

# School Improvement Plan

## Title I, Part A



<b>School Year:</b>	<b>2025 - 2026</b>
<b>School Name:</b>	<b>Sanders Elementary</b>
<b>Principal Name:</b>	<b>Tiffany Jackson</b>
<b>Date Submitted:</b>	<b>June 2, 2025</b>
<b>Revision Date(s):</b>	<b>June 5, 2025</b>

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Sanders Elementary School
<i>Team Lead</i>	Tiffany Jackson
<i>Position</i>	Principal
<i>Email</i>	Tiffany.jackson@cobbk12.org
<i>Phone</i>	770-819-2568
<b>Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)</b>	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	"Fund 400" - Consolidation of Federal funds only
<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)</b>	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
	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: In developing this plan, the school actively sought input from a wide range of stakeholders to ensure it reflected the needs and priorities of our school community. A School Improvement Plan (SIP) committee was established and met three times to review data, assess both student and teacher needs, and collaboratively determine targeted action steps. In addition to the committee's work, input was gathered during Principal Advisory Council (PAC) meetings, through parent and teacher surveys, and during regular teacher leader meetings. These efforts ensured that the voices of teachers, staff, school leaders, paraprofessionals, parents, and community partners were included in shaping a comprehensive and responsive plan.

## IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspectives 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.

Required Stakeholders	Suggested Stakeholders
Administrative Team	Parent Facilitators
Content or Grade Level Teachers	Media Specialists
Local School Academic Coaches	Public Safety Officers
District Academic Coaches	Business Partners
<b>Parent (a Non-CCSD Employee)</b>	Social Workers
<b>Student (Required for High Schools)</b>	Community Leaders
<b>Structured Literacy Coach (For CSI/ TSI Schools)</b>	School Technology Specialists
<b>MRESA School Improvement Specialist (For Federally Identified Schools)</b>	Community Health Care Providers
	Universities or Institutes of Higher Education

**SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE**

The comprehensive needs assessment (CNA) and school improvement plan (SIP) team consists of individuals 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.

<b>Meeting Dates:</b>	March 29, 2025	April 16, 2025	May 29, 2025
-----------------------	----------------	----------------	--------------

Position/Role	Printed Name	Signature
Principal	Tiffany Jackson	
Assistant Principal	Helen Walcott	
Student Support Administrator	Nelsenia Tate	
District Academic Coach	Angela Mack	
Academic Coach	Emily Folk	
RTI/EIP	Windy Abbott	
Parent	Tiffany Valentin	
Parent Facilitator	Dea Works	
Teacher	Ashley Holliday	

## Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

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

<b>Previous Year's Goal #1</b>	<p>Sanders Elementary will increase the number of Kindergarten through 2nd grade students performing on or above grade level from 42% to 50% as measured by the spring administration of the AMIRA assessment.</p> <p>Sanders Elementary will increase the number of 3<sup>rd</sup> through 5<sup>th</sup> grade students performing on or above grade level from 31.1% to 31.77% as measured by the 2024-2025 ELA End-of-Grade Georgia Milestone assessment.</p>
<b>Was the goal met?</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b> <input type="checkbox"/> <b>Partially</b>	
What data supports the outcome of the goal?	<p>In Kindergarten through Second grade, we used the AMIRA assessment to measure the success of our goal. At the end of the 2025 school year, 56% of our students scored on or above grade level. In third through fifth grade we used the End-Of-Grade Georgia Milestone Assessment to measure the success of our goal. 32.1% of our students scored Proficient or Distinguished on the ELA End-of-Grade Milestone assessment. Looking at the data, during the SY24, 31.1% of students scored proficient or distinguished, so we did increase the number of students scoring proficient or distinguished by 1%.</p> <p>*data in goal was changed in current SIP to match EOG scores for SY24. Data was reflective of RI scores and not accurately updated to EOG scores*</p>
<h3 style="margin: 0;">Reflecting on Outcomes</h3>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	
If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the success of the goal and continue to be	<p>Our Kindergarten through second grade students successfully met the goal by having 56% of their students perform on or above grade level on the AMIRA assessment. Through consistent implementation of Expeditionary learning, individualized small group iReady lessons, students were able to successfully increase their ARM scores.</p> <p>Although we will not be able to continue with Expeditionary learning, we will consistently implement Wonders and UFLI. Both Wonders and UFLI are highly recommended through educational research and are on the approved and endorsed Georgia list of Reading Resources. UFLI provides systematic, interleaved phonics instruction while Wonders provides structured and interconnected reading comprehension and writing instruction.</p>

implemented to sustain progress?	
----------------------------------	--

<b>Previous Year's Goal #2</b>	<p>Sanders Elementary will increase the number of 1<sup>st</sup> and 2<sup>nd</sup> grade students performing on or above grade level from 1% in August 2024 to 11% in May 2025 as measured by the spring administration of the DRC Beacon Math assessment.</p> <p>Sanders Elementary will increase the number of 3<sup>rd</sup> through 5<sup>th</sup> grade students performing on or above grade level from 56.9 % to 63.68% as measured by the 2024-2025 Math End-of-Grade Georgia Milestone assessment.</p>
--------------------------------	--

<b>Was the goal met?</b> <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> Partially	
---	--

What data supports the outcome of the goal?	<p>In first and second grade we used the DRC Beacon Math Assessment to measure the success of our goal. During the spring administration of the DRC Math Beacon, 16% of our students performed on or above grade level.</p> <p>In third through fifth grade we used the Math End-of-Grade Georgia Milestone Assessment to measure the success of our goal. The SY25 Math EOG data showed an average of 35% of students performing on or above grade level. In third grade, 28.4% of the students performed at or above grade level. In fourth grade, 41.4% of the students performed on or above grade level. In fifth grade, 34.4% of students performed on or above grade level.</p>
---	--

<h2>Reflecting on Outcomes</h2>
---------------------------------

If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	<p>During the SY25, only 35% of our students performed on or above grade level. Although we did not meet our goal, this is a 1% increase from the SY24 year. Based on the data, fourth grade is successfully increasing the number of students performing on or above grade level. During the SY26, we plan to introduce a math lab that the students will attend weekly and using Zearn to implement individualized math plans.</p>
---	--

If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the	<p>In first and second grade, our students increased the percentage of students performing on and above grade level from 1% to 16%. This increase came from the use of Georgia Math Learning Plans and an increase in rigor, specifically in questioning practices.</p> <p>We will continue to use the Georgia Math Learning Plans, increasing the utilization throughout the year. Additionally, teachers will continue to pose rigorous questions and provide rigorous activities. Professional development will continue to support both of these action steps in the upcoming school year.</p>
--	--

success of the goal and continue to be implemented to sustain progress?	
---	--

### Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

ELA DATA				
ELA Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	SY25 % of students scoring proficient & distinguished
3 <sup>rd</sup> Grade	22.1%	23.1%	32%	30.5%
4 <sup>th</sup> Grade	15%	30%	26.6%	31.5%
5 <sup>th</sup> Grade	26.6%	21.6%	34.7%	34.4%

Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1 <sup>st</sup> Grade	18	38	39	17	52	26	18	48	29	19	49	27	16	44	35
2 <sup>nd</sup> Grade	46	37	37	38	44	38	36	50	34	37	51	32	38	44	38

Beacon ELA Data – Spring Administration	Reading									Reading Text Types						Writing								
	Key Ideas & Details			Craft & Structure/ Integration of Knowledge & Skills			Vocabulary Acquisition & Use			Literary			Informational			Text Types and Purposes			Conventions			Research		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 <sup>rd</sup> Grade	12	69	13	11	71	12	7	77	10	8	72	14	10	73	11	10	72	12	23	63	8	15	67	12
4 <sup>th</sup> Grade	29	65	17	21	80	10	22	73	16	22	73	16	26	71	14	30	63	18	42	53	16	27	69	15
5 <sup>th</sup> Grade	17	59	17	19	59	15	20	60	13	18	62	13	17	60	16	23	49	20	35	51	7	26	47	20

Source	Strengths	Weaknesses
<b>SY25 ELA Milestones</b> (Grade Levels & Subgroups)	<b>Grade Levels (all students):</b> 65.2% of students scored developing, proficient, or distinguished. <b>EL:</b> <ul style="list-style-type: none"> <li>43.5% of EL students scored typical or high growth on the ELA EOG</li> <li>8.3% of EL students scored Proficient or Distinguished</li> </ul> <b>SWD:</b> <ul style="list-style-type: none"> <li>11% of SWD scored Proficient or Distinguished on the ELA EOG</li> <li>85% of SWD made typical or high growth on the ELA EOG</li> </ul>	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>32% of students scored proficient or distinguished on the ELA EOGs.</li> <li>40.5% of students performed “Below Grade Level” on Reading Status</li> <li>20.7% of students “Met Target” for Language</li> </ul> <b>EL:</b> <ul style="list-style-type: none"> <li>In 4<sup>th</sup> grade, 80% of our EL students made “Low Growth.”</li> <li>In 5<sup>th</sup> grade, 0% of EL students scored Proficient or Distinguished</li> </ul> <b>SWD:</b> <ul style="list-style-type: none"> <li>In 3<sup>rd</sup> grade, 0% of students scored Proficient or Distinguished</li> </ul>
<b>Beacon Assessment – ELA</b> (Grade Levels & Subgroups)	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>K-2: Foundations had 76 students score prepared and Constructing text had 73 students score prepared.</li> <li>3-5: In Key Ideas, 47 students scored in the proficient range. Additionally, in Research 47 students scored in the proficient range.</li> </ul> <b>EL:</b> <ul style="list-style-type: none"> <li>K-2: 6 students scored proficient in Foundations</li> <li>3-5: According to the milestones predictor chart on the Beacon assessment, 9 students scored proficient or distinguished in craft and 11 scored proficient or distinguished in research.</li> </ul> <b>SWD:</b> <ul style="list-style-type: none"> <li>K-2: 5 students scored proficient on Constructing tests</li> <li>3-5: According to the milestones predictor chart on the Beacon assessment, 11 students scored proficient or distinguished in Literary text and 10 scored proficient or distinguished in research.</li> </ul>	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>1<sup>st</sup>: 19 students scored in the support needed range for interpreting texts.</li> <li>2<sup>nd</sup> grade: 46 students scored in the support needed range for foundations</li> <li>3-5: 100 students scored in the support needed range for conventions.</li> </ul> <b>EL:</b> <ul style="list-style-type: none"> <li>K-2: 28 students scored in the support needed range for Language and Interpreting Texts</li> <li>3-5: According to the milestones predictor chart on the Beacon assessment, 43 students scored support needed for vocabulary and 42 students scored support needed in both writing and conventions.</li> </ul> <b>SWD:</b> <ul style="list-style-type: none"> <li>K-2: Only 1 student scored proficient in Texts, while 8 scored in the support needed range.</li> </ul>



		<ul style="list-style-type: none"> <li>3-5: According to the milestones predictor chart on the Beacon assessment, 19 students scored support needed in conventions.</li> </ul>
<b>Check the system that contributes to the root cause:</b>  <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b> <ul style="list-style-type: none"> <li>Second-grade phonics instruction lacked rigor and engaging lessons to provide needed foundational skills.</li> <li>First grade language instruction lacked effective resources for language instruction including vocabulary and conventions.</li> <li>In third through fifth grade, a lack of resources to teach conventions, text types and purposes, and research led to low test scores.</li> </ul>	
<b>ACCESS Scores</b> <b>(Grade Level Reading &amp; Writing)</b>	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>K-2: Based on the ACCESS, kindergarten through second-grade students scored at the highest levels in listening and reading.</li> <li>3-5: Based on the ACCESS, third through fifth-grade students scored at the highest level in listening</li> </ul> <b>SWD:</b> <ul style="list-style-type: none"> <li>K-2: English Language Learners with disabilities in grades kindergarten through second grade scored at the highest levels in reading.</li> <li>3-5: English Language Learners with disabilities scored at the highest level in listening.</li> </ul>	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>K-2: Based on ACCESS scores, students in kindergarten through second grade scored in the lowest levels in writing.</li> <li>3-5: Based on ACCESS scores, students in third through fifth grade scored in the lowest levels in speaking.</li> </ul> <b>SWD:</b> <ul style="list-style-type: none"> <li>K-2: English Language Learners with disabilities scored the lowest levels in Listening, Reading, Speaking, and Writing</li> <li>3-5: English Language Learners in third through fifth grade with disabilities scored in the lower levels in speaking</li> </ul>
<b>Check the system that contributes to the root cause:</b>  <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b> <ul style="list-style-type: none"> <li>In grades K-2, a lack of consistent, effective writing instruction from both the classroom and ELL teacher.</li> <li>In grades 3-5, students are not provided with structured opportunities to practice speaking with both peers and adults.</li> <li>Teachers need to further their usage of ELlevation strategies and professional development to support best practices with English Language Learners.</li> <li>For our ELL and SWD students, we need to continue to encourage student collaboration to enhance both speaking and listening skills.</li> </ul>	

<b>ELA Common Assessments</b> <b>(Grade Level Reading &amp; Writing)</b>	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>K-2: Students scored an average of 80% proficiency on the ELF assessments.</li> <li>3-5: The data shows the highest average in answering questions about a literary text with an average score between 80 and 85%.</li> </ul>	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>The data shows that all students K-5 show a weakness in understanding academic vocabulary, writing craft and structure, and answering inferencing questions. The average common assessment score on these standards varies from 50 to 60%</li> </ul> <b>EL and SWD:</b> <ul style="list-style-type: none"> <li>Overall, based on common assessment data, students struggle with informational text and vocabulary with students scoring an average of 44% on these standards.</li> </ul>
<b>Check the system that contributes to the root cause:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coherent Instruction</li> <li><input type="checkbox"/> Professional Capacity</li> <li><input type="checkbox"/> Effective Leadership</li> <li><input type="checkbox"/> Supportive Learning Environment</li> </ul>	<b>Root Cause Explanation:</b> <ul style="list-style-type: none"> <li>The common assessment data shows a lack of consistent vocabulary, writing, and inferencing instruction and resources.</li> <li>For ELL and SWD students, there is a lack of focus on answering questions in writing on an informational text.</li> </ul>	
<b>School Instructional Walks</b> <b>(Grade Level)</b>	<ul style="list-style-type: none"> <li>100% of homeroom teachers consistently implemented Expeditionary Learning. Teachers used questioning to engage students and check for understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Students were actively speaking less than 75% of the time. This also was mainly student to teacher and not students to students conversations. Additionally, we need to improve on rigorous activities during independent time.</li> </ul>
<b>Check the system that contributes to the root cause:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Coherent Instruction</li> <li><input type="checkbox"/> Professional Capacity</li> <li><input type="checkbox"/> Effective Leadership</li> <li><input type="checkbox"/> Supportive Learning Environment</li> </ul>	<b>Root Cause Explanation:</b> <ul style="list-style-type: none"> <li>The instructional walk data shows that students need to be engaged in more rigorous, collaborative activities during independent work.</li> </ul>	

## ELA - IMPROVEMENT PLAN

<b>GOAL #1: ELA</b>	<p>Sanders Elementary will increase the number of kindergarten through 2nd grade students performing on or above grade level from 56% May 2025 to 60% May 2026 as measured by the spring administration of the AMIRA assessment.</p> <p>Sanders Elementary will increase the number of 3<sup>rd</sup> through 5<sup>th</sup> grade students performing on or above grade level from 32% to 35% as measured by the 2025-2026 ELA End-of-Grade Georgia Milestone assessment.</p>		
<b>Root Cause(s) to be Addressed:</b>	<p>Second-grade phonics instruction lacked rigor and engaging lessons to provide needed foundational skills.</p> <p>First grade language instruction lacked effective resources for language instruction including vocabulary and conventions.</p>		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> One Action (Verb) <b>What?</b> Frequency	<p><b>Implementation Performance Target:</b> 100% of K-2 teachers will use UFLI <b>daily</b> to address reading foundational skills as evidenced by instructional walks.</p> <p><b>Implementation Plan:</b> Preplanning:</p> <ul style="list-style-type: none"> <li>Expectation will be set that teachers will use UFLI daily to address foundational skills after receiving Professional Learning.</li> </ul> <p>August-September:</p> <ul style="list-style-type: none"> <li>Teachers will be provided with professional learning addressing UFLI implementation.</li> <li>One K-2 teacher will pilot using the SWIVL to reflect on instructional practices and implementation of UFLI.</li> </ul> <p>October-December:</p> <ul style="list-style-type: none"> <li>Academic Coach will conduct walkthroughs and provide teachers with feedback to improve instructional practices.</li> </ul> <p>January-February:</p>	<p><b>Evaluation Performance Target:</b> By December 2025, at least 40% of students in K-2 will score on or above grade level on common assessments.</p> <p>By May 2026, 60% of students in K-2 will score on or above grade level on common assessments.</p> <p><b>Evaluation Tool(s):</b></p> <ul style="list-style-type: none"> <li>Common formative assessments</li> </ul> <p><b>Evaluation Plan:</b> Students will be assessed:</p> <p><input checked="" type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year</p> <p><b>Data Analysis Plan:</b> Teachers will create an assessment schedule with dates of assessments and standards to be addressed.</p> <p>Teachers will create common assessments. Then, teachers will analyze results from assessments within 2 days of giving it. The CCC will discuss lesson plan and</p>	UFLI manuals
<b>Target Student Group</b>			
<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EL <input type="checkbox"/> SWD			
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1. Teachers Kindergarten through Second grade will implement UFLI with fidelity to improve phonological awareness, concepts of prints, and phonics instruction daily.			

	<ul style="list-style-type: none"> <li>Teachers will analyze Semester 1 common assessment data to drive instruction.</li> <li>One K-2 teacher will pilot using the SWIVL to reflect on instructional practices and implementation of UFLI.</li> </ul> <p>March-April:</p> <ul style="list-style-type: none"> <li>Walkthroughs conducted and teachers provided with feedback to improve instruction.</li> </ul> <p>May:</p> <ul style="list-style-type: none"> <li>Reflect on end of the year foundational skills data.</li> </ul> <p><b>Artifacts to be Collected:</b> Instructional walk form PL Sign in Sheets</p> <p><b>Person(s) Monitoring Implementation:</b> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><b>Frequency of Monitoring:</b> Monthly instructional walks</p>	<p>teaching strategies for reteaching. Teachers will reteach areas with low performance in small groups and then reassess.</p> <p><b>Person(s) Collecting Evidence:</b> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads</p>	
<b>Root Cause(s) to be Addressed:</b>	The common assessment data shows a lack of consistent vocabulary, writing, and inferencing instruction and resources.		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> 100% of K-5 teachers will use common formative assessments to plan small group differentiated instruction bi-weekly as evidenced by instructional walks and lesson plans.	<b>Evaluation Performance Target:</b> By December 2025, at least 40% of students in K-2 will score on or above grade level on common assessments.  By May 2026, 60% of students in K-2 will score on or above grade level on common assessments.	
<b>Target Student Group</b>			

<input checked="" type="checkbox"/> All students <input type="checkbox"/> EL <input type="checkbox"/> SWD	<p><b>Implementation Plan:</b></p> <p>Preplanning:</p> <ul style="list-style-type: none"> <li>• Expectation of using Common Assessments to drive instruction will be set.</li> </ul> <p>August-September:</p> <ul style="list-style-type: none"> <li>• Teachers will have a collaboration day to create assessments that match the rigor of the standard.</li> <li>• Teachers will analyze data two days after common assessments and adjust instruction accordingly.</li> <li>• Coach and administration will attend data meetings to ensure assessments are being used to differentiate instruction.</li> </ul> <p>October-December:</p> <ul style="list-style-type: none"> <li>• Teachers will have a collaboration day to create assessments that match the rigor of the standard.</li> <li>• Teachers will analyze data two days after common assessments and adjust instruction accordingly.</li> <li>• Coach and administration will attend data meetings to ensure assessments are being used to differentiate instruction.</li> </ul> <p>January-February:</p> <ul style="list-style-type: none"> <li>• Teachers will have a collaboration day to create assessments that match the rigor of the standard.</li> <li>• Teachers will analyze data two days after common assessments and adjust instruction accordingly.</li> </ul>		<p><b>Evaluation Tool(s):</b></p> <ul style="list-style-type: none"> <li>• Common formative assessments</li> <li>• Results analysis tool; "Data Dig" template.</li> </ul> <p><b>Evaluation Plan:</b> Students will be assessed:</p> <p><input checked="" type="checkbox"/> Every 2 weeks</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Every other month</p> <p><input type="checkbox"/> 3 times per year</p> <p><input type="checkbox"/> _____</p> <p><b>Data Analysis Plan:</b> Teachers will create an assessment schedule and common formative assessments.</p> <p>Results will be examined and analyzed for student performance using the Data Dig template. Plans will reflect areas for reteaching.</p> <p><b>Person(s) Collecting Evidence:</b></p> <p><input type="checkbox"/> Principal</p> <p><input type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><input checked="" type="checkbox"/> CCC Leads</p>
<p><b>Action Step</b></p> <p><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>			
<p>2. K-5 teachers will use common formative assessments that match the rigor of the standard to plan small group differentiated instruction bi-weekly.</p>			

	<ul style="list-style-type: none"> <li>Coach and administration will attend data meetings to ensure assessments are being used to differentiate instruction.</li> </ul> <p>March-April:</p> <ul style="list-style-type: none"> <li>Teachers will analyze data two days after common assessments and adjust instruction accordingly.</li> <li>Coach and administration will attend data meetings to ensure assessments are being used to differentiate instruction.</li> </ul> <p>May:</p> <ul style="list-style-type: none"> <li>Teachers will analyze data two days after common assessments and adjust instruction accordingly.</li> <li>Coach and administration will attend data meetings to ensure assessments are being used to differentiate instruction.</li> </ul> <p><b>Artifacts to be Collected:</b>  Data digs  Collaborative planning notes</p> <p><b>Person(s) Monitoring Implementation:</b>  <input checked="" type="checkbox"/> Principal  <input checked="" type="checkbox"/> Assistant Principals  <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><b>Frequency of Monitoring:</b>  Two days after assessments are taken.</p>		
--	--	--	--

<b>Root Cause(s) to be Addressed:</b>	In third through fifth grade, EOG and Beacon data show a lack of resources to teach conventions, text types and purposes, and research led to low test scores.		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> <b>100% of teachers will explicitly teach writing connected to text focusing on conventions of standard English as evidenced by instructional walks and lesson plans.</b>	<b>Evaluation Performance Target:</b> <b>By the end of the academic year, 60% of K-5 students will achieve proficiency or advanced levels in writing conventions, as demonstrated through common formative assessments and rubric-based evaluations of their written work.</b>	<b>McGraw Hill Wonders Cob</b>
<b>Target Student Group</b>	<b>Implementation Plan:</b> Preplanning: <ul style="list-style-type: none"> <li>Teachers will attend PL on teaching writing connected to text that focuses on conventions of standard English.</li> </ul>	<b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Common formative assessments</li> <li>Common writing rubrics</li> </ul>	
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD	August-September: <ul style="list-style-type: none"> <li>Teachers will attend PL on teaching writing connected to text that focuses on conventions of standard English.</li> <li>Teachers will apply what they learned from the PL and the Wonders curriculum to explicitly teacher writing connected to text with a focus on conventions.</li> </ul>	<b>Evaluation Plan:</b> Students will be assessed: <input type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____	
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	October-December: <ul style="list-style-type: none"> <li>ELA Teacher Leaders will conduct walks to ensure the implementation of writing connected to text that focuses on conventions. Teachers will be provided with feedback to improve instruction</li> </ul>	<b>Data Analysis Plan:</b> Teachers will create an assessment schedule, common formative assessments on conventions, and common writing rubrics and prompts.	
3. K-5 teachers will explicitly teach writing connected to text, focusing on conventions of standard English daily.	January-February: <ul style="list-style-type: none"> <li>Teachers will analyze semester 1 data to adjust instruction to meet the needs of students.</li> </ul> March-April: <ul style="list-style-type: none"> <li>ELA Teacher Leaders will conduct walks to ensure the implementation of writing connected to text that focuses on conventions.</li> </ul>	Common assessment data will be analyzed in CCC's. Monthly, teachers will administer a common writing prompt and use a rubric to determine usage of conventions. Data will be put in a Data Dig template.	
		<b>Person(s) Collecting Evidence:</b>	

	<ul style="list-style-type: none"> <li>Teachers will be provided with feedback to improve instruction</li> </ul> <p>May:</p> <ul style="list-style-type: none"> <li>Teachers will analyze semester 2 data to plan for the 2026 SY.</li> </ul> <p><b>Artifacts to be Collected:</b>  Walkthrough forms  PL Sign-in sheets  Data digs</p> <p><b>Person(s) Monitoring Implementation:</b>  <input type="checkbox"/> Principal  <input type="checkbox"/> Assistant Principals  <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><b>Frequency of Monitoring:</b>  Monthly</p>	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads	
--	--	---	--



## MATH DATA

<b>MATH Milestones Longitudinal Data</b>	<b>SY22</b> % of students scoring proficient & distinguished	<b>SY23</b> % of students scoring proficient & distinguished	<b>SY24</b> % of students scoring proficient & distinguished	<b>SY25</b> % of students scoring proficient & distinguished
3 <sup>rd</sup> Grade	20.5%	26.4%	31.1%	28.4%
4 <sup>th</sup> Grade	20%	32%	40.9%	41.4%
5 <sup>th</sup> Grade	23%	16.9%	29.7%	34.4%

<b>Beacon Math Data – Spring Administration</b>	<b>Numerical Reasoning</b>			<b>Patterning &amp; Algebraic Reasoning</b>			<b>Measurement &amp; Data Reasoning</b>			<b>Geometric &amp; Spatial Reasoning</b>		
	<b>Support Needed</b>	<b>Near Target</b>	<b>Prepared</b>	<b>Support Needed</b>	<b>Near Target</b>	<b>Prepared</b>	<b>Support Needed</b>	<b>Near Target</b>	<b>Prepared</b>	<b>Support Needed</b>	<b>Near Target</b>	<b>Prepared</b>
<b>Kinder (Winter Administration)</b>	48	49	6	61	30	12	45	45	13	48	40	15
<b>1<sup>st</sup> Grade</b>	20	57	17	11	32	51	14	37	43	19	46	29
<b>2<sup>nd</sup> Grade</b>	37	63	14	47	48	19	47	39	28	35	48	31
<b>3<sup>rd</sup> Grade</b>	10	78	6	12	79	3	16	78	0	22	68	4
<b>4<sup>th</sup> Grade</b>	46	58	7	39	65	7	42	66	3	48	60	3
<b>5<sup>th</sup> Grade</b>	39	47	4	49	40	1	42	41	7	52	32	6

Source	Strengths	Weaknesses
<b>SY25 MATH Milestones</b> (Data by grade & subgroup)	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>84 students met standards for Geometric and Spatial Reasoning</li> </ul>	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>242 students performed below or approaching on Numerical Reasoning – Operations with Fractions</li> <li>241 students performed below or approaching on Measurement and Data</li> </ul>
<b>Beacon Assessment – Math</b> (Grade Level & Subgroups)	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>K-2: 84 students scored proficient in Measurement and Data Reasoning and 82 students scored proficient on Patterning and Algebraic Reasoning.</li> <li>3-5: 17 students scored proficient in Numerical Reasoning and 13 students scored proficient in Geometry.</li> </ul> <b>EL:</b> <ul style="list-style-type: none"> <li>K-2: 10 students scored proficient in Patterning and Algebraic Reasoning</li> <li>3-5: According to the Milestones predictor ranges on the Beacon Assessment, 10 students scored proficient or distinguished in Patterning and Algebraic Reasoning and 9 scored proficient or distinguished in Numerical Reasoning</li> </ul> <b>SWD:</b> <ul style="list-style-type: none"> <li>K-2: 10 students scored prepared in Patterning and Algebraic Reasoning</li> <li>3-5: According to the Milestones predictor ranges on the Beacon Assessment, 9 students scored proficient or distinguished in Numerical Reasoning</li> </ul>	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>K-2: 119 students scored in the support needed range for Patterning and Algebraic Reasoning</li> <li>3-5: 122 students scored in the support needed range for Geometric and Spatial Reasoning</li> </ul> <b>EL:</b> <ul style="list-style-type: none"> <li>K-2: 38 students scored in the support needed range in Geometric and Spatial Reasoning</li> <li>3-5: According to the Milestones predictor ranges on the Beacon Assessment, 43 students scored in the beginning range for Measurement and Data Reasoning</li> </ul> <b>SWD:</b> <ul style="list-style-type: none"> <li>K-2: 22 students scored in the support needed range for Geometric and Spatial Reasoning</li> <li>3-5: According to the Milestones predictor ranges on the Beacon Assessment, 19 students scored in the beginning range for Geometric and Spatial Reasoning</li> </ul>
<b>Check the system that contributes to the root cause:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Coherent Instruction</li> <li><input type="checkbox"/> Professional Capacity</li> <li><input type="checkbox"/> Effective Leadership</li> <li><input type="checkbox"/> Supportive Learning Environment</li> </ul>	<b>Root Cause Explanation:</b> <ul style="list-style-type: none"> <li>Patterning and Algebraic Reasoning and Geometric and Spatial Reasoning had not yet been taught when then Beacon was taken.</li> <li>K-2: BEACON data indicates a lack of effective strategies being used to teach Patterning and Algebraic Reasoning.</li> <li>3-5: Our EOG data and Beacon data show different results. According to the EOG's, 3-5 grade students lack continued rigorous instruction in Numerical Reasoning and Beacon data shows a need for hands-on, real-world application of measurement standards.</li> </ul>	

<b>MATH Common Assessments</b> <b>(Grade Level Mathematics)</b>	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>As a school, our average performance on Patterning and Algebraic Reasoning is 87% according to Unit common assessment data.</li> </ul>	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>On Unit common assessments, the average score for Geometric and Spatial Reasoning is 72% and Measurement is 73%.</li> </ul>
<b>Check the system that contributes to the root cause:</b>  <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b> <ul style="list-style-type: none"> <li>Students need more real-world application and hands on experiences to deepen understanding of Geometric and Spatial Reasoning and Measurement and Data</li> </ul>	
<b>School Instructional Walks</b> <b>(Grade Level)</b>	<ul style="list-style-type: none"> <li>Teachers consistently used the Core Package</li> <li>Teachers facilitated conversations around math content and posed meaningful questions. Students used manipulatives and visual representations throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are not referring back to learning target throughout instruction to focus student learning.</li> <li>Lack of rigor in questioning through problem solving and performance tasks</li> </ul>
<b>Check the system that contributes to the root cause:</b>  <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<ul style="list-style-type: none"> <li><b>Root Cause Explanation:</b> order thinking opportunities.</li> <li>Teachers need additional training on how to use learning targets to guide instruction.</li> </ul>	

## MATH - IMPROVEMENT PLAN

<b>GOAL #2: MATH</b>	<p>Sanders Elementary will increase the number of 1<sup>st</sup> and 2<sup>nd</sup> grade students performing on or above grade level from 16% in May 2025 to 20% in May 2026 as measured by the spring administration of the DRC Beacon Math assessment.</p> <p>Sanders Elementary will increase the number of 3<sup>rd</sup> through 5<sup>th</sup> grade students performing on or above grade level from 59.5% in SY25 to 64.5% in SY26 as measured by the Math End-of-Grade Georgia Milestone assessment.</p>		
<b>Root Cause(s) to be Addressed:</b>	Due to lack of problem solving and performance tasks throughout the units, students are not experiencing higher order thinking opportunities.		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> <b>Math Lab teachers will use hands on activities to support real world application of standards 100% of the time as evidence by instructional walk data and lesson plans</b>	<b>Evaluation Performance Target:</b> <b>By December, 20 % of 1-5<sup>th</sup> grade students will score Prepared as measured by the BEACON assessment.</b>  <b>By May, 40% of K-5 grade students will score Prepared as measured by the BEACON assessment.</b>	<b>Math Manipulatives</b> <b>Math Games</b> <b>Georgia Math Plans</b> <b>Cobb Math Core Package</b> <b>DRC BEACON</b>
<b>Target Student Group</b>	<b>Implementation Plan:</b> Preplanning: <ul style="list-style-type: none"> <li>Math lab teacher will receive K-5 Pacing guide to guide instruction.</li> </ul>	<b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>DRC BEACON assessment</li> </ul>	
<input checked="" type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD	August-September: <ul style="list-style-type: none"> <li>Academic coach will support the math lab teacher in creating lessons that support problem solving and deepening student understanding.</li> </ul>	<b>Evaluation Plan:</b> Students will be assessed: <ul style="list-style-type: none"> <li><input type="checkbox"/> Every 2 weeks</li> <li><input type="checkbox"/> Monthly</li> <li><input type="checkbox"/> Every other month</li> <li><input checked="" type="checkbox"/> 3 times per year</li> <li><input type="checkbox"/> _____</li> </ul>	
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	October-December: <ul style="list-style-type: none"> <li>Instructional walks by coach in which the math lab teacher will receive feedback and adjust instructional practices.</li> </ul>	<b>Data Analysis Plan:</b> After the fall BEACON administration, teachers will determine an instructional plan for students who did not score in the Prepared category. This plan will be	
1. K-5 Math lab used to deepen student understanding of standards through hands-on, real-world application of content weekly.	January-February: <ul style="list-style-type: none"> <li>Math lab teacher will collaborate with grade levels when analyzing semester 1 data and use this data to drive semester 2 instruction.</li> </ul>		

	<p>March-April:</p> <ul style="list-style-type: none"> <li>• Walkthrough by academic coach in which the teacher is provided feedback to improve instruction.</li> </ul> <p>May:</p> <ul style="list-style-type: none"> <li>• Math Lab teacher will analyze semester 2 data with grade levels to reflect on math lab influence.</li> </ul> <p><b>Artifacts to be Collected:</b>  Grade level data digs  Coach walkthrough forms</p> <p><b>Person(s) Monitoring Implementation:</b>  <input type="checkbox"/> Principal  <input type="checkbox"/> Assistant Principals  <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><b>Frequency of Monitoring:</b>  Semesterly</p>	<p>communicated to the Math Lab teacher to determine her instructional path.</p> <p>After the winter administration of BEACON, homeroom teachers and the Math Lab teacher will adjust the instructional plans for students who do not score in the Prepared category.</p> <p><b>Person(s) Collecting Evidence:</b>  <input type="checkbox"/> Principal  <input checked="" type="checkbox"/> Assistant Principals  <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists  <input checked="" type="checkbox"/> CCC Leads</p>	
--	--	--	--

<b>Root Cause(s) to be Addressed:</b>	Teachers need additional training on how to use learning targets to guide instruction.		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> 100% of teachers will implement differentiated small group instruction at least bi-weekly as measured by instructional walks and lesson plans.	<b>Evaluation Performance Target:</b> By December, 40 % of K-5 students will demonstrate proficiency on common formative assessments.  By May, 60% of K-5 students will demonstrate proficiency on common formative assessments.	Georgia Math Plans CTLS Assess DRC Beacon
<b>Target Student Group</b>	<b>Implementation Plan:</b> Preplanning: <ul style="list-style-type: none"> <li>The expectation of using the core package to differentiate instruction will be set.</li> </ul>	<b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Common formative assessments</li> </ul>	
<input checked="" type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD	August-September: <ul style="list-style-type: none"> <li>Teacher will attend professional learning on the rigor of the standard and how instruction should match the rigor of the standard.</li> </ul>	<b>Evaluation Plan:</b> Students will be assessed: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Every 2 weeks</li> <li><input type="checkbox"/> Monthly</li> <li><input type="checkbox"/> Every other month</li> <li><input type="checkbox"/> 3 times per year</li> <li><input checked="" type="checkbox"/> _conclusion of unit_____</li> </ul>	
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<ul style="list-style-type: none"> <li>Teachers will analyze common assessments within 2 days of completing an assessment. This data analysis will be used to drive instruction.</li> </ul>	<b>Data Analysis Plan:</b> Teachers will create a common assessment plan and schedule quarterly.  Common assessments will be developed using the core package.	
2. K-5 will use common formative assessments to implement differentiated small group instruction at least bi-weekly.	October-December: <ul style="list-style-type: none"> <li>Teachers will receive PL on how to use Zearn reports to drive instruction.</li> <li>Teachers will use both common assessments and Zearn reports to drive instruction.</li> </ul> January-February: <ul style="list-style-type: none"> <li>Teachers will analyze semester 1 Beacon Data to reflect on the first half of the year and drive instruction for semester 2.</li> </ul> March-April:	Results from assessments will be analyzed within 2 days of giving the assessment, determining areas for reteaching.  <b>Person(s) Collecting Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> Assistant Principals</li> </ul>	

	<ul style="list-style-type: none"> <li>Teachers will use both common assessments and Zearn reports to drive instruction</li> </ul> <p>May:</p> <ul style="list-style-type: none"> <li>Teachers will analyze semester 2 data.</li> </ul> <p><b>Artifacts to be Collected:</b>  Data Digs  Small group lesson plans</p> <p><b>Person(s) Monitoring Implementation:</b>  <input type="checkbox"/> Principal  <input type="checkbox"/> Assistant Principals  <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><b>Frequency of Monitoring:</b>  Monthly</p>	<input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads	
--	--	--	--

<b>Root Cause(s) to be Addressed:</b>	Due to lack of problem solving and performance tasks throughout the units, students are not experiencing higher order thinking opportunities.		
	Lack of teacher training in problem solving strategies that support students in understanding math problems.		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> <b>100% of K-5 teachers will implement comprehension protocols in solving story problems as evidenced by instructional walks.</b>	<b>Evaluation Performance Target:</b> <b>70% of students will demonstrate proficiency on story problems given on common formative assessments.</b>	<b>CTLS – Assess Cobb Math Department</b>
<b>Target Student Group</b>	<b>Implementation Plan:</b> Preplanning: <ul style="list-style-type: none"> <li>The expectation of using comprehension protocols to teach story problems will be set.</li> </ul>	<b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Unit common formative assessments</li> </ul>	
<input checked="" type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD	August-September: <ul style="list-style-type: none"> <li>Teachers will receive professional learning on comprehension protocols.</li> </ul>	<b>Evaluation Plan:</b> Students will be assessed: <ul style="list-style-type: none"> <li><input type="checkbox"/> Every 2 weeks</li> <li><input type="checkbox"/> Monthly</li> <li><input type="checkbox"/> Every other month</li> <li><input type="checkbox"/> 3 times per year</li> <li><input checked="" type="checkbox"/> _at the conclusion of math units _____</li> </ul>	
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	October-December: <ul style="list-style-type: none"> <li>Math Teacher Leaders will conduct walkthroughs to determine the implementation of protocols. Teachers will be provided with feedback to improve practices.</li> </ul>	<b>Data Analysis Plan:</b> Teachers will create an assessment plan and schedule.	
3. K – 5 teachers will implement comprehension protocols (i.e numberless word problems, 3 read protocol, etc.) to support students in solving story problems daily.	January-February: <ul style="list-style-type: none"> <li>Teachers will analyze semester 1 story problem data to determine impact on student performance.</li> <li>Math Teacher Leaders will conduct walkthroughs to determine the implementation of protocols. Teachers will be provided with feedback to improve practices.</li> </ul>	Teachers will create unit assessment with a minimum of 4 story/word problems.  After giving the unit assessment, teachers will analyze student proficiency on the four story problem questions. Plans for instruction and reassessment will be made based on results.	
	March-April:	<b>Person(s) Collecting Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> Assistant Principals</li> <li><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</li> </ul>	



	<ul style="list-style-type: none"> <li>Academic Coach will conduct walkthroughs to determine the implementation of protocols. Teachers will be provided with feedback to improve practices.</li> </ul> <p>May:</p> <ul style="list-style-type: none"> <li>Teachers will analyze story problem data to reflect on the school year.</li> </ul> <p><b>Artifacts to be Collected:</b>  Walkthrough forms  Data digs</p> <p><b>Person(s) Monitoring Implementation:</b>  <input type="checkbox"/> Principal  <input type="checkbox"/> Assistant Principals  <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><b>Frequency of Monitoring:</b>  <b>Monthly</b></p>	<input checked="" type="checkbox"/> CCC Leads	
--	---	---	--

Family Engagement Plan to Support School Improvement ( <i>Required Components</i> )			
Family Engagement Activities ( <u>Must be listed in the school policy</u> )	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<b>1. Required</b> Annual Title I Meeting – Deadline: September 30, 2025 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.	September 13, 2025		<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
<b>2. Required</b> Fall Input Survey/ Evaluation (secondary method) – Deadline: November 3, 2025 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.	October 14-17, 2025		<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
<b>3. Required</b> Spring Input Meeting and Survey (primary method) – Deadline: April 30, 2026 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.	April 16, 2026		<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
<b>4. Required</b> TWO Building Staff Capacity Opportunities (Do not need to be listed in the Policy) – Deadlines: September 26, 2025, and February 16, 2026 Teachers 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	July 28 – August 1, 2025		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	January 13, 2026		
<b>5. Required</b> Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) 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>  Kinder Camp	July 14-17, 2025		<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
<b>6. Required:</b> Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i>	<u>List documents translated for parents:</u> Compact and Policy CTLS Parent Notifications Family Engagement Flyers		<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 <i>(Required for “Shall’s” 2 and 6)</i>							
School Developed Family Engagement Activities <u>(Must be listed in the school policy)</u>	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <small>SWP Checklist 5.e</small>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
STEAM Night	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3		Title I	11/6/25 and 3/5/26	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 related to supporting their student at home.	Academic Coach and Parent Facilitator
ELA Night	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" 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		Title I	3/18/26	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 related to supporting their student at home.	Academic Coach and Parent Facilitator
	<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						

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”)

<b>School Improvement Plan Required Questions</b>	
<b>Schoolwide Plan Development – Section 1114(2)(B) (i-iv)</b>	
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. <b>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)</b>	
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. <b>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)</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. <b>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)</b>	
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. <b>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)</b>	
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. <b>SWP Checklist 5(e) <u>Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u></b>	

**SCHOOL RESPONSE:**

Sanders Elementary School will integrate state and local funds and community support in several ways. Title I 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 to volunteer and support for the program. 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 2026 school year, additional teachers will receive LETRS training through our district. All students will receive 30 minutes of intervention daily.

**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 DRC BEACON, EOGs, AMIRA, common assessments and CCSD Interims 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 Screener, DRC Beacon. 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 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 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 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. Additionally, Sanders will implement Quaver school-wide. Quaver is an evidence-based social-emotional learning curriculum proven to support student behavior. 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:**

- The K-5 Teachers and paraprofessionals will participate in ongoing job embedded job-embedded development opportunities throughout the year on the reading foundations and science of reading provided by CCSD, Metro RESA, and local coaches.
- 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 continued training on UFLI and Wonders as well the successful usage of assessment data to form small groups.
- 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, 5<sup>th</sup> grade students to 6<sup>th</sup> grade and 8<sup>th</sup> grade students to 9<sup>th</sup> grade. *SWP Checklist 2.c(v)*

**SCHOOL RESPONSE:**

Kindergarten Camp (four days 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
- Provide summer EIP Assessments in July to identify learning profiles in reading and math to individual rising kindergarteners to ensure the best class placement.

Kindergarten transition will be in May to support students transitioning into kindergarten. This will also support parents in what they can do to support their child in Kindergarten. Parents will be provided with a Pre-K to K summer bridge book.

Fifth grade transition will happen during March or April. There will be both a student-centered activity and one for both parents and students.

**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:**

**Comprehensive Needs Assessment – Section 1114(b)(1)(A)**

**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***



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

*SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)*

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Kindergarten Teacher	<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 type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Kindergarten teacher will be utilized in reducing class sizes to support teaching and learning. This teacher will provide instruction, small group intervention, individualized student support, and behavior management. By adding a Kindergarten teacher, we are minimizing class sizes and therefore, maximizing instructional time throughout the school day.
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" 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 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.
	<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	
	<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	

**School Improvement Goals**  
*Include goals on the parent compacts and policy*

<b>Goal #1</b>	<p>Sanders Elementary will increase the number of kindergarten through 2nd grade students performing on or above grade level from 56% May 2025 to 60% May 2026 as measured by the spring administration of the AMIRA assessment.</p> <p>Sanders Elementary will increase the number of 3<sup>rd</sup> through 5<sup>th</sup> grade students performing on or above grade level from 32% to 35% as measured by the 2025-2026 ELA End-of-Grade Georgia Milestone assessment.</p>
<b>Goal #2</b>	<p>Sanders Elementary will increase the number of 1<sup>st</sup> and 2<sup>nd</sup> grade students performing on or above grade level from 16% in May 2025 to 20% in May 2026 as measured by the spring administration of the DRC Beacon Math assessment.</p> <p>Sanders Elementary will increase the number of 3<sup>rd</sup> through 5<sup>th</sup> grade students performing on or above grade level from 59.5 % in SY25 to 64.5% in SY26 as measured by the Math End-of-Grade Georgia Milestone assessment.</p>
<b>Goal #3</b>	
<b>Goal #4</b>	