesdays	Title One CCSD	August 2021	<p><b>Implementation:</b> Scheduling learning blocks for School Year 2021-2022</p> <p><b>Impact:</b> Differentiate to meet student needs and accelerate learning</p> <p><b>Artifacts/Evidence:</b> Schedule; Progress Monitoring through MI, MFI, and common assessments</p>	<p><b>Administration</b> Classroom Teachers, AC Teacher, EIP Teachers</p>
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	
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**FAMILY AND COMMUNITY ENGAGEMENT**

**GOAL #2** The percentage of students scoring within the range of Proficient or Advanced on the Math Inventory will increase from 42% to 50% by May 2022.

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Employ a classified part-time parent facilitator to provide resources to support mathematics at home and build partnerships and community involvement.	Title One Personnel	July 2021	<b>Implementation:</b> SY 2021-2022  <b>Artifacts/Evidence:</b> Time & Effort Log; Family Attendance Logs for workshops/events	<b>Administration</b> Parent Facilitator
Parent Facilitator will communicate effectively with all stakeholders regarding the family engagement policy, compacts, resource room, and events.	Title One	July 2021	<b>Implementation:</b> SY 2021-2022 Dates TBD  <b>Artifacts/Evidence:</b> Signed documentation	<b>Parent Facilitator</b>
Provide parents with training and workshops on digital resources, CTLS Learn/Parent, Math Quantiles, Math Learning Videos to ensure accessibility to learning outside of school.	Title One	July 2021	<b>Implementation:</b> SY 2021-2022 Dates TBD  <b>Artifacts/Evidence:</b> Parent/Family Attendance Documentation; Usage Reports	<b>Administration</b> Academic Coaches Parent Facilitator Team Leaders
Provide Sanders families with a hands-on Curriculum Night, Family Math Event and STEAM Days with activities and resources to support learning outside of school	Title One	TBD	<b>Implementation:</b> SY 2021-2022; Dates TBD  <b>Artifacts/Evidence:</b> Family Participation	Administration <b>Academic Coaches</b> Parent Facilitator SCC Team
Increase family and community involvement through volunteer opportunities, All Pro Dads, Parent Café	Title One	August 2021	<b>Implementation:</b> SY 2021-2022; Dates TBD  <b>Artifacts/Evidence:</b> Family and community Participation and Support	<b>Administration</b> Academic Coaches Parent Facilitator



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STUDENT GROUPS					
Goal #2	The percentage of students scoring within the range of Proficient or Advanced on the Math Inventory will increase from 42% to 50% by May 2022.				
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<b>Economically Disadvantaged</b>	Provide workshops to parents learning how to access to print and digital resources to support mathematics at home.	Title One	July 2021	<b>Implementation/Impact:</b> By showing parents how to access needed resources they will be able to provide an environment at home that supports mathematical understandings. <b>Artifacts/Evidence:</b> Workshop Dates/Attendance Usage of Programs and Access Resource Room Usage	<b>Parent Facilitator</b> Administration Academic Coaches
<b>English Learners</b>	Provide interpreters for parents at conferences, meetings, and workshops. Train teachers how to utilize IWC for translating documents and reserving interpreters as well as using Microsoft Translator.	CCSD Title One	July 2021	<b>Implementation/Impact:</b> Build parent/teacher relationships through improved communication  <b>Artifacts/Evidence:</b> Interpreted documents Interpreters at parent meetings	<b>Parent Facilitator</b> ESOL Teacher ITT
<b>Race / Ethnicity</b>	Ensure assessments and data analysis during Team CCCs are monitored by subgroup and provide needed interventions in literacy.	Title One CCSD	August 2021	<b>Implementation/Impact:</b> Use data to provide targeted interventions to meet needs of students. CSIS: Monitor RTI <sup>2</sup> interventions and progress  <b>Artifacts/Evidence:</b> CCC meeting notes and action plan CSIS: RTI <sup>2</sup> Interventions and progress monitoring	<b>Academic Coaches</b> RTI <sup>2</sup> Facilitators
<b>Foster and Homeless</b>	Social Worker will ensure students are provided with access to technology and needed resources to meet mathematical needs outside of school while monitoring attendance.	CCSD Title One	August 2021	<b>Implementation/Impact:</b> Attendance incentives; individual needs are met on a case to case basis  <b>Artifacts/Evidence:</b> Social Worker Log	<b>Social Worker</b> School Counselors
<b>Migrant</b>	Social Worker will work with the International Welcome Center to identify any migrant students and provide support, resources, and services to students and families as needed.	CCSD Title One	August 2021	<b>Implementation/Impact:</b> Case by Case basis to meet needs of families  <b>Artifacts/Evidence:</b> Social worker Log ESOL Teacher Log	<b>Social Worker</b> ESOL Teachers Counselors
<b>Students with Disabilities</b>	SSA 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 Title One	July 2021	<b>Implementation/Impact:</b> Monthly meetings during SY 2021-2022 with SSA  <b>Artifacts/Evidence:</b> Application of strategies Meeting Agendas/Notes	<b>SSA</b>





# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## COHERENT INSTRUCTIONAL SYSTEM

GOAL #3

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
			Implementation:  Impact:  Artifacts/Evidence:	
			Implementation:  Impact:  Artifacts/Evidence:	
			Implementation:  Impact:  Artifacts/Evidence:	
			Implementation:  Impact:  Artifacts/Evidence:	
			Implementation:  Impact:  Artifacts/Evidence:	



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## EFFECTIVE LEADERSHIP

GOAL #3				
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
			Implementation:  Artifacts/Evidence:	
			Implementation:  Artifacts/Evidence:	
			Implementation:  Artifacts/Evidence:	
			Implementation:  Artifacts/Evidence:	
			Implementation:  Artifacts/Evidence:	



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## PROFESSIONAL CAPACITY

GOAL #3				
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
			Implementation:  Artifacts/Evidence:	
			Implementation:  Artifacts/Evidence:	
			Implementation:  Artifacts/Evidence:	
			Implementation:  Artifacts/Evidence:	
			Implementation:  Artifacts/Evidence:	



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## SUPPORTIVE LEARNING ENVIRONMENT

GOAL #3

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
			Implementation:  Impact:  Artifacts/Evidence:	
			Implementation:  Impact:  Artifacts/Evidence:	
			Implementation:  Impact:  Artifacts/Evidence:	
			Implementation:  Impact:  Artifacts/Evidence:	
			Implementation:  Impact:  Artifacts/Evidence:	



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## FAMILY AND COMMUNITY ENGAGEMENT

GOAL #3				
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
			Implementation:  Artifacts/Evidence:	
			Implementation:  Artifacts/Evidence:	
			Implementation:  Artifacts/Evidence:	
			Implementation:  Artifacts/Evidence:	
			Implementation:  Artifacts/Evidence:	



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## STUDENT GROUPS

Goal #3					
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation/Impact</li> <li>• Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>	
Economically Disadvantaged			Implementation/Impact:  Artifacts/Evidence:		
English Learners			Implementation/Impact:  Artifacts/Evidence:		
Race / Ethnicity			Implementation/Impact:  Artifacts/Evidence:		
Foster and Homeless			Implementation/Impact:  Artifacts/Evidence:		
Migrant			Implementation/Impact:  Artifacts/Evidence:		
Students with Disabilities			Implementation/Impact:  Artifacts/Evidence:		



## FY22 TITLE I SIP REQUIRED QUESTIONS

**CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA**  
**References: Schoolwide Checklist (3.a., 3.c., 3.d.)**

**Statement #1:** The School Improvement Plan is developed during a one-year period SY 2021-2022 as outlined in **Sec. 114(b) (1-5) of ESSA.**

**Statement #2: (Monitoring)** The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

**Statement #3: (SIP Available to Stakeholders)** The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**Statement #4: (Coordination and Integration of Funds)** Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.



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

**References: Schoolwide Checklist (2.iii.d)**

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

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

Sanders Elementary:

Sanders Elementary:

- The K-2 Teachers and paraprofessionals will participate in ongoing job embedded professional development opportunities throughout the year on the Early Literacy Framework provided by CCSD
- 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.





## TITLE I

ASSESS. ACHIEVE. SUCCEED.

- Each grade level will be provided with four full day collaboration days to create pacing guides for each quarter, create common assessments, and plan collaboratively.
- Sanders K-2 will participate in a training on The Next Step Guiding Reading Assessment Toolkit led by Academic Coaches to ensure consistency in best practices in reading assessments are taking place school-wide.
  - Time will be dedicated for all specialized teachers to meet with grade levels to understand data and look for ways to best support our students.
- Sanders will implement a year long, data driven remediation/acceleration schedule to ensure needs of all students and subgroups are being met with an “all hands-on deck” approach and address learning loss as a result of the pandemic.
- Strengthen the established New Teacher Academy and a Parapro University led by Academic Coaches to build capacity of new teachers and current paraprofessionals with job embedded professional learning opportunities.

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

**References: Schoolwide Checklist (2.iii.d)**



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

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

### Sanders Elementary

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

**Question #3:** Describe how the Title I instructional program address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include-



- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

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

Sanders Elementary:

- Increased segments of Read180 and System 44 will be implemented to support Grade 3-5 students in reading by accelerating their learning and closing gaps through a daily 60-minute blended model instruction will be provided
- Accelerated Content in the areas of ELA and Math will be offered in Grades 4 & 5 for students meeting established criteria by certified advanced learning teachers
- Class Meetings and the use of Second Step will be utilized in all K-5 classes to build social emotional skills
- PBIS will be implemented school-wide to prevent and address and problem behaviors

Increase support for RTI<sup>2</sup>/MTSS with a part time K-2 Facilitator and a part time 3-5 Facilitator

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

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

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



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

Sanders Elementary:

Sanders will continue with fully implementing PSIS in an effort to reduce office referrals and removing students from the classroom. 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. An adopted school-wide flow chart will be implemented to ensure consistent practices are being followed and determine when administration should be contacted. An RTI<sup>2</sup>/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 behavior are matched with the students' specific behavior and are practiced with fidelity. To build positive relationships with parents, teacher will be required to make a "sunshine call" home twice a year. Our community partners from Revive Church/Pastor Lin/Pastor Reggie will provide a Parent Café and All Pro Dads to support parents and a mentor program to support our 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 with ways to manage their own emotions and build positive relationships, so they're better equipped to learn.



[Empty response area for Question #6]

**Question #6:**

**Transition:**

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

**References: Schoolwide Checklist 2.a.iii.e**

OR

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

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

**References: Schoolwide Checklist 4c**



Sanders Elementary:

Sanders will reestablish provide the following for the transition of preschool students to Kindergarten:

- Informational Workshop for Parents in May
- 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 local Daycares to visit during the day and tour the school with students in May
- Provide summer EIP Assessments in July to identify learning profiles in reading and math to individual rising kindergarteners to ensure best class placement

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

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



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

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

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



Maintaining an Accurate Title I Inventory at Sanders Elementary:

All electronic devices purchased from Title I funds are collected in the school media center once a year for conducting an inventory. At the beginning of the school year, the media specialist confirms the location of each item listed on the Title I equipment master spreadsheet. Based on records supplied by the school bookkeeper, the media specialist/academic coach adds new items that have purchased with Title I funds to the master list. Any items which have become broken or obsolete are surplus and documentation of the removal is filed. Any items found to be missing or stolen are reported through documentation which is also kept on file. Surplus, missing or stolen items are removed from the master list. This process helps our school maintain an accurate master list of the current Title I inventory. We will begin SY 21-22 trying to recover devices checked out during pandemic.

Technology Checkout Procedures and Policies General: The school principal, academic coaches, and leadership team decide where equipment will be used. The academic coach and media specialist keep records on each item and its location. A record of the school's complete inventory of all Title I items is kept electronically in Office 365, and in print form in a notebook stored in the academic coach's office.

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

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

Laptop Labs: The laptop labs houses student laptops. Teachers are given a schedule to bring their entire class to the lab for weekly access. The academic coaches maintain the lab.

iPad Carts: iPad carts are assigned to classrooms at the beginning of a school year and remain in the assigned location for the full year. The media specialist creates documents listing where carts are placed and the name of the teacher taking responsibility for each cart. These documents are kept electronically in Office 365 and in a notebook in the media specialist's office. Classroom teachers use and distribute iPads from the carts in ways to meet daily instructional needs of a grade level team. The teacher housing a cart accounts for each iPad's return at the end of the day, locks the cart with a combination lock and stores the cart in the locked classroom each night.

Devices that are assigned to classroom are maintained by the classroom teacher.





## **ADDITIONAL RESPONSES**

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

**How is the SIP developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable**

Sanders Elementary School will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Sanders will utilize Twenty-Day funds for tutoring support of our students struggling to meet state standards. The Student Assistance Programs department will provide support for the school's implementation of the Positive Behavioral Intervention and Support program (PBIS). Community Partners (Revive Church) will provide volunteers and support All Pro Dads. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.