School Improvement Plan
2021 - 2022

Hall County
Sardis Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Sardis Elementary School
Team Lead	Ashley Hope

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase the love of reading in an effort to increase reading achievement.
Root Cause # 1	Due to limited or no literacy exposure and resources prior to entering Sardis, many students struggle with literacy behaviors and skills.
Root Cause # 2	Students do not have the stamina to sustain longer periods of reading.
Root Cause # 3	Time for student reading
Root Cause # 4	Time for teacher modeling of reading
Goal	For the 2021-2022 school year, Measured by the Reading & Me Survey, Sardis will increase students' self-perceived love of reading 5% each year (SY22 will serve as a baseline).

Action Step # 1

Action Step	Instructional Coach will work with all homeroom teachers to schedule an independent reading time in their daily schedule.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	TKES observations, PL sign-in documentation, and improvement in student BAS scores
Position/Role Responsible	Instructional Coach/Administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	UNG and Pioneer RESA

Action Step # 2

Action Step	School-wide novel study accompanied by reading strategies for parent engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Student reading log, Title I parent engagement and PLC sign in sheets
Position/Role Responsible	Instructional Coach/Administration/ Classroom teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Instructional coach will be available to further support best practices for systematic literacy instruction via modeling, coteaching, etc.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity

Action Step # 3

Method for Monitoring Implementation and Effectiveness	TKES observations and student BAS and MAP scores
Position/Role Responsible	Administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Title I Summer School will be available to support students inclosing the achievement gap.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Summer School lesson plans & Title I Parent Input Meeting
Position/Role Responsible	Administration & Instructional Coach
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

Action Step	Parent Institute brochures are available in the front office to support parents with learning strategies while working with their students at home.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Title I Parent Input Meeting
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	A lack of high quality Tier I instruction is impacting overall student achievement.
Root Cause # 1	Training via PLCs and coaching meetings to include Hattie's work on instructional effect sizes.
Root Cause # 2	Lessons to include the 5 lesson plan components.
Goal	Measured by DigiCOACH software, 90% of walk-throughs (peer, coach, and administration) will include the 5 lesson plan components, providing high quality tier I instruction for all students.

Action Step # 1

Action Step	Administration and Instructional Coach will schedule weekly, routine walk-throughs using the digiCOACH software. 5 Lesson plan components will be observed & monitored during these walktrhroughs.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	DigiCOACH software reports at the school and teacher level
Position/Role Responsible	Administration and Instructional Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Participation in and implementation of PLC.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	PLC sign-in, agendas, and DigiCOACH, lesson plans, TKES evaluations.
Position/Role Responsible	Administration and Instructional Coach and teacher leaders
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA

Action Step # 3

Action Step	Provide type I enrichment for all students as well as opportunities for types II and III.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Cluster planning sign-in sheets and agendas, cluster lesson plans

Action Step # 3

Position/Role Responsible	Administration, teacher leaders, instructional coach
Timeline for Implementation	Others :

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	community partners in education

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Thirteen percent of students (3rd - 5th gr) were not able to identify a trusting adult at Sardis.
Root Cause # 1	Lack of relationships between students and staff.
Goal	Measured by the student health survey, 95% of students will report to have a loving/trusting adult at Sardis.

Action Step # 1

Action Step	SEL class implementation of the PATHS curriculum/program.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	State Student Health Survey, SEL class lesson plans
Position/Role Responsible	SEL teacher and administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Implement a whole-school novel student related to SEL.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student Health Survey and Novel study guides and lessons.
Position/Role Responsible	Administration, Instructional Coach, Teacher Leaders
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Counselor referral form to include question "do you have a trusted adult at school?".
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monthly counseling reports from the counselor referral form.
Position/Role Responsible	Counselor, administration

Action Step # 3

Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase math fact fluency in an effort to increase math achievement
Root Cause # 1	Students are not fluent in their math facts (addition, subtraction, multiplication, and division)
Goal	As measured by a Fact Fluency assessment, students in 5th grade will increase their fact fluency by 5%.

Action Step # 1

Action Step	Instructional Coach will work with all teachers to implement a time when students will participate in weekly Fact Fluency drills during the math instructional block and support teachers with helping students make SMART goals for measuring their growth throughout the year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	weekly fact fluency progress monitoring
Position/Role Responsible	Administration & Instructional Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Implementation of & participation in PLCs
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Weekly sign in sheets & PLC agendas
Position/Role Responsible	Administraion, Instructional Coach, & Teacher Leaders
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Title I Summer School will be available to support students inclosing the achievement gap.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Summer School lesson plans
Position/Role Responsible	Administration & Instructional Coach
Timeline for Implementation	Yearly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.	The Title I Schoolwide Improvement Plan and Comprehensive Needs Assessment is developed and reviewed annually through a collaborative effort by all stakeholders. The current year's plan is a living document. It evolves from the previous year's plan as stakeholders review data and adjust goals to further develop the ideas for continuous improvement. The work is critiqued and revised during School Leadership and Curriculum Team meetings, Governing Board meetings, Parent Nights, Title 1 Parental Engagement Input Meetings, etc. The plan is critiqued and adjusted to reflect areas for growth or needs identified by members of these groups to include teachers, business partner representatives, community representatives, the LEA, and parents. The completed CNA and SIP will be accessible to the LEA via the SLDS platform and accessible to all stakeholders via the school's website.

2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Instruction is provided by in-field teachers who meet the standards established by the State of Georgia. At this time, no certificate deficiencies exist. According to protocol, "in-field" status is verified each and every year. In order to both attract and keep "professionally qualified" teachers, both the school and system level provides a mentoring program. At present, Sardis has all teachers, principals, and paraprofessionals participating in professional development that is tailored to individual needs. This PL comes in the form of PLCs (Professional Learning Communities). Individuals participate in PLCs of their own choosing as a way to collaborate, discuss best practices, and study student work. A half time Instructional Coach is available to all staff for modelling best practices and assisting PLCs. The instructional coach will lead the local school professional learning as outlined in our SIP. Additional resources that are available to teachers include Hall County's Reading and Math coaches, Pioneer RESA, resources provided through local colleges, and System PL classes offered throughout the year (via Canvas and face-to-face classes). Technology provides schools with e-Learning specialists who can provide ongoing technology support for best practices in the area of technology for enhancing student achievement and engagement. Hall County Schools' Special Education Department provides a special education coordinator to our school for support and training of special education teachers. Additionally, Hall County provides specific EL training and support to our ESOL staff.

3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	Sardis Enrichment School has implemented Georgia Standards of Excellence (GSE)—the state of GA's curriculum (www.georgiastandards.org) to guide instruction. We are improving the effectiveness of our standards-based classrooms through evidence-based research/reform strategies. -Common units and common assessments all aligned to standards -Common assessments to drive instruction -Standards-based Tier 1 instruction using research-based best practices -Flexible grouping within class and grade level for meeting needs of students -Scheduling attempts to put in large chunks of uninterrupted time for instruction -RTI, EIP, and Instructional Extension for students not achieving proficiency towards standards or with skill remediation needs -Fountas and Pinnell Phonics and Word Study for grades K-4 -A Balanced Literacy Framework incorporating Reading & Writing workshops and reading within the content areas -DRA and running records assessment to form flexible small groups and target skill instruction in reading -Beginning implementation of Math Workshop -Hands-on math instruction utilizing manipulatives, games, etc. -Calendar Math, Math2K, Eureka Math (K, 1st), and Georgia Frameworks to implement GSE math standards -Technology Integration -Differentiated instruction of product, process, and content -Renzulli enrichment Model for all students--Enrichment Clusters based on Interest-driven learning as well as dedicated enrichment time allowing for advanced levels towards standards -ESOL services for those students who qualify -SEARCH/Gifted class via pull-out model in addition to 74% of teachers holding gifted endorsements in the general education classrooms -Special Education teachers for working with all students with IEPs and who meet eligibility requirements -Reduction of class size/lower student-to-teacher rations, when possible -Full-time Instructional coach and a full-time paraprofessional Interventionist to further support both teachers (Instructional coach) and high need students (Interventionist) Additionally, Sardis provides a number of services to students/families that address other needs, not solely academic ones. These include mentors, single parent support group, grandparent support group, classroom guidance, outside counselors, lunch bunches, "Backpack Love," ADVANCE, etc.

4 If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement mtiple (a minimum of 2)	Not Applicable- Sardis is a Title I Schoolwide School.

| objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students. | |

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Sardis Enrichment School currently houses 2 classes of Bright from the Start dual-immersion preschool classes with a total of 44 preK students (most of whom attend Sardis the following year). In order to ensure a successful transition for these students and those from various other PreK programs, each spring Sardis hosts Kindergarten Registration. During this time, upcoming kindergarteners are screened using the PreK Assessment Test. Parents and students are provided the opportunity to tour the school and meet current kindergarten teachers. Sardis teachers have also developed a "Welcome to Kindergarten" pack that goes with each student who registers. This pack includes small books, crayons, welcome letters, and a summer calendar of educational activities that parents can do with their child. Then as the school year draws near, Sardis kindergarten teachers also offer a week of Transition Camp for any student wishing to attend as a transition aide. The administration of Sardis is always available to meet with any parents (PreK, prospective, current, or otherwise) upon request and will organize a tour of the school if requested. Sardis administration also allows new students to come spend time in the building over the summer in order to relieve anxiety and make them better acquainted with the building and its layout. In addition to assisting our upcoming students, we also put supports in place to ease the transition for our students from 5th grade to middle school each spring. Fifth grade students visit and spend time at the middle school one day each spring. At this time, students tour the building with current middle school-ers while teachers discuss pertinent transition-related information. During the 5th grade cookout, a team of middle school teachers will spend the day with our students—building relationships, answering questions, easing minds. Sardis's counselor has collaborated with a Chestatee Academy SOAR class in the development and presentation of a transitional PowerPoint for 5th graders. The students of the SOAR class deliver this presentation to our 5th graders as the earliest of precursors to their transition.

6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and	Not Applicable.

skills.	

| 7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. | Sardis teachers and staff work tirelessly to develop relationships with students. Building and strengthening relationships is at the core of the work that we do. The school works to develop Bobcat Pride. All stakeholders identify themselves as bobcats and take great pride in that distinction. Our school follows a "Bobcat 5", a character education plan, which is referred to often, in and away from school. It focuses on 5 characteristics of strong character:
 1.) Being Safe
 2.) Being Ready to Learn
 3.) Being Responsible
 4.) Being Caring
 5.) Being Respectful to everyone and everything

 Opportunities for students to develop as leaders are yet another emphasis that deters discipline problems. A group of 5th graders are chosen each year to serve as Principal Ambassadors. They are chosen based on their leadership—both academic and behavioral. These students look for ways to improve the school—to leave a legacy. They conduct school tours for any visitor/prospective Bobcats. They are the "face and voice" of their grade level. Each year our counselor also selects Peer Helpers for tutoring and helping in kindergarten/PreK classes during the morning arrival time. These students must complete an application (with outside references) for consideration of this leadership role. Paw Patrol (hallway safety monitors) is yet another leadership avenue for Sardis students. This group rotates each 9-weeks in order to give more students the opportunity to participate. One final opportunity for student leadership exists in that many classes have "Book Buddies." These are when a lower grades class (K-2) pairs with an upper grades class (3-5) to share books. Students from the upper grades class are then paired with a student from the younger class. The students read together, giving the younger student an authentic audience for reading fluently aloud and the older student gets an opportunity to support and encourage the younger readers. For 2021-2022, Sardis is implementing a SEL connections class for all students.

 Students set goals, know expectations, and have strong relationships with teachers and administration. They are still kids and have problems, but we work through them as a team (and using common sense) to teach through mistakes. As a result, discipline that involves removal from class is minimal. |

ADDITIONAL RESPONSES

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	