

# School Improvement Plan

## Title I, Part A



|                          |                            |
|--------------------------|----------------------------|
| <b>School Year:</b>      | <b>2026 - 2027</b>         |
| <b>School Name:</b>      | <b>Elementary</b>          |
| <b>Principal Name:</b>   | <b>Dr. Tiffany Jackson</b> |
| <b>Date Submitted:</b>   | <b>June 1, 2026</b>        |
| <b>Revision Date(s):</b> | <b>June 8, 2026</b>        |

|                                                                                                      |                                                                                             |
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| <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<br/>(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<br/>(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 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 for participating in 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<br/>(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 23 | April 27 | May 6 |
|-----------------------|----------|----------|-------|

| <b>Position/Role</b>          | <b>Printed Name</b>  | <b>Signature</b> |
|-------------------------------|----------------------|------------------|
| Principal                     | Tiffany Jackson      |                  |
| Assistant Principal           | Dana Mann            |                  |
| Student Support Administrator | Nelsenia Tate        |                  |
| District Academic Coach       | Angela Mack          |                  |
| Academic Coach                | Emily Folk           |                  |
| Parent                        | Tiffany Valentin     |                  |
| Parent Facilitator            | Miriella Vazquez     |                  |
| Teacher                       | Evelyn De Santos     |                  |
| Teacher                       | Stacy Darrisaw-Brown |                  |

|                   |                      |  |
|-------------------|----------------------|--|
|                   |                      |  |
| Teacher           | Ashley Holliday      |  |
| Teacher           | Lynn Makosky         |  |
| Teacher           | Toyin Ayoade         |  |
| Teacher           | Chelsea Melton       |  |
| Teacher           | Marquesa Picou Owens |  |
| Teacher           | Cherita Pugh         |  |
| Teacher (IRR)     | Charity Rodriguez    |  |
| Teacher (ESOL)    | Lundreaka Bostic     |  |
| Math Specialist   | Sabrena Dowe         |  |
| Gifted Specialist | Chanda Steve         |  |
| Media Specialist  | Maria Hunt           |  |

### 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).

|                                                                                                                                 |                                                                                                                                                                                                                                      |
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| <b>Previous Year's Goal #1</b>                                                                                                  | 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.        |
|                                                                                                                                 | 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. |
| <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 Kindergarten through Second grade, we used the AMIRA assessment to measure the success of our goal. At the end of the 2026 school year, 62% of our students scored on or above grade level.</p> <p>In third through fifth grade we used the End-Of-Grade Georgia Milestone Assessment to measure the success of our goal. We are currently waiting on EOG scores to determine outcomes.</p> |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Reflecting on Outcomes

|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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? | <p>Our Kindergarten through second grade students successfully met the goal by having 62% of their students perform on or above grade level on the AMIRA assessment. Through consistent implementation of Wonders and UFLI students were able to successfully increase their ARM scores. We will continue using Wonders and UFLI to support ELA instruction. We plan to continue to increase these scores by implementing a school wide student focused communication and collaboration focus.</p> |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 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> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Was the goal met?**      ☐ YES      ☐ NO      ☒ 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, 28.5% 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 SY26 Math EOG data showed an average of 62%. In third grade, 35.5% of the students performed at or above grade level. In fourth grade, 29.4% of the students performed on or above grade level. In fifth grade, 42.5% of students performed on or above grade level.</p> |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Reflecting on Outcomes                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?                   | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the success of the goal? | In first and second grade, our students increased the percentage of students performing on and above grade level from 16% to 28.5%. This increase came from the use of Georgia Math Learning Plans and an increase in rigor, specifically in questioning practices. We will continue to use the Georgia Math Learning Plans, increasing the utilization throughout the year. We plan to have vertical collaborations across all grade levels quarterly to ensure continued alignment and consistency across grade levels. |

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

| ELA DATA                            |                                                             |                                                             |                                                             |
|-------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|
| ELA Milestones<br>Longitudinal Data | FY24<br>% of students scoring<br>proficient & distinguished | FY25<br>% of students scoring<br>proficient & distinguished | FY26<br>% of students scoring<br>proficient & distinguished |
| 3 <sup>rd</sup> Grade               | 32%                                                         | 30.5%                                                       | TBA                                                         |
| 4 <sup>th</sup> Grade               | 26.6%                                                       | 31.5%                                                       | TBA                                                         |

|                       |       |       |     |
|-----------------------|-------|-------|-----|
| 5 <sup>th</sup> Grade | 34.7% | 34.4% | TBA |
|-----------------------|-------|-------|-----|

| Beacon ELA Data –<br>Spring<br>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                         | 26%            | 32%         | 43%      | 30%            | 40%         | 30%      | 27%            | 47%         | 21%      | 23%                | 47%         | 30%      | 40%                | 28%         | 32%      |
| 2 <sup>nd</sup> Grade                         | 24%            | 29%         | 47%      | 20%            | 29%         | 51%      | 22%            | 44%         | 34%      | 16%                | 31%         | 52%      | 23%                | 52%         | 24%      |

| Beacon ELA Data – Spring<br>Administration | Interpreting Texts                |     |     |                   |     |     |                      |     |     |           |     |     | Constructing Texts                            |     |     |                            |     |     |                               |     |     |
|--------------------------------------------|-----------------------------------|-----|-----|-------------------|-----|-----|----------------------|-----|-----|-----------|-----|-----|-----------------------------------------------|-----|-----|----------------------------|-----|-----|-------------------------------|-----|-----|
|                                            | Texts: Context; Structure & Style |     |     | Texts: Techniques |     |     | Language: Vocabulary |     |     | Listening |     |     | Texts: Context; Structure & Style; Techniques |     |     | Texts: Research & Analysis |     |     | Language: Grammar Conventions |     |     |
|                                            | 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                      | 25%                               | 65% | 10% | 19%               | 72% | 9%  | 13%                  | 80% | 7%  | 26%       | 64% | 10% | 14%                                           | 76% | 10% | 18%                        | 75% | 7%  | 25%                           | 66% | 9%  |
| 4 <sup>th</sup> Grade                      | 20%                               | 61% | 19% | 16%               | 67% | 17% | 17%                  | 66% | 17% | 38%       | 44% | 17% | 13%                                           | 73% | 14% | 17%                        | 67% | 16% | 18%                           | 70% | 12% |
| 5 <sup>th</sup> Grade                      | 27%                               | 46% | 28% | 22%               | 58% | 20% | 22%                  | 53% | 25% | 38%       | 38% | 24% | 31%                                           | 47% | 22% | 22%                        | 60% | 18% | 26%                           | 57% | 17% |

| Source                                                                                              | Strengths                                                                                                            | Weaknesses                                                                                                           |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>FY26 ELA Milestones</b><br>(Grade Levels & Subgroups)<br><br>TBA- Once state scores are received | <b>For Grade Levels, ELs and SWD</b><br><br><b>Grade Levels (all students):</b><br><br><b>EL:</b><br><br><b>SWD:</b> | <b>For Grade Levels, ELs and SWD</b><br><br><b>Grade Levels (all students):</b><br><br><b>EL:</b><br><br><b>SWD:</b> |

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Beacon Assessment – ELA</b><br>(Grade Levels & Subgroups) | <p><b>Grade Levels (all students):</b><br/> First– Foundations is a strength with an average of 43% of students scoring Prepared.<br/> Second – Interpreting Texts is a strength with an average of 52% of students scoring Prepared.<br/> Third through fifth grade students scored the highest in Texts: Context; Structure &amp; Style, scoring an average of 19% of students scoring Prepared.</p> <p><b>EL:</b><br/> First and Second – Zero ELL students scored the lowest in the Informational Text subcategory. In first grade, only 2 students scores the lowest in Constructing Texts. In Second Grade, only 3 students scored the lowest in Language.</p> <p>In third through fifth grade – only 3 students scored the lowest in Constructing Texts: Context/ Structure &amp; Style/ Techniques.</p> <p><b>SWD:</b><br/> First and Second – Zero ELL students scored the lowest in the Informational Text subcategory. In first grade, one 1 student scored the lowest in Foundations. In second grade, Language and Texts scored the lowest each having one student score the lowest.</p> <p>In third through fifth grade – only 2 students scored the lowest in IT: Texts: Context/ Structure &amp; Style/ Techniques and only 3 students scored the lowest in IT: Language: Vocabulary and Constructing Text: Context/ Structure &amp; Style/ Techniques</p> | <p><b>Grade Levels (all students):</b><br/> First – Constructing Texts is a weakness with 40% of students scoring in the Support Needed range.<br/> Second – Foundations and Constructing Texts are a weakness with 24% of students scoring Support Needed in Foundations and 23% in Constructing Texts<br/> Third through fifth grade – Listening is an area of weakness with an average of 34% of students scoring in the Support Needed range.</p> <p><b>EL:</b><br/> First and Second Grade – The greatest number of ELL students scored Support Needed in Foundations with 26% of ELL students scored their lowest subcategory falling in the Support Needed Range. Overall, first grade scored the lowest in the Language subcategory with 38.9% of students scoring the lowest in this subcategory. Second grade scored the lowest in Constructing Texts with 33.3% of students scoring the lowest in this subcategory.</p> <p>In third through fifth grade – 25% of EL student scored the lowest in Interpreting Texts: Listening, and 23.3% scored the lowest in CT: Language: Grammar Conventions.</p> <p><b>SWD:</b><br/> First and Second grade – 30.8% of students scored their lowest subcategory falling in the Support Needed Range in Constructing Texts. In first grade, 42.9% of students lowest subcategory was in Constructing Texts. In second grade, 58.3% of students lowest subcategory was in Foundations.</p> <p>In third through fifth grade – 37.5% of students scored the lowest in CT: Language: Grammar Conventions.</p> |
| <b>Check the system that</b>                                 | <b>Root Cause Explanation:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <p><b>contributes to the root cause:</b></p> <p><input checked="" type="checkbox"/> Coherent Instruction<br/> <input type="checkbox"/> Professional Capacity<br/> <input type="checkbox"/> Effective Leadership<br/> <input type="checkbox"/> Supportive Learning Environment</p> | <p>In K-5 grade a lack of consistency across grade levels led to gaps in skills in constructing texts and listening.</p> <p>In First grade and third through fifth grade, our EL students scored the lowest in language and listening due to a lack of conversational skills taught during whole group instruction.</p> <p>In First grade and third through fifth grade, our SWD scored the lowest in Constructing Texts.</p>                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>ACCESS Scores</b><br/>(Grade Level Reading &amp; Writing)</p>                                                                                                                                                                                                               | <p><b>EL:</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>We had 3 students score 5.0+ so they are exiting the program.</p> <p>We had 11 students score 4.3 - 4.9, so they are being reclassified.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>70.84% second graders scored 3.0+</p> <p>Two second graders are exiting/being reclassified</p> <p>70.84% fourth graders scored 3.8+</p> <p>Seven fourth graders are exiting/being reclassified</p> </div> | <p><b>EL:</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Reading:<br/>29.2% of our Els scored in the 1.0-1.9 range in reading</p> <p>Our kinder, 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grade Els are struggling in reading</p> <p>81.25% of our Kinder students scored 1.3 or lower in reading.</p> <p>72.72% of first graders scored 2.5 or below</p> <p>77.27% of third graders scored 3.5 or below</p> <p>85.71% of fifth graders scored 3.9 or lower</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Speaking:<br/>29.2% of our Els scored in the 1.0-1.9 range in speaking</p> <p>Most of our 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> graders scored 2.9 or lower in speaking</p> <p>86.36% of first graders scored 2.9 or lower</p> <p>83.33% of second graders scored 2.9 or lower</p> <p>85.71% of fifth graders scored 2.9 or lower</p> </div> |
| <p><b>Check the system that contributes to the root cause:</b></p> <p><input checked="" type="checkbox"/> Coherent Instruction<br/> <input type="checkbox"/> Professional Capacity<br/> <input type="checkbox"/> Effective Leadership</p>                                         | <p><b>Root Cause Explanation:</b></p> <p>In Kindergarten through fifth grade, our EL students scored low in speaking due to a lack of conversational skills taught during whole group instruction.</p> <p>In Kindergarten through fifth grade, our EL students are struggling in reading due to a lack of foundational decoding and encoding skills, and explicit vocabulary instruction.</p>                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <input type="checkbox"/> Supportive Learning Environment                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>ELA Common Assessments</b><br><b>(Grade Level Reading &amp; Writing)</b>                                                                                                                                                                                                                                                                                                                                                                                                       | <table border="1"> <tr> <td data-bbox="474 256 1188 1195"> <p><b>Grade Levels (all students):</b><br/>On the UFLI Assessments, Kindergarten through second grade students scored an average of 71.3% on the decoding portion of the final assessment.</p> <p>On Wonders assessments, grades K-5 increased the average number of students scoring an 80% or higher on the end of unit assessments from 9% to 19%.</p> <p><b>EL:</b><br/>Kindergarten teachers only noticed a 5% difference between performance of EL and non EL students.</p> </td><td data-bbox="1188 256 1995 1195"> <p><b>Grade Levels (all students):</b><br/>On the UFLI Assessments, Kindergarten through second grade students scored an average of 51.7% on the encoding portion of the final assessment.</p> <p>In Kindergarten through fifth grade, an average of 19% of students are showing a proficiency of 80% or higher on the Wonders Unit Assessments.</p> <p><b>EL:</b><br/>In First and Second grade, teachers notice a significant difference in performance between EL and non EL students. In first grade there was a 23% difference in average score on the final UFLI assessment and in second grade there was a 30% difference in average score.</p> <p>In third through fifth grade, teachers noticed vocabulary as a weaknesses on Common Assessments, causing scores to be lower overall based on the grade level reflection sheet.</p> <p><b>SWD:</b><br/>In Kindergarten through Second grade, teachers noticed a significant difference in performance between SWD and non SWD students. On the final UFLI assessment, Kindergarten noticed an average of 20% difference, first grade noticed a 18% difference, and second grade noticed a 15% difference in score.</p> <p>In third through fifth grade, teachers noticed a lack of decoding skills causing lower assessment scores based on the grade level reflection sheet.</p> </td></tr> </table> | <p><b>Grade Levels (all students):</b><br/>On the UFLI Assessments, Kindergarten through second grade students scored an average of 71.3% on the decoding portion of the final assessment.</p> <p>On Wonders assessments, grades K-5 increased the average number of students scoring an 80% or higher on the end of unit assessments from 9% to 19%.</p> <p><b>EL:</b><br/>Kindergarten teachers only noticed a 5% difference between performance of EL and non EL students.</p> | <p><b>Grade Levels (all students):</b><br/>On the UFLI Assessments, Kindergarten through second grade students scored an average of 51.7% on the encoding portion of the final assessment.</p> <p>In Kindergarten through fifth grade, an average of 19% of students are showing a proficiency of 80% or higher on the Wonders Unit Assessments.</p> <p><b>EL:</b><br/>In First and Second grade, teachers notice a significant difference in performance between EL and non EL students. In first grade there was a 23% difference in average score on the final UFLI assessment and in second grade there was a 30% difference in average score.</p> <p>In third through fifth grade, teachers noticed vocabulary as a weaknesses on Common Assessments, causing scores to be lower overall based on the grade level reflection sheet.</p> <p><b>SWD:</b><br/>In Kindergarten through Second grade, teachers noticed a significant difference in performance between SWD and non SWD students. On the final UFLI assessment, Kindergarten noticed an average of 20% difference, first grade noticed a 18% difference, and second grade noticed a 15% difference in score.</p> <p>In third through fifth grade, teachers noticed a lack of decoding skills causing lower assessment scores based on the grade level reflection sheet.</p> |
| <p><b>Grade Levels (all students):</b><br/>On the UFLI Assessments, Kindergarten through second grade students scored an average of 71.3% on the decoding portion of the final assessment.</p> <p>On Wonders assessments, grades K-5 increased the average number of students scoring an 80% or higher on the end of unit assessments from 9% to 19%.</p> <p><b>EL:</b><br/>Kindergarten teachers only noticed a 5% difference between performance of EL and non EL students.</p> | <p><b>Grade Levels (all students):</b><br/>On the UFLI Assessments, Kindergarten through second grade students scored an average of 51.7% on the encoding portion of the final assessment.</p> <p>In Kindergarten through fifth grade, an average of 19% of students are showing a proficiency of 80% or higher on the Wonders Unit Assessments.</p> <p><b>EL:</b><br/>In First and Second grade, teachers notice a significant difference in performance between EL and non EL students. In first grade there was a 23% difference in average score on the final UFLI assessment and in second grade there was a 30% difference in average score.</p> <p>In third through fifth grade, teachers noticed vocabulary as a weaknesses on Common Assessments, causing scores to be lower overall based on the grade level reflection sheet.</p> <p><b>SWD:</b><br/>In Kindergarten through Second grade, teachers noticed a significant difference in performance between SWD and non SWD students. On the final UFLI assessment, Kindergarten noticed an average of 20% difference, first grade noticed a 18% difference, and second grade noticed a 15% difference in score.</p> <p>In third through fifth grade, teachers noticed a lack of decoding skills causing lower assessment scores based on the grade level reflection sheet.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Check the system that</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Root Cause Explanation:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <div>contributes to the root cause:</div> <div><div><input checked="" type="checkbox"/> Coherent Instruction</div><div><input type="checkbox"/> Professional Capacity</div><div><input type="checkbox"/> Effective Leadership</div><div><input type="checkbox"/> Supportive Learning Environment</div></div>                       | <div>Third through fifth grade students are performing lower on assessments due to lack of decoding skills. This is caused by a lack of consistent instruction K-2 over the past few years.</div> <div>Kindergarten through Second grade students are performing lower on encoding due to a lack of practice encoding.</div> |                                                                        |
| <div>School Instructional Walks (Grade Level)</div>                                                                                                                                                                                                                                                                                | <div>Instructional walks show that 100% of K-2 teachers implemented UFLI and 100% of K-5 teachers implemented Wonders with fidelity.</div>                                                                                                                                                                                   | <div>On average, students were only speaking 25-50% of the time.</div> |
| <div>Check the system that contributes to the root cause:</div> <div><div><input checked="" type="checkbox"/> Coherent Instruction</div><div><input type="checkbox"/> Professional Capacity</div><div><input type="checkbox"/> Effective Leadership</div><div><input type="checkbox"/> Supportive Learning Environment</div></div> | <div>Root Cause Explanation:</div> <div>In Kindergarten through fifth grade, our students are only speaking 25 – 50% of the time due to lack of teacher focus on student collaboration and communication.</div>                                                                                                              |                                                                        |

## ELA - IMPROVEMENT PLAN

|                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                           |
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| <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 62% May 2026 to 65% May 2027 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 by 3% as measured by the 2026-2027 ELA End-of-Grade Georgia Milestone assessment.</p>                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                           |
| <b>Root Cause(s) to be Addressed:</b>                                                                                                                                | <p>In K-5 grade a lack of consistency across grade levels led to gaps in skills in constructing texts and listening.</p> <p>Kindergarten through Second grade students are performing lower on encoding due to a lack of practice encoding.</p> <p>In Kindergarten through fifth grade, our EL students are struggling in reading due to a lack of foundational decoding and encoding skills, and explicit vocabulary instruction.</p>                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                           |
| <b>Funding Source(s)</b><br><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><br><i>SWP Checklist 3.a 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Evaluation Plan</b><br><i>SWP Checklist 3.b 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Resources</b>          |
| <b>Who?</b><br><b>One Action (Verb)</b><br><b>What?</b><br><b>Frequency</b>                                                                                          | <p><b>Implementation Performance Target:</b><br/>           100% of teachers will implement school-wide academic vocabulary, graphic organizers, and student checklists as evident by walkthroughs.</p> <p><b>Implementation Plan:</b></p> <ul style="list-style-type: none"> <li>Preplanning: Teachers will participate in professional development on instructional expectations.</li> <li>August-September: Teachers will create schoolwide writing graphic organizers and student checklists during vertical planning meetings.</li> <li>October-December: Teachers will participate</li> </ul> | <p><b>Evaluation Performance Target:</b><br/>           By January 2027, 30% of students in each grade level will demonstrate proficiency (80% or higher) on Wonders Unit Assessments in Writing. By May 2027, 40% of students in each grade level will demonstrate proficiency (80% or higher) on Wonders Unit Assessments in Writing.</p> <p><b>Evaluation Tool(s):</b></p> <ul style="list-style-type: none"> <li>Wonders Unit Assessments</li> </ul> <p><b>Evaluation Plan:</b><br/>           Students will be assessed:</p> <p><input type="checkbox"/> Every 2 weeks<br/> <input type="checkbox"/> Monthly<br/> <input checked="" type="checkbox"/> Every other month</p> | <b>Wonders Curriculum</b> |
| <b>Target Student Group</b><br><input checked="" type="checkbox"/> All Students<br><input checked="" type="checkbox"/> EL<br><input checked="" type="checkbox"/> SWD |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                           |
| <b>Action Step</b><br><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                           |

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| <p>1. Kindergarten through fifth-grade teachers will participate in vertical conversations to align academic vocabulary, writing, graphic organizers, and student writing checklists monthly.</p> | <p>in vertical conversations surrounding Beacon and Wonders data. Teachers will monitor implementation through monthly walkthroughs.</p> <ul style="list-style-type: none"> <li>January-February: Teachers will participate in vertical conversations surrounding Beacon and Wonders data.</li> <li>March-April: Teachers will monitor implementation through monthly walkthroughs.</li> <li>May: Review overall impact based on EOG and AMIRA data.</li> </ul> <p><b>Artifacts to be Collected:</b><br/> PD Sign In<br/> Lesson Plans<br/> Walkthrough Data</p> <p><b>Person(s) Monitoring Implementation:</b><br/> <input checked="" type="checkbox"/> Principal<br/> <input checked="" type="checkbox"/> Assistant Principals<br/> <input checked="" type="checkbox"/> Academic Coaches</p> <p><b>Frequency of Monitoring:</b><br/> Monthly</p> | <p><input type="checkbox"/> 3 times per year<br/> <input type="checkbox"/> _____</p> <p><b>Data Analysis Plan:</b><br/> Teachers will analyze Wonders Writing data during their grade-level Data Digs. Teachers will use this information to guide small-group and intervention instruction. Adjustments to the small group and intervention due to data will be noted in lesson plans.</p> <p><b>Person(s) Collecting Evidence:</b><br/> <input checked="" type="checkbox"/> Principal<br/> <input checked="" type="checkbox"/> Assistant Principals<br/> <input checked="" type="checkbox"/> Academic Coaches<br/> <input checked="" type="checkbox"/> CCC Leads</p> |  |
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| Beacon Math Data – Spring Administration | Numerical Reasoning |             |          | Patterning & Algebraic Reasoning |             |          | Measurement & Data Reasoning |             |          | Geometric & Spatial Reasoning |             |          |
|------------------------------------------|---------------------|-------------|----------|----------------------------------|-------------|----------|------------------------------|-------------|----------|-------------------------------|-------------|----------|
|                                          | Support Needed      | Near Target | Prepared | Support Needed                   | Near Target | Prepared | Support Needed               | Near Target | Prepared | Support Needed                | Near Target | Prepared |
| Kinder (Spring Administration)           | 23%                 | 53%         | 25%      | 37%                              | 45%         | 18%      | 34%                          | 45%         | 21%      | 38%                           | 44%         | 17%      |
| 1 <sup>st</sup> Grade                    | 22%                 | 51%         | 28%      | 20%                              | 42%         | 38%      | 12%                          | 43%         | 45%      | 28%                           | 49%         | 23%      |
| 2 <sup>nd</sup> Grade                    | 22%                 | 53%         | 24%      | 29%                              | 47%         | 24%      | 23%                          | 40%         | 37%      | 9%                            | 31%         | 59%      |
| 3 <sup>rd</sup> Grade                    | 6%                  | 92%         | 2%       | 9%                               | 89%         | 2%       | 11%                          | 88%         | 1%       | 17%                           | 79%         | 4%       |
| 4 <sup>th</sup> Grade                    | 39%                 | 52%         | 9%       | 40%                              | 52%         | 8%       | 55%                          | 41%         | 4%       | 54%                           | 43%         | 3%       |
| 5 <sup>th</sup> Grade                    | 46%                 | 47%         | 8%       | 43%                              | 54%         | 3%       | 39%                          | 48%         | 13%      | 50%                           | 42%         | 8%       |

| Source                                                       | Strengths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Weaknesses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>FY26 MATH Milestones</b><br>(Data by grade & subgroup)    | <p><b>Grade Levels (all students):</b><br/> 3<sup>rd</sup> grade - Geometric and Spatial Reasoning: Area and Perimeter was a strength with 31.2% of students meeting the target.<br/> 4<sup>th</sup> grade – Geometric and Spatial Reasoning: Angles was a strength with 44.1% of students meeting the target.</p> <p><b>EL:</b><br/> 3<sup>rd</sup> grade – Both Numerical Reasoning: Place Value and Fractions were our highest area with 23.8% of students meeting the target.<br/> 4<sup>th</sup> grade – Geometric and Spatial Reasoning: Angles was a strength with 26.1% of students meeting the target.</p> <p><b>SWD:</b><br/> 3<sup>rd</sup> grade – Patterning and Algebraic Reasoning: Multiplication and Division were a strength with 40% of students meeting the target<br/> 4<sup>th</sup> grade – Geometric and Spatial Reasoning: Angles was a strength with 41.7% of students meeting the target.</p> | <p><b>Grade Levels (all students):</b><br/> 3<sup>rd</sup> grade – Measurement and Data Reasoning was a weakness with 52.7% of students scoring below target.<br/> 4<sup>th</sup> grade – Numerical Reasoning was a weakness with 66.7% of students scoring below target.</p> <p><b>EL:</b><br/> 3<sup>rd</sup> grade – Both Measurement and Data Reasoning and Patterning and Algebraic Reasoning were a weakness with 71.4% of students scoring below target.<br/> 4<sup>th</sup> grade – Numerical Reasoning was a weakness with 87% of students scoring below target.</p> <p><b>SWD:</b><br/> 3<sup>rd</sup> grade – Patterning and Algebraic Reasoning: Adding and Subtracting, Geometric and Spatial Reasoning, and Geometric and Spatial Reasoning: Polygons were a weakness with 80% of students scoring below target.<br/> 4<sup>th</sup> grade – Numerical Reasoning, Numerical Reasoning: Comparing Decimals and Fractions, and Measurement and Data Reasoning were a weakness with 75% of students scoring below target.</p> |
| <b>Beacon Assessment – Math</b><br>(Grade Level & Subgroups) | <p><b>Grade Levels (all students):</b><br/> Numerical Reasoning: In Kindergarten, 25% of students scored prepared. In 4<sup>th</sup> grade 9% of students scored prepared. No grade level scored the lowest in numerical reasoning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Grade Levels (all students):</b><br/> Patterning and Algebraic Reasoning: In second grade, 29% of students scored in the support needed range.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                              | <p>Measurement and Data Reasoning: In first grade, 45% of students scored prepared. In fifth grade, 13% of students scored prepared.</p> <p>Geometric and Spatial Reasoning: In second grade, 59% of students scored prepared. In third grade, 4% of students scored prepared.</p> <p><b>EL:</b><br/>In Kindergarten, only one student scored the lowest in Numerical Reasoning. In first grade, only two students scored lowest on Patterning and Algebraic Reasoning. In second grade, only two students scored lowest in Geometric and Spatial Reasoning. In third and fourth grade, only three students scored the lowest in Numerical Reasoning and Patterning and Numerical Reasoning. In fifth grade, only one student scored the lowest in Numerical Reasoning.</p> <p><b>SWD:</b><br/>In Kindergarten, only one student scored the lowest in Numerical Reasoning. In first grade, only two students scored lowest on Measurement and Data Reasoning. In second grade, only one student scored lowest in Geometric and Spatial Reasoning. In third grade, only one student scored the lowest in both Numerical Reasoning and Patterning and Algebraic Reasoning. In fourth grade, zero students scored the lowest in Numerical Reasoning and Patterning and Numerical Reasoning. In fifth grade, only two students scored the lowest in Numerical Reasoning.</p> | <p>Measurement and Data Reasoning: In fourth grade, 55% of students scored in the support needed range.</p> <p>Geometric and Spatial Reasoning: In Kindergarten, 38% of students scored in the support needed grade. In first grade, 28% of students scored in the support needed range. In third grade, 17% of students scored in the support needed range. In fifth grade, 50% of students scored in the support needed range.</p> <p><b>EL:</b><br/>In Kindergarten, 46.7% of ELs scored lowest in Geometric and Spatial Reasoning. In First grade, 38.9% of ELs scored lowest in Geometric and Spatial Reasoning. In second grade, 37.5% of ELs scored the lowest in Measurement and Data reasoning. In third grade, 38.1% of ELs scored the lowest in Geometric and Spatial Reasoning. In fourth grade, 50% of ELs scored the lowest in Geometric and Spatial Reasoning. In fifth grade, 42.9% of ELs scored the lowest in Patterning and Algebraic Reasoning.</p> <p><b>SWD:</b><br/>In Kindergarten, 35.7% of SWDs scored lowest in both Patterning and Algebraic Reasoning and Measurement and Data Reasoning. In First grade, 37.5% of SWDs scored lowest in Geometric and Spatial Reasoning. In second grade, 41.7% of SWDs scored the lowest in Measurement and Data Reasoning. In third grade, 33.3% of SWDs scored the lowest in both Measurement and Data and Geometric and Spatial Reasoning. In fourth grade, 66.7% of SWDs scored the lowest in Geometric and Spatial Reasoning. In fifth grade, 33.3% of SWDs scored the lowest in Measurement and Data Reasoning.</p> |
| <b>Check the system that</b> | <b>Root Cause Explanation:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>contributes to the root cause:</b><br><input checked="" type="checkbox"/> Coherent Instruction<br><input type="checkbox"/> Professional Capacity<br><input type="checkbox"/> Effective Leadership<br><input type="checkbox"/> Supportive Learning Environment                           | Due to a lack of consistency in academic vocabulary, students are performing lower in geometric and spatial reasoning in Kindergarten, first, third, and fifth grades.                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>MATH Common Assessments</b>                                                                                                                                                                                                                                                             | <b>Grade Levels (all students):</b><br>On county unit Common Assessments, Kindergarten shows a strength in GSR.8.1, first grade in GSR.4, second grade in NR.2.1 and NR.2.2, third grade in GSR.7.2, fourth grade in NR.5.2 and fifth grade in PAR.6.2 based on average standard score.<br><br><b>EL and SWD:</b><br>According to the grade level reflection sheet, Kindergarten through second grade see a strength in addition and subtractions facts. Third through fifth grade see a strength in basic computation. | <b>Grade Levels (all students):</b><br>On county unit Common Assessments, Kindergarten shows a weakness in NR.2 and NR.2.1, first grade in NR.2.5, second grade in NR 1.3, third grade in NR 1.3, fourth grade in PAR 3.1, and fifth grade in NR 1.1 based on average standard score.<br><br><b>EL and SWD:</b><br>According to the grade level reflection sheet, Kindergarten through second grade teachers see a trending weakness in our EL and SWDs in numerical reasoning. Specifically, when applying concepts to real world context. Third through fifth grade teachers notice a lack of consistency in strategies used, understanding of academic vocabulary, and applying concepts to real world context. |
| <b>Check the system that contributes to the root cause:</b><br><br><input checked="" type="checkbox"/> Coherent Instruction<br><input type="checkbox"/> Professional Capacity<br><input type="checkbox"/> Effective Leadership<br><input type="checkbox"/> Supportive Learning Environment | <b>Root Cause Explanation:</b><br>Teachers in K-5 lack consistency across grade levels due to infrequent opportunities to have vertical conversations.<br><br>Students are not consistently exposed to problems in real world context.                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>School Instructional Walks (Grade Level)</b>                                                                                                                                                                                                                                            | The majority of classes observed were seen practicing at least one problem that had real world application.<br><br>Majority of teachers observed using the Core Package.                                                                                                                                                                                                                                                                                                                                                | Instructional walks show that a majority of lessons focusing on whole group guided practice. Manipulatives are observed less often in grades 3-5.<br><br>Teachers are not focusing on story problem comprehension protocols when teaching standards in real world context.<br><br>Teachers are not consistently using the GaDOE lessons.                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Check the system that</b>                                                                                                                                                                                                                                                               | <b>Root Cause Explanation:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <b>contributes to the root cause:</b><br><input checked="" type="checkbox"/> Coherent Instruction<br><input type="checkbox"/> Professional Capacity<br><input type="checkbox"/> Effective Leadership<br><input type="checkbox"/> Supportive Learning Environment | <p>Teachers are using the CTLS Core Package lesson plans but not the GaDOE lessons that support real world application of standards, leading to a lack of students solving problems in context.</p> <p>Lack of intentional planning to include DOK 3 and 4 questions in lessons.</p> |
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| MATH - IMPROVEMENT PLAN                              |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |
|------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| GOAL #2: MATH                                        |                                                                        | <p>Sanders Elementary will increase the number of Kindergarten through 2<sup>nd</sup> grade students performing on or above grade level from 28.5% in May 2026 to 31.5% in May 2026 as measured by the spring administration of the DRC Beacon Math assessment.</p> <p>Sanders Elementary will increase our Math Performance on CCRPI based on 3<sup>rd</sup> through 5<sup>th</sup> grade students from 62.1 in May 2026 to 67.1 in May 2027 as measured by the EOG Milestones Assessment.</p> |           |
| Root Cause(s) to be Addressed:                       |                                                                        | <p>Due to a lack of consistency in academic vocabulary, students are performing lower in geometric and spatial reasoning in Kindergarten, first, third, and fifth grades.</p> <p>Teachers in K-5 lack consistency across grade levels due to infrequent opportunities to have vertical conversations.</p>                                                                                                                                                                                       |           |
| <b>Funding Source(s)</b><br><i>SWP Checklist 5.e</i> |                                                                        | <input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____                                                                                                                                                                                                                                                                                                                                                             |           |
| Components                                           | <b>Implementation Plan</b><br><i>SWP Checklist 3.a 34 CFR § 200.26</i> | <b>Evaluation Plan</b><br><i>SWP Checklist 3.b 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                              | Resources |

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| <p><b>Who?</b><br/><b>One Action (Verb)</b><br/><b>What?</b><br/><b>Frequency</b></p>                                                                                                           | <p><b>Implementation Performance Target:</b><br/><b>100% of teachers will implement consistent schoolwide academic vocabulary, instructional strategies, and teaching practices as measured by instructional walks.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Evaluation Performance Target:</b><br/><b>By January 2027, 30% of students in each grade level will demonstrate proficiency (80% or higher) on Unit Assessments. By May 2027, 40% of students in each grade level will demonstrate proficiency (80% or higher) on Unit Assessments.</b></p>                                                                                                                                                                                                                                                                         |
| <p><b>Target Student Group</b></p>                                                                                                                                                              | <p><b>Implementation Plan:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Evaluation Tool(s):</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><input checked="" type="checkbox"/> Gen Ed<br/><input type="checkbox"/> EL<br/><input type="checkbox"/> SWD</p>                                                                              | <ul style="list-style-type: none"> <li>Preplanning: Teachers will receive professional learning on instructional expectations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Cobb Unit Assessments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Action Step</b><br/><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>                                                                                                   | <ul style="list-style-type: none"> <li>August-September: Teachers will participate in vertical conversations about Quarter 1 and Quarter 2 units and determine academic vocabulary, instructional strategies and instructional practices.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Evaluation Plan:</b><br/>Students will be assessed:</p> <p><input type="checkbox"/> Every 2 weeks<br/><input type="checkbox"/> Monthly<br/><input type="checkbox"/> Every other month<br/><input type="checkbox"/> 3 times per year<br/><input checked="" type="checkbox"/> At the end of a math Unit (varies by grade level)</p>                                                                                                                                                                                                                                   |
| <p><b>1.</b> Kindergarten through fifth grade teachers will participate in vertical conversations to align academic vocabulary, instructional strategies, and teaching practices quarterly.</p> | <ul style="list-style-type: none"> <li>October-December: Teachers will monitor implementation through monthly walkthroughs.</li> <li>January-February: Teachers will participate in vertical conversations about Quarter 3 units and determine academic vocabulary, instructional strategies and instructional practices.</li> <li>March-April: Teachers will monitor implementation through monthly walkthroughs. Teachers will participate in vertical conversations about Quarter 4 units and determine academic vocabulary, instructional strategies and instructional practices.</li> <li>May: Review overall impact based on EOG and Beacon data.</li> </ul> <p><b>Artifacts to be Collected:</b><br/>Instructional Walks</p> <p><b>Person(s) Monitoring Implementation:</b><br/><input checked="" type="checkbox"/> Principal<br/><input checked="" type="checkbox"/> Assistant Principals<br/><input checked="" type="checkbox"/> Academic Coaches</p> <p><b>Frequency of Monitoring:</b><br/><b>Monthly</b></p> | <p><b>Data Analysis Plan:</b><br/>Teachers will analyze Math Unit Assessments during their grade level Data Digs. Teachers will use this information to guide small group and intervention instruction. Adjustments to small group and intervention due to data will be noted in lesson plans.</p> <p><b>Person(s) Collecting Evidence:</b><br/><input checked="" type="checkbox"/> Principal<br/><input checked="" type="checkbox"/> Assistant Principals<br/><input checked="" type="checkbox"/> Academic Coaches<br/><input checked="" type="checkbox"/> CCC Leads</p> |

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| <b>Root Cause(s) to be Addressed:</b>                                                                     | <p>Students are not consistently exposed to problems in real world context.</p> <p>Teachers are using the CTLS Core Package lesson plans, but not the GaDOE lessons that support real-world application of standards, leading to a lack of students solving problems in context.</p> <p>Teachers are not consistently implementing instructional strategies that engage students in solving real-world application problems.</p> <p>Students need more opportunities to justify mathematical thinking, collaborate with peers, and engage in higher-order problem solving aligned to DOK 3 and 4 tasks.</p> |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |
| <b>Funding Source(s)</b><br><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><br><i>SWP Checklist 3.a 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Evaluation Plan</b><br><i>SWP Checklist 3.b 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                        | <b>Resources</b>                                                                           |
| <b>Who?</b><br><b>One Action (Verb)</b><br><b>What?</b><br><b>Frequency</b>                               | <b>Implementation Performance Target:</b><br>100% of 3-5 teachers will implement 360-Degree Whiteboard Strategies during mathematics instruction as evidenced by instructional walkthroughs and lesson observations.                                                                                                                                                                                                                                                                                                                                                                                        | <b>Evaluation Performance Target:</b><br>By January 2027, 30% of students in each grade level will demonstrate proficiency (80% or higher) on real-world application problems as measured by math unit assessments. By May 2027, 40% of students in each grade level will demonstrate proficiency (80% or higher) on real-world application problems as measured by math unit assessments | <b>Cobb Unit Assessments</b><br><br><b>GaDOE Learning Plans</b><br><br><b>CORE Package</b> |
| <b>Target Student Group</b>                                                                               | <b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>Preplanning: Establish schoolwide expectations for implementing 360-Degree Whiteboard Strategies during mathematics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Math Unit Assessments</li> </ul>                                                                                                                                                                                                                                                                                        |                                                                                            |
| <input checked="" type="checkbox"/> Gen Ed<br><input type="checkbox"/> EL<br><input type="checkbox"/> SWD |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |

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|                                                                                                                                                                                                                                                                       | instruction. Model best practices for facilitating student collaboration, discourse, and problem-solving using real-world application tasks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <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>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• August-September: Teachers will participate in professional learning focused on: <ul style="list-style-type: none"> <li>▪ The 360-Degree whiteboard strategy.</li> <li>▪ Facilitating mathematical discourse.</li> <li>▪ Using real-world application problems aligned to grade-level standards.</li> <li>▪ Developing DOK 3 and DOK 4 tasks that require explanation and justification.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Evaluation Plan:</b></p> <p>Students will be assessed:</p> <p><input 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 checked="" type="checkbox"/> At the end of each math unit</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <p>2. 3-5 teachers will implement 360-Degree whiteboard strategies during mathematics instruction to engage students in collaborative problem solving, mathematical discourse, and justification of solutions when solving real-world application problems daily.</p> | <ul style="list-style-type: none"> <li>• October-December: Teachers will engage in collaborative planning and vertical conversations to identify and implement real-world application tasks utilizing 360-Degree whiteboard strategies. Administrators and instructional leaders will monitor implementation through monthly walkthroughs and provide feedback.</li> <li>• January-February: Teachers will analyze student work, common assessment data, and walkthrough feedback to determine the impact of 360-Degree whiteboard strategies on student problem-solving performance. Instructional adjustments will be made based on data findings.</li> <li>• March-April: Teachers will continue implementation and refinement of whiteboard routines. Monthly instructional walks will monitor consistency and quality of implementation.</li> <li>• May: Evaluate overall implementation and student achievement outcomes using assessment data and end-of-year results (EOG).</li> </ul> <p><b>Artifacts to be Collected:</b></p> <p>Walkthrough data</p> | <p><b>Data Analysis Plan:</b></p> <p>Teachers will analyze assessment results and student work during grade-level Data Digs. Teams will specifically examine student performance on real-world application problems and evidence of mathematical reasoning. Teachers will use findings to adjust Tier I instruction, small-group instruction, and intervention plans. Instructional adjustments and next steps will be documented in lesson plans and collaborative planning notes.</p> <p><b>Person(s) Collecting Evidence:</b></p> <p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches</p> <p><input checked="" type="checkbox"/> CCC Leads</p> |  |

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|  | <b>Person(s) Monitoring Implementation:</b><br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Assistant Principals<br><input checked="" type="checkbox"/> Academic Coaches<br><br><b>Frequency of Monitoring:</b><br><b>Monthly</b> |  |  |
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| Family Engagement Plan to Support School Improvement ( <i>Required Components</i> )                                                                                                                                                                                                                                                                                                                                           |                    |                |                                                                                                                                                                                    |
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| Family Engagement Activities ( <i>*Must be listed in the school policy</i> )                                                                                                                                                                                                                                                                                                                                                  | Date(s) Scheduled  | Date Completed | "Shall" Standard(s) Addressed                                                                                                                                                      |
| <b>1. Required: * Annual Title I Meeting – Deadline (September 30, 2026)</b><br>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 10, 2026 |                | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4<br><input type="checkbox"/> 2 <input type="checkbox"/> 5<br><input type="checkbox"/> 3 <input type="checkbox"/> 6 |
| <b>2. Required: * Fall Input Survey (secondary method) – Deadline (October 1 - November 3, 2026)</b><br>Parents will have the opportunity to provide input and suggestions on the school policy and compact, how to spend our family engagement funds, and how to build staff capacity for family engagement.                                                                                                                 | October 13, 2026   |                | <input type="checkbox"/> 1 <input type="checkbox"/> 4<br><input type="checkbox"/> 2 <input type="checkbox"/> 5<br><input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 |
| <b>3. Required: * Spring Input Meeting (primary method) – Deadline (April 30, 2027)</b><br>Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and participate in discussions about the family engagement funds.                                                                                                                             | April 15, 2027     |                | <input type="checkbox"/> 1 <input type="checkbox"/> 4<br><input type="checkbox"/> 2 <input type="checkbox"/> 5<br><input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 |
| <b>4. Required: Building Capacity for Engagement (Does not need to be listed in the Policy)</b><br>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. <b>Deadline September 18, 2026 (Fall); Deadline February 12, 2027 (Spring)</b>         | August 17, 2026    |                | <input type="checkbox"/> 1 <input type="checkbox"/> 4<br><input type="checkbox"/> 2 <input type="checkbox"/> 5                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                               | January 4, 2027    |                | <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6                                                                                                                   |

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| <p><b>5. Required: * Transition Activities</b> for parents of students entering or exiting our school (Multiple options, not just visiting the school). Parents will have an opportunity to learn about the next grade level in their child’s education. <b>Briefly describe the transition activities here:</b></p> <ul style="list-style-type: none"><li>• Kinder Round-Up- Parents will have an opportunity to learn about what to expect in kindergarten, meet the Kindergarten team, and tour the building.</li></ul> | April 13, 2027                                                                                               | <div><div><input type="checkbox"/> 1</div><div><input type="checkbox"/> 2</div><div><input type="checkbox"/> 3</div></div> <div><div><input checked="" type="checkbox"/> 4</div><div><input type="checkbox"/> 5</div><div><input type="checkbox"/> 6</div></div> |
| <p><b>6. Required: Provide translated information</b> related to school and parent programs/meetings in a format and language that parents can understand. <i>SWP Checklist 5.d</i></p>                                                                                                                                                                                                                                                                                                                                    | <p><b>List documents translated for parents:</b><br/>All documents are translated in Spanish and Creole.</p> | <div><div><input type="checkbox"/> 1</div><div><input type="checkbox"/> 2</div><div><input type="checkbox"/> 3</div></div> <div><div><input type="checkbox"/> 4</div><div><input checked="" type="checkbox"/> 5</div><div><input type="checkbox"/> 6</div></div> |

| <b><u>Academic-Related</u> School-Developed Family Engagement Activities (Required for "Shall's" 2 and 6)</b> |                                                                                                                                                                                                        |                                                                                                                                          |           |                                               |                  |                                                                                                                                                                                                                                      |                                                                                       |
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| Academic-Related and School-Developed Family Engagement Activities<br>(*Must be listed in the school policy)  | "Shall" Addressed                                                                                                                                                                                      | Goal(s) Addressed                                                                                                                        | Resources | Funding Source(s)<br><i>SWP Checklist 5.e</i> | Date             | How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.                                                                                                                                    | Staff Responsible                                                                     |
| Curriculum in Action                                                                                          | <input type="checkbox"/> 1<br><input checked="" type="checkbox"/> 2<br><input type="checkbox"/> 3<br><input type="checkbox"/> 4<br><input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 | <input type="checkbox"/> Goal 1<br><input type="checkbox"/> Goal 2<br><input type="checkbox"/> Goal 3<br><input type="checkbox"/> Goal 4 |           |                                               | November 5, 2026 | 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<br>Parent Facilitator<br>Lead Teachers<br>Curriculum & Instruction SCC |

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| ELA Night | <input type="checkbox"/> 1<br><input checked="" type="checkbox"/> 2<br><input type="checkbox"/> 3<br><input type="checkbox"/> 4<br><input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 | <input type="checkbox"/> Goal 1<br><input type="checkbox"/> Goal 2<br><input type="checkbox"/> Goal 3<br><input type="checkbox"/> Goal 4 |  |  | March 4, 2026 | 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<br>Parent Facilitator<br>Curriculum & Instruction SCC |
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**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's input. (#14 in list of “shalls” and “mays”)

### School Improvement Plan Required Questions

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

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)**

2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)**

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| <p>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></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>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></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>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. <i>SWP Checklist 5(e)</i> <b><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></p> <p><b>SCHOOL RESPONSE:</b></p> <p>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 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.</p> <p>Additionally, Sanders will implement several CCSD initiatives that are supported by Title I funds. K-2 grade will implement UFLI for phonics instruction, K-5 will implement the Wonders Curriculum for ELA. K-5 will implement the Cobb County CORE Package and GaDOE Learning Plans for Math. All students will receive 30 minutes of intervention daily.</p> |
| <p align="center"><b>ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>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. <b>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</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p align="center"><b>Evaluation of the Schoolwide Plan - 34 CFR § 200.26</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>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. <i>SWP Checklist 3(a)</i></p> <p><b>SCHOOL RESPONSE:</b> Sanders ES implements Collaborative Communities where high standards of teaching and learning are essential to improving instructional</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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, CCSD Math Unit Common Assessments, Wonders Unit 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 both small group instruction and intervention 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)*

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| <p>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.). <i>SWP Checklist 2.c(iii)</i></p> <p><b>SCHOOL RESPONSE:</b> 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.</p> <p>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.</p> | <p>14. <u>Describe professional development</u> and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, <u>and to recruit and retain effective teachers</u>, particularly in high need subjects. <i>SWP Checklist 2.c(iv)</i></p> <p><b>SCHOOL RESPONSE:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Within weekly Grade Level SCC Meetings, data will be analyzed by specific subgroups to ensure all student needs are being addressed.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> |
| <p>15. <b>ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED</b> 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. <i>SWP Checklist 2.c(v)</i></p> <p><b>SCHOOL RESPONSE:</b></p> <p>Kindergarten Camp (four days in July) to preview and acclimate to school to transition seamlessly into kindergarten</p> <ul style="list-style-type: none"> <li>• Tour of school for rising kindergarteners and parents with the opportunity to interact with teachers, students, and school personnel in May</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

- Resources provided to parents on how to best prepare their students for kindergarten socially, emotionally, and academically in May
- Provide summer Wonders Placement 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:** N/A

#### 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?                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Coach(s) | <input checked="" type="checkbox"/> Goal 1<br><input checked="" type="checkbox"/> Goal 2<br><input type="checkbox"/> Goal 3<br><input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction<br><input checked="" type="checkbox"/> Professional Capacity<br><input type="checkbox"/> Effective Leadership<br><input checked="" type="checkbox"/> Supportive Learning Environment<br><input type="checkbox"/> Family Engagement | <ul style="list-style-type: none"> <li>The academic coach is responsible for modeling best practices for other teachers, analyzing student data, determining research-based instructional practices, addressing student learning needs, and facilitating professional development. The academic coach will facilitate family engagement events to support student learning. Additionally, the academic coach will maintain weekly data team meetings that reflect on the expectations of Cobb Collaborative Communities.</li> </ul> |

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| Parent Facilitator(s) | <input checked="" type="checkbox"/> Goal 1<br><input checked="" type="checkbox"/> Goal 2<br><input type="checkbox"/> Goal 3<br><input type="checkbox"/> Goal 4 | <input type="checkbox"/> Coherent Instruction<br><input type="checkbox"/> Professional Capacity<br><input type="checkbox"/> Effective Leadership<br><input type="checkbox"/> Supportive Learning Environment<br><input checked="" type="checkbox"/> Family Engagement | <ul style="list-style-type: none"> <li>• <b>Family Engagement and Communication:</b> The Parent Facilitator will establish strong communication channels with families, ensuring they are informed about school goals, programs, and student progress, which fosters a collaborative school-home partnership.</li> <li>• <b>Workshops and Support for Parents:</b> The facilitator will coordinate with teachers and staff, to organize workshops and events that empower parents with tools and strategies to support their children’s academic success, particularly in areas such as literacy, math, and social-emotional learning.</li> <li>• <b>Increased Parental Involvement:</b> The facilitator will encourage and coordinate volunteer opportunities, parent involvement in decision-making, and active participation in school events, contributing to a positive school culture and community.</li> <li>• <b>Connecting Families with Resources:</b> The Parent Facilitator will link families to community resources, support services, and school-based programs that help address barriers to student success, ensuring all students have the necessary support to thrive academically and socially.</li> </ul> |
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**School Improvement Goals**  
*Include goals on the parent compacts and policy*

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| <b>Goal #1</b> | <p>Sanders Elementary will increase the number of kindergarten through 2nd grade students performing on or above grade level from 62% May 2026 to 65% May 2027 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 by 3% as measured by the 2026-2027 ELA End-of-Grade Georgia Milestone assessment.</p>                            |
| <b>Goal #2</b> | <p>Sanders Elementary will increase the number of kindergarten through 2<sup>nd</sup> grade students performing on or above grade level from 28.5% in May 2026 to 31.5% in May 2026 as measured by the spring administration of the DRC Beacon Math assessment.</p> <p>Sanders Elementary will increase our Math Performance on CCRPI based on 3<sup>rd</sup> through 5<sup>th</sup> grade students from 62.1 in May 2026 to 67.1 in May 2027 as measured by the EOG Milestones Assessment.</p> |
| <b>Goal #3</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Goal #4</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |