GaDOE

Georgia Department of Education

School Improvement Action Plan

School Year:	**2022 - 2023**
School Name:	**Sanders Elementary School**
Principal Name:	**Laura Fiedler**
Date Submitted:	**June 30, 2022**
Revision Dates:	**August 1, 2022** **September 2, 2022**

District Name	Cobb County School District
School Name	Sanders Elementary School
Team Lead	Katy Laine & Kathleen Bender
Position	Academic Coaches
Email	Katy.laine@cobbk12.org or Kathleen.bender@cobbk12.org
Phone	770-819-2568

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
X	Other (if selected, please describe below)
Direct Certification	

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: Teachers, staff, school leaders, paraprofessionals, parents, community partners, and other stakeholders were invited to a leadership retreat where we all could collaborate on the data acquired from the Milestones Instructional Data and Discipline Data to determine the current needs of the school. Each stakeholder was given an opportunity to share the previous school year's goals and based on whether they met their goals, set new goals for the coming school year.
The local school leadership team met on June 6, 2022, to review the school plan and reflect on achievements that were made in some areas along with areas that needed our attention for improvement.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspectives who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

Position/Role	Name
Title I Supervisor	Cheryl Johnson
Academic Coach (Local School)	Katy Laine *(replaced by Emily Folk July 2022)*
Academic Coach (Local School)	Kathleen Bender *(replaced by Windy Child July 2022)*
Parent (Non-CCSD Employee)	Nicole Williams
Business Partner	Keisha Hurst
Counselor	Cynthia Minick
Parent Facilitator	Dea Works
Health Care Providers	
Social Workers	Devin Marks
Faith-based Community Leaders	Pastor Reggie Fields
Technology Experts (TIS)	Sandra Logan
Media Specialists/Librarians	Susan Thach
Police/Public or School Safety Officers	Officer Cabellaro
Universities or Institutes of Higher Education	

COMMITTEE MEMBER'S SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school.

Meeting Date(s):	June 6, 2022

Position/Role	Printed Name	Signature
Principal	Laura Fiedler	
Assistant Principal	Michael Clayton	
Academic Coach (Local School)	Katy Laine	
Academic Coach (Local School)	Kathleen Bender	
Teacher	Amber Oshunkeye	
Teacher	Joyce DeCarlo	
Teacher	Karlee Kelly	
Teacher	Kristy Beaulieu	
Teacher	Courtney Cox	
Teacher	Rebecca Alvarado	
Parent	Nicole Williams	
Media Specialist	Susan Thach	
Counselor	Carrie Jones	
Parent Facilitator	Dea Works	

Interventionist	Emily Folk	

Comprehensive Needs Assessment Evaluation of Goal(s)

(*References: Schoolwide Checklist 1.a.*)

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

Previous Year's Goal #1	The percentage of students at Sanders Elementary scoring within the range of proficient or advanced on the Reading Inventory will increase from 38% to 48% by May 2022.
Was the goal met? ☒ YES ☐ NO	
What data supports the outcome of the goal?	The percentage of K-5 students scoring at levels Advanced and Proficient on the Reading Inventory increased from 20% to 55% while the percentage of Basic and Below Basic levels reduced from 79% to 53%. Note the change from 38% (Spring 2021) to 20% (Fall 2021) due to the summer slide.
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	• Interventionists utilizing System 44 and Read 180 in Grades 3 and 5 provided by the CARES Act • Personalized learning pathways through online programs Istation, Headsprout, and Freckle • Effective team CCCs and data analysis • Implementation of Balanced Literacy (Reflective Administrative Walks) • RTI² implementation with greater consistency • Build vertical team capacity in writing instruction

Previous Year's Goal #2	The percentage of students scoring within the range of Proficient or Advanced on the Math Inventory will increase from 42% to 50% by May 2022.
Was the goal met? ☐ YES ☒ NO	
What data supports the outcome of the goal?	The percentage of K-5 students scoring at levels Advanced and Proficient increased on the Math Inventory from 5% to 39% while the percentage of Basic and Below Basic levels reduced from 95% to 61%. Note there was a significant decrease from Spring 2021 with 42% to Fall 2021 5% due to the summer slide and many testing from home.
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	• Build capacity with MFI in all grade levels • Implement student motivation to increase the number of DreamBox lessons per week • Provide support for students and parents to increase mathematical foundation skills mastery • Increase student motivation with "Bubble Gum Math" as a way to increase fact fluency
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Previous Year's Goal #3	
	Was the goal met? ☐ YES ☐ NO
What data supports the outcome of the goal?	
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Previous Year's Goal #4	
Was the goal met? ☐ YES ☐ NO	
What data supports the outcome of the goal?	
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	• Increased the number of students who are eligible to participate in Advanced Content Reading and Math in grades 4 & 5	• Increasing the number of students reading at proficiency level by end of grade. • Strengthen writing skills of K-5 students in all areas and ensure consistency among grade levels • Organization of ideas in writing across grade levels	Write score data RI Lexile scores NSGRA Levels AC Eligibility Data Istation Lexile scores Collaborative and Vertical Team planning minutes/data
Math	• Math Inventory 39% proficient	• Students lack foundational fact skills • Teachers lack fidelity with teaching mathematical process of a concrete-representational-abstract sequence of instruction (CRA)	Math Inventory MFI Data Teams Grade Level CCC & Data teams
Science	• Implementation of a STEM lab	• Limited background knowledge • Limited content vocabulary • Teachers' limited understanding of scientific processes	Teachers' grades & common assessments 5th Grade EOG scores (to determine mastery of science standards) Interim Assessments
Social Studies	• Incorporated Social Studies Content in Literacy Block in all content areas	• Limited background knowledge • Limited content vocabulary • No summative assessment	5th-grade EOG scores to determine mastery of Social Studies standards.
Discipline / School Climate Data	• Decrease the number of office referrals • Decrease the number of OSS & ISI from 21 – 22 school year	• Bus Discipline • Class disruption/Insubordination	PBIS Rewards APP Discipline Data in On Track PBIS data on who attends celebrations each month

Professional Learning What's been provided? What is the impact?	MFI training to support implementation and alignment to the standards ELF training to support implementation and assessments NSGRA: consistent practices in assessing student reading levels Istation		MFI assessments/Leader calls ELF assessments/Growth Reports
Other	CARES ACT: R180, System 44, DreamBox, Istation	District did not provide Interventionist for fourth grade.	MI, RI, Istation & Dreambox reports

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	☒ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Benefit from small group instruction with EIP teachers and Interventionists. Foundational skills are taught in smaller group settings allowing for closer progress monitoring.	• Increased instructional gaps particularly vocabulary and comprehension • 74% of our students scored in "Remediate Learning" in Vocabulary Acquisition and Use • 74% of our students scored in "Remediate Learning" in Language	• RI Data • Istation Data • NSGRA running records • ELF • Write score
Math	☒ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Benefit from small group instruction with EIP teachers and Interventionists. Foundational skills are taught in smaller group settings allowing for closer progress monitoring.	• Increased instructional gaps particularly in lacking foundational skills like rote counting forward & backward; fluent addition and subtraction usage and multiplication & division fluency • Problem-solving	• MI Data • DreamBox • Freckle • MFI

			• Fact Fluency	
Science	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Students enjoy participating in STEM Lab with hands-on lessons.	Motivation and instructional time serve as challenges in the area of science. Additionally, a large percentage of students reading below grade level struggle with the independent reading required when taking the EOG. Attendance of both instructor and students with access once a week negatively impacted the understanding of content.	On the 5th grade 2022 Spring EOG in the area of science, Sanders had a proficiency rate of 26% with a mean score of 484 which is significantly below the county average of 44% Proficiency and a mean score of 517.
Social Studies	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Discipline / School Climate Data	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Professional Learning	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Overarching Challenge #1	Increase the literacy skills of our students by building the reading and writing proficiency levels of our students
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Increase the Reading and writing proficiency level of students from 55% to 70% using a balanced literacy model (Guided Reading and Writers Workshop) not implemented According to the Reading Inventory, as of May 2022, Sanders had 21 students or 9% at the advanced level and 78 students or 34% at the proficient level according to the Reading Inventory.
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Support teachers on how to use student data to drive instructional decisions to meet the needs of all subgroups. Inconsistent instructional practices among grade levels in ELA, especially in writing.
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Inconsistent instructional practices and use of content acquisition resources throughout grade level and school. Teachers are inconsistent in using data from NSGRA, ELF, Interims, and RI to guide their small group instruction.
Contributing Factors **(Outside of control)**	Student attendance and tardiness negatively impact their availability to the instruction provided by the teachers contributing to the lack of growth rate of their reading levels. Lack of parental engagement/involvement 15% of the office referrals written were female 85% of the referral written were male
As measured by the Universal Screener, Reading Inventory, the percentage of students performing at Proficient and/or Advanced level in Reading	The percentage of students performing at Proficient and/or Advanced levels in reading as measured by the Universal Screener, Reading Inventory, will increase from 55% to 70% by May 2023.

Overarching Challenge #2	Increase the mathematical understanding and fact fluency of our students
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	The percentage of students in Grades 3-5 Meeting or Exceeding proficiency levels on the Mathematics Milestones will increase from 39% to 50% by May 2023
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Support teachers on how to use student data to drive instructional decisions to meet the needs for all subgroups. Small group instructional practices on using data collected from the MI, MFF, and DreamBox are inconsistent.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Inconsistent instructional practices and use of content acquisition resources throughout grade level and school. Inconsistent teaching methods throughout the grade levels, need to consistently use the e C-R-A instructional model. Increase use of manipulatives in all grades.
Contributing Factors **(Outside of control)**	Gaps in fundamental skills due to attendance issues.
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	The percentage of students performing at Proficient and/or Advanced level in Reading as measured by the Universal Screener, Math Inventory, will increase from 39% to 50% by May 2023.

Overarching Challenge #3	Increase the scientific understanding of our students
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Students struggle to comprehend science concepts when reading. Less than 25% of our fifth graders scored in the proficient or distinguished range on the 2022 Science Milestone.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Lack of experience with hands-on experiments in the instructional environment.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Lack of time due to the focus on basic skills during the pandemic.
Contributing Factors **(Outside of control)**	Students do not possess the background knowledge nor have the academic vocabulary that is needed as a prerequisite for full understanding.
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	The percentage of 5th-grade students at Sanders Elementary scoring within the range of proficient or distinguished on Milestones Science EOG will increase from 25% to 35% by May 2023.

Overarching Challenge #4	
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Contributing Factors **(Outside of control)**	
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	

	School Improvement Goals
	Include goals on the parent compacts and policy
Goal #1	The percentage of students performing at Proficient and/or Advanced levels in reading as measured by the Universal Screener, Reading Inventory, will increase from 55% to 70% by May 2023.
Goal #2	The percentage of students performing at Proficient and/or Advanced level in Math as measured by the Universal Screener, Math Inventory, will increase from 39% to 50% by May 2023.
Goal #3	The percentage of 5th-grade students at Sanders Elementary scoring within the range of proficient or distinguished on Milestones Science EOG will increase from 25% to 35% by May 2023.
Goal #4	

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

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic Coaches	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	The Academic Coaches are responsible for modeling best practices for other teachers, analyzing student data, determining the instructional plans address student learning needs, and effectively facilitating the professional development of teacher groups as well as individualized and maintain regular data team meetings and regular data team meetings and will use this data as we discuss the 4 questions of an effective CCC.
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	The Parent Facilitator Improves the collaboration between parents, school personnel, and community members; increase parent involvement in the educational process of their child; helps close the achievement gap between students in Title I and non-Title I schools; improves the communication among school personnel and non-English speaking parents; assists with the facilitation of School Improvement Plan goals. Parent Workshops are provided, in the areas of math, ELA and for our non-English speaking parents.
Targeted Support Teacher	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	The Targeted Support Teacher is responsible for closing instructional gaps for students while in a small group setting. They are assigned the task of improving student proficiency and collecting data regarding that progress. The teacher will work specifically in Grade 4 utilizing R180 with targeted students for literacy and DreamBox for mathematics. Data will be monitored using the RI and MI for Lexile and Quantile growth. The Targeted Support Teacher provides intensive ELA/Reading instruction to meet the instructional needs of our students and adjusts and differentiates the instruction based on the growth (Lexile level) of the students.
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

GOAL #1	The percentage of students performing at Proficient and/or Advanced levels in reading as measured by the Universal Screener, Reading Inventory, will increase from 55% to 70% by May 2023.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Students will have access to and utilize online literacy programs with fidelity: - Istation K-5 - Headsprout K-2 - Freckle 3-5 (Jan-May) - Flocabulary - Guidedreaders.com	Student Laptops Subscriptions	CCSD	August 1, 2022 except for Freckle January 2023	Implementation: Students will have access tat o programs at school and home. Teachers will designate time to use. Artifacts: Usage reports and observation during balanced literacy	Desired Outcome: Accelerated rate of literacy; closing any individual gaps, increase in reading level. Improved academic vocabulary and reading levels of our students. Evidence: Student Lexile levels (Goal setting)	Academic Coaches Classroom Teachers
Provide students with intentional and personalized interventions in literacy with Interventionists, EIP Teachers, and Tutors.	Read180 System 44	Cares Act CCSD 20 Day Funds Title 1	August 1, 2022	Implementation: Based on RI data, student intervention groups will be formed. Artifacts: R180 and S44 Groups, EIP Schedule	Desired Outcome: Accelerated rate of literacy, closing any individual gaps, increase in reading level Evidence: Student Lexile levels (Goal setting)	EIP Teachers Interventionists Academic Coaches
Provide teachers with collaborative planning time to develop pacing guides, common assessments, and plans quarterly in Literacy. Additionally, Vertical Team Planning will be implemented.	Substitutes OnCourse Write Score	Title 1	Grade-level	Implementation: Grade level teams will be provided with quarterly planning. Implement Vertical Teams with a focus on Opinion Writing K-5. Artifacts: Agenda, Pacing Guides, Common Assessments	Desired Outcome: Teacher collaboration of best practices in literacy and cohesiveness in K-5. Streamline K-5 instruction and assessment in writing. Evidence: Cohesive plans on oncourse, CTLS Assess	Academic Coaches Administration Classroom Teachers

K-5 Teachers will develop their craft in teaching literacy through professional learning and the acquisition of resources to enhance instructional practice.	LETRS Heggerty Write Score Conferences	Title 1 CCSD		Implementation: Staff will participate in various PL opportunities to improve literacy instruction. Artifacts: Attendance, Redelivery of Information, OnCourse, Learning Walks	Desired Outcome: Application of best practices in literacy to meet the needs of our students and build teacher capacity. Evidence: Student Lexile Levels (goal setting) and observation of instructional practices.	Classroom Teachers Academic Coaches Administration

GOAL #2	The percentage of students performing at Proficient and/or Advanced level in Math as measured by the Universal Screener, Math Inventory, will increase from 39% to 50% by May 2023.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Math Fluency Framework (MFF) will be implemented school-wide to build fact fluency and problem-solving ability. In addition, motivational tools for students will be implemented.	Student Laptops Bubblegum Math/Time math tests for student incentive	Title 1 CCSD Math Dept.	August 2022	Implementation: Ongoing teacher training quarterly using MFF resources and data analysis. Artifacts: Team CCC with MFF data analysis, Bubblegum Math Displays	Desired Outcome: Increased math proficiency and problem-solving Interim assessments, DreamBox, and common assessments	Academic Coaches Classroom teachers
Provide students with intentional and differentiated interventions in math with Interventionists, EIP Teachers, and Tutors, and AC in Grades 4 and 5.	Student laptops CRA model instruction Personnel Targeted Support Teacher	CCSD Title 1	Aug 2022	Implementation: Create intervention schedule Schedule Quarterly planning days, Analyze multiple assessments to determine class lists for interventions are after each unit. Artifacts: Data Analysis	Desired Outcome: Increase the number of students with mastery on the math standards Evidence: Common assessments, interim assessment and progress monitoring of programs and interventions	Academic Coacher Classroom teachers
Provide teachers with collaborative planning time to develop pacing guides, common assessments, and plans quarterly in Mathematics. Additionally, vertical team planning will be implemented monthly.	Substitutes On Course CTLS	Title 1 CCSD	Quarterly Beginning in September 2022	Implementation: Grade level provided with quarterly planning. Artifacts: Agenda, Pacing Guides, Common Assessments	Desired Outcome: Teacher collaboration of best practices in Mathematics and cohesiveness throughout K-5. Evidence: Cohesive plans on Oncourse, CTLS Assess	Academic Coaches Administration Classroom Teachers

GOAL #3	The percentage of 5th-grade students at Sanders Elementary scoring within the range of proficient or distinguished on Milestones Science EOG will increase from 25% to 35% by May 2023.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Implementation of 2 School Wide STEM Days	Manipulatives Environmental supplies	Title 1 Colonial Pipeline Grant	August 1, 2022	Implementation: STEM Lab teacher will organize two school-wide STEM Days (Nov. 18th and April 14th) Artifacts: Schedule of event Participation in STEM day activities by grade level.	Desired Outcome: Increase the use of science vocabulary Increase student engagement in science and provide opportunity to apply what they have learned. Evidence: EOG Science Proficiency score	STEM lab teacher Academic Coaches
Provide explicit instruction in science academic vocabulary.	Web-based program: Mystery Science	Title One	September 1, 2022	Implementation: Students will engage in exciting real-world content with lessons provided Artifacts: Collaborative team planning and implementation of lessons	Desired Outcome: Students will improve their understanding of science concepts and the world around them, observe and write with academic vocabulary. Evidence: EOG Science Proficiency score	STEM Lab teacher Academic Coaches Administration Classroom Teachers
Implement Stem Lab K-5 to provide hands on activities that relate to each science standard	Stem Lab teacher Science equipment and supplies Title 1 District Science Coach	CCSD Title 1	August 1, 2022	Implementation: Create a mastery schedule for stem lab rotation Schedule teacher collaboration to align grade level science standards and lesson with lab experiences. Artifacts: Master Schedule Observation data Lessons	Desired Outcome: Increase the number of students mastering science standard K-5 Evidence: Science Interim Formative & Common Assessment	Stem Lab teacher Classroom Teacher Administration

GOAL #4						
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	

Actions to Assist Student Groups in Meeting School Improvement Goals			
Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	**Action steps to improve/support achievement other student groups**	**Resources**	**Funding Source**
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Mystery Science: Students will learn by discussing, by building and observing hands-on models, and by writing about what they learn.	Mystery Science (web based) Science manipulatives for hands on learning	Title One
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. *Required* State of the School Meeting – Deadline September 30, 2022 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 12, 2022 (Cluster meeting)		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. *Required* Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	October 17th-21st (conference week)		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. *Required* Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	April 13, 2023		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. *Required* FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) Teacher will 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 the school Deadlines: PL#1 9/23/22 | PL#2 12/9/22 | PL#3 2/17/23 | PL#4 4/28/23	August 22, 2022 November 8, 2022 January 4, 2023 March 6, 2023		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. *Required* Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:** Kindergarten Camp in Summer of 202the 2 Pre-K visits scheduled for Spring of 2023	July 11-14 2022 May 8-12, 2023		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. *Required*: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	*List documents translated for parents:* • Compact • Parent Newsletters • CLTS parent notifications • Website		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities (Must be listed in the school policy)	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Parent instructional workshops for ELA & Math and access to digital resources to support their children from home.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Laptops Lexile levels	FACE	Fall 2022	A survey will be provided at the end to evaluate the effectiveness of the workshop. Parents will offer feedback regarding their needs to support their additional needs	Academic Coaches & Parent Facilitator
Curriculum Event to share supportive resources with families to be used at home with students.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4		FACE	Spring 2023	A survey will be provided at the end to evaluate the effectiveness of the workshop. Parents will offer feedback regarding their needs to support their additional needs	Academic Coaches

Facilitators required six "Shalls". Each Shall must be addressed at least once during the school year:

14. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.
15. Provide materials and training to help parents work with their children to improve academic achievement. (Ex. Literacy training, technology training)
16. Educate school staff in the value of the 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.
17. 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.
18. Ensure information related to school and parent programs/meetings are sent in CTLS Parent and language parents can understand.
19. Provide other reasonable support for parental involvement activities as parents may request. These are school developed and based upon parent input.
    (#14 in list of "shalls" and "mays")

School Improvement Plan Required Questions
Schoolwide Plan Development – *Section 1114(2)(B) (i-iv)*
1. Cobb County's schoolwide plans are developed during a 1-year peri1 year 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 shoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*
2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings**. *Schoolwide Checklist 5(b)*
3. Cobb County's schoolwide plans remains in effect the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I year and end-of-year SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*
4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I posts plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages.** *SWP Checklist 5(d)*
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**   <mark>SCHOOL RESPONSE</mark>: Sanders Elementary School will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Sanders will utilize Twenty-Day funds for tutoring support of our students struggling to meet state standards. The Student Assistance Programs department will provide support for the school's implementation of the Positive Behavioral Intervention and Support program (PBIS). Community Partners (Revive Church) will provide volunteers and support to All Pro Dads. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys. Additionally, Sanders Elementary will implement several CCSD

initiatives that are supported by Title 1 Funds. K-2 will fully implement the Early Literacy Framework and a select group of teachers will receive training in LETRS. Interventionists and EIP teachers will also receive training in Read180 and System 44 and to implement in grades 3-5.

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.**
SWP Checklist 4

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

SCHOOL RESPONSE: Sanders ES implements CCCs where high standards of teaching and learning are essential to improving teaching and increasing student achievement. We focus on what teachers' district-wide and in the individual schools need to know and be able to do for their students. Ultimately committing to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. Data from ELF, MFF, WriteScore, EOGs, NSGRA, CCSD Interims, and local school assessments is analyzed are reflected upon to inform best instructional practices in an effort tot achievement. Our goals are to

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively

- Involve all teachers including, Special Education, ESOL, paraprofessionals, and specialists (music, art, science, math, and physical education), EIP, and Interventionists

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 data wall and reflect on student achievement quarterly as measured by the Universal Screeners that are assigned by CCSD, Reading and Math Inventory. Through our four guided questions, we determine the effectiveness of our programs in increasing the achievement of our students. Our student groups are re-evaluated in Read180 and System 44 and DreamBox to determine if students meet exit or entrance criteria.

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 goals and the progress monitoring of our students. Our school-wide plan will be revised as needed.

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 and 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 and monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

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

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

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

SCHOOL RESPONSE:

Sanders Elementary:

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

• All grade level teams will participate in grade level SCC Meetings using the CCSD CCC Four Guiding Questions to analyze the standards, how they are assessed, and the outcomes. They will use data to drive instructional needs for students who have and have not reached proficiency in ELA and Math.

• Within weekly Grade Level SCC Meetings, data will be analyzed by specific subgroups to ensure all student needs are being addressed.

• Each grade level will be provided with four full-day colorful-days days to create pacing guides for each quarter, create common assessments, and plan collaboratively. Monthly Vertical Team Meetings will be implemented to increase cohesiveness throughout K-5.

• Sanders K-5 will participate in a training on The Next Step Guiding Reading Assessment Toolkit led by Academic Coaches to ensure consistency in best practices in reading assessments is taking place school-wide.

• Time will be dedicated for all specialized teachers and interventionists to meet with grade levels to understand data and look for ways to best support our students.

• Strengthen the established New Teacher Academy and a Para University led by Academic Coaches to build the capacity of the new teachers and current paraprofessionals with job-embedded learning opportunities.

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

<mark>SCHOOL RESPONSE</mark>:

Sanders Elementary:

Sanders will re-establish provide the following for the transition of preschool students to kindergarten:

• Kindergarten Camp (one week in July) to preview and acclimate to school to transition seamlessly into kindergarten

• Tour of school for rising kindergarteners and parents with the opportunity to interact with teachers, students, and school personnel in May

• Resources provided to parents on how to best prepare their students for kindergarten socially, emotionally, and academically in May

• Arrangements are made with local Daycares to visit during the day and tour the school with students in May

• Provide summer EIP Assessments in July to identify learning profiles in reading and math to individual rising kindergarteners to ensure the best class placement.

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' 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)*

<mark>SCHOOL RESPONSE</mark>:

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 about State academic standards, particularly the needs of those children who are failing or are at risk of not meeting 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*