Comprehensive Needs Assessment
2025 - 2026 School Report

Hall County
Sardis Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Jim Carter
Team Member # 2	Assistant Principal	Kim Nicholson
Team Member # 3	Instructional Coach	Colby Pendrey
Team Member # 4	Interventionist	Darci Fleming
Team Member # 5	SpEd Lead Teacher	Deanna Margavich
Team Member # 6	1st Grade Teacher	Emily Long
Team Member # 7	4th Grade Teacher	Christie McLain

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Kindergarten Teacher	Sarah Thigpen
Team Member # 2	2nd Grade Teacher	Karen Brotherton
Team Member # 3	3rd Grade Teacher	Becky Wortman
Team Member # 4	5th Grade Teacher	Terry Fung
Team Member # 5	Gifted Teacher	Kim Allen
Team Member # 6	Connections Specialist	Beth Johnson
Team Member # 7	Counselor	Michelle Hutto
Team Member # 8	ESOL Lead Teacher	Mandy Ayotte
Team Member # 9	Paraprofessional Rep	Tabetha Connolly
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	PTO	Morgan Brazell
Stakeholder # 2	PTO	Amy Truelove
Stakeholder # 3	PTO	Erin Conner
Stakeholder # 4	Parent Liaison	Angelica Alvarez
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	All stakeholders are surveyed and have opportunities to provide input. The ongoing meetings with stakeholders involve the review of updated federal, state, and local data. The Comprehensive Needs Assessment process involved teachers, administrators, paraprofessionals, counselor, parents and other support staff. The team also reviewed perception data from stakeholder surveys, demographic data, and process data. The results of the data were used to determine areas of need to complete the comprehensive needs assessment. The Leadership Team was given access to complete the CNA. The leadership team met in April, May, June, and July to discuss the CNA and School SIP. 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.!--a=1--!--a=1--!--a=1--!--a=1--

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2	-Creates an academically challenging learning environment	
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3	-Establishes and communicates clear learning targets and success criteria aligned to curriculum standards	
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4	-Uses research based instructional practices that positively impact student learning	
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5	-Differentiates instruction to meet specific learning needs of students	
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6	-Uses appropriate, current technology to enhance learning	
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7	-Provides feedback to students on their performance on the standards or learning targets	
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8	-Establishes a learning environment that empowers students to actively monitor their own progress	
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	✓
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	✓
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	✓
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	✓
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	✓
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	✓
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	✓
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	✓
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	
3. Emerging	Professional learning needs are identified using limited sources of data.	✓
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	✓
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

Professional Capacity Data

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1	-Provides a supportive and well-managed environment conducive to learning	
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2	-Creates an academically challenging learning environment	
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	✓
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	✓
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	✓
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Georgia Student Health Survey, Georgia Staff Survey, Hall County Parent Surveys, Administrator LKES surveys, climate data from GaDOE, discipline data, GSAPS Review Data, Parent/Stakeholder perceptions from daily interactions with administrators/staff.!--a=1--

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Teachers, parents, students and all stakeholders feel safe and respected at Sardis Elementary. Administrators and staff continually monitor stakeholder perception during daily interactions to assess the school climate and school needs. As part of PBIS, the school continues to implement the "Bobcat 5" as a focus, enhancing our school pride which is evident throughout the community. One area of growth is to encourage more participation in surveys. Based on GSAPS feedback, we also have room for improvement in communicating our goals/processes more effectively schoolwide.!--a=1--

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Sardis Enrichment used various sources of process data which includes: GSAPS report, PLC agendas with feedback, weekly/biweekly grade-level minutes, Leadership Meeting agendas, Management Teams agendas, counseling data, and parent engagement meeting feedback.!--a=1--!--a=1--

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	The process data shows needs for improvement in the following areas: structures to provide differentiation for advanced and struggling learners and increase consistency of schoolwide understanding of mission and vision. The results of the process data will guide the development and application of the professional learning implemented for teachers and staff.!--a=1--!--a=1--

What achievement data did you use?	Sardis Enrichment analyzed achievement data that included Milestone EOG data, MAP data, ACCESS scores, GKIDS, foundational literacy data, math fluency scores.!--a=1--!--a=1--!--a=1--

What does your achievement data tell you?	The Milestones EOG achievement data from SY24 at Sardis Enrichment indicate that as compared to last year's grade level data our school made an academic decline in 3rd grade ELA, and increases in 4th and 5th grade ELA. Math data will not be available until later this calendar year.
	The 21-22 ACCESS data show that 62% of our EL students made one or more positive band movements which is an increase from our 20-21 ACCESS data with only 45% of our EL students made one or more positive band movements. Thirty-eight percent of our EL students made less than one positive band or no band movement, as compared to last year with 55% of students making less than 1 band movement. The two ACCESS testing components where EL students had the greatest growth scores were Comprehension and Literacy . The two ACCESS testing components where EL students had the lowest growth scores were Writing and Oral.
	An examination of our school's F&P BAS scores indicate that between 47-84% of students (K-5) are reading at or above grade level. These percentages were lower in 1st and 3rd grades, potentially indicating that these students missed essential and foundational literacy instruction due to the pandemic. Additionally, our F&P BAS percentages at/above grade level reading levels in grades 3-5 were not aligned to grade levels' EOG proficient/distinguished scores in ELA. F&P BAS scores were significantly higher than the Milestones EOG ELA scores. It is important to consider the Milestones EOG ELA scores encompass a wider range of literacy components (reading, language, writing, etc.) than the F&P BAS (word accuracy and comprehension).
	The 2021-22 GKIDS 2.0 data indicated that students at Sardis made significant gains in all literacy and math progressions. The 2020-21 GKIDS 2.0 end of the year literacy data indicated that Word Recognition, Comprehension, and Writing were areas of weakness, with 38%, 41%, and 33% respectively meeting or exceeding grade level performance. This year's GKIDS data show students' lowest areas in literacy were writing and spelling. The 2020-2021 GKIDS 2.0 end of year math data indicated that Addition/Subtraction and Counting Objects domains were areas of weakness with 25% and 64% respectively meeting or exceeding grade level performance. This year's GKIDS data show students' lowest areas in math were addition and subtraction.
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What demographic data did you use?	Sardis Enrichment considered various sources of demographic data including enrollment, attendance, race, gender, students with disabilities, English Learners, economically disadvantaged, homeless percentage, and free and reduced lunch percentage data.!--a=1--!--a=1--!--a=1--!--a=1--

What does the demographic data tell you?	Sardis Enrichment School is a diverse school with a total enrollment of 553 students. Of the 553 students, 13.3% are in special education and 6%RTI. Sardis is a district special education site for north Hall County. 50% of Sardis students receive free and reduced lunch. 28% are Hispanic, 24.7% are Gifted, and 2% are Homeless. The EL population at Sardis is 15%. According to school data, daily attendance was 97% and tardy students totaled 6%. Sardis has weak areas that include language and literacy. There is a gap in foundational reading skills with students as indicated in our Walpole 1, Walpole 2 inventories, Phonemic Awareness Assessments and MAP data. !--a=1--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Consistent Tier I instruction is continuing to increase across teams and grade levels, but remains an area of focus for improvement. Assessments are systematically given and most teachers are increasing effectiveness in discussing data and identifying trends. Milestones indicates the following percentages of students in the Proficient and Distinguished categories: ELA 3rd: 28%, 4th 20%, and 5th 51%; MA 3rd: 49%, 4th 49%, 5th 52%. Math scores increased in all grade levels, and ELA increased in 5th grade, but dropped in 3rd and 4th grades. Formative and other informal assessments are utilized to plan differentiated instruction and understand student needs and strengths. Staff are improving in skills to interpret MAP testing results and inform their instructional planning. Teachers and teams focused on data at SIP team meetings, leadership meetings, grade level plannings, and faculty meetings to identify areas of strength and needs, informing instruction to impact student achievement.!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Overall, Sardis has a culture of strong relationships where students are at the forefront and teachers are given opportunities for growth and leadership. One area for continued focus is monitoring and evaluating the impact of Professional Learning on staff practice and student learning. A focus this year is to complete more walkthroughs and evaluations and collect data on the types of coaching tips (grows) and strategies (glows) across the staff. We will also increase opportunities for teachers to participate in peer observations, allowing them to improve classroom strategies.!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Strengths and Challenges Based on Trends and Patterns

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Areas for continued growth have been identified in the follow-up and feedback from professional learning. Though follow-through and implementation can be seen in observations and student work, administration provided feedback primarily through TKES evaluations. The next step will be to increase non-evaluative feedback through observations and walkthroughs. A continued focus is for Sardis teachers to enroll in the gifted, ESOL, and higher education certification programs as well as first time degree programs for paraprofessionals. Professional learning for our staff is discussed in TKES conferences, and the work done with students, teachers, and stakeholders will continue be monitored for student learning outcomes and feedback. !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Engagement between school and community continues to be a strength for Sardis (13% of our students live outside our attendance zone and attend Sardis as their school of choice).We utilize various methods of communication to reach out to stakeholders within our community to make sure that we maintain those partnerships. Processes are in place to promote social awareness in our students and offer opportunities for service learning through our enrichment clusters and student-directed leadership. Family engagement is expanded through student-led conferences, when students share their learning with parents in the schoolhouse. It is special to "be a Bobcat" and this mantra is embedded in the culture of the school, staff, students, and families alike. We recognize the need to explore and discover more effective ways to reach out to our parents of students whose native language is not English. We have formed a Family and Community Engagement Team which has done significant work in planning and executing events that have increased our the participation of families this year. !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	According to our Comprehensive Needs Assessment Staff Survey, our staff indicated that Sardis focuses on providing all individuals with a safe, and supportive learning environment. Most staff and students feel supported, respected, safe, and happy to be at school. We believe expectations from leadership could be better defined, communicated, and accounted for in relation to staff, instruction, and operations expectations. A continued need for improved differentiated math and literacy instruction is evident, particularly in the subgroups of EL students, SWD students, and Gifted students. Teachers have also asked for additional leadership opportunities.!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Economically Disadvantaged: FY24 shows 50%, FY25 shows 61.8% Free and Reduced Lunch: Our current F&R Lunch percentage is 68.5%. Our number of gifted students continues to increase - we are at 23.7% gifted. Mobility Rate - 1% Last year we had 6 students enroll and withdraw the same year. !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Large disparities continue to exist between the performance of ELs and SWDs as compared to the general population. Additionally, weaknesses in literacy have been acknowledged school-wide but we have demonstrated growth in Kindergarten, and 5th grade reading skills. Providing teachers with continued PL and resources to improve differentiated Tier I instruction has positively impacted our quality minilessons and learning targets, but not to the degree that students need. Teachers need continued PL, particularly modeling and peer-observations, that is closely linked to their daily practices, monitored consistently for effectiveness, and evaluated for impact on student learning. High quality tier I instruction is continually being evaluated with attention brought to planning and implementing high quality, effective instructional practices, particularly during the differentiated blocks.!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	Sardis Enrichment is a special education site for the North end of our county. Sardis hosts three self-contained classes, with one being MID, one ASD, and the North end EBD class. The Sardis staff leads the way in creating a culture of trust and acceptance with the SpEd students and their parents. The self-contained classes operate a Coffee Cart, which includes ordering, preparing, and delivering treats to staff. They also mainstream to the extent that each student is able into specials, lunch, recess, and when appropriate academic content areas. An increasing number of Sardis staff are passionate about reaching EL, economically disadvantaged, and SpEd students and we are working to build capacity across the

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

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Challenges	The students are coming to school with increasing gaps and less background knowledge, often because of a lack of resources in the home. With our ESOL lead teacher we continue to analyze best practices, determine effective delivery models, build staff capacity in the area of EL instruction, and encourage more teachers to be ESOL endorsed. This past year continued the focus of providing specific actionable strategies to homeroom teachers, but they often felt that it was too much to include additional strategies in their instruction. Next year we are focusing on strategies to reach our EL, SWD, and Gifted populations through differentiated PLCs for the staff, led by experienced teachers in each of these areas. !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Increase the reading and literacy skills of all students.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Our county adopted a new K-5 Literacy Curriculum, and it was a heavy lift for teachers to fully implement the curriculum from day 1. We anticipate that over the next two years their efficacy will increase and student achievement will follow.!--a=1--!--a=1--!--a=1--!--a=1--

Overarching Need # 2

Overarching Need	Increase the math skills of all students.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	!--a=1--!--a=1--!--a=1--!--a=1--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Increase the reading and literacy skills of all students.

Root Cause # 1

Root Causes to be Addressed	Due to limited or no literacy exposure and resources prior to entering Sardis, many students struggle with literacy behaviors and skills.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	Hattie's effect size of a student's self-efficacy is .92 Primary focus areas: 1. increase parent capacity to support learning at home 2. provide summer school for at-risk students 3. provide additional learning opportunities for students outside of school hours 4. provide professional learning opportunities for teachers !--a=1--!--a=1--!--a=1--

Root Cause # 2

Root Causes to be Addressed	There is a need to increase teachers' knowledge of differentiated reading and literacy instruction/understanding of curriculum.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Root Cause # 2

Additional Responses	Primary focus areas
	1. increase PLC effectiveness
	2. provide professional learning opportunities for teachers
	3. provide coaching cycles for teachers
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Root Cause # 3

Root Causes to be Addressed	There is a need to increase the delivery of effective differentiated Tier 1 instruction, including the explicit instruction of vocabulary.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	Primary focus areas:
	1. develop a common understanding of effective collaborative planning and lesson study
	2. increase participation in collaborative planning
	3. protect common planning time
	4. provide coaching cycles for teachers
	5. provide additional staff to increase differentiated instruction
	6. provide professional learning and peer observation opportunities for teachers
	7. increase PLC effectiveness
	8. increase parent capacity to support learning at home
	9. provide summer school for at-risk students
	10. provide additional learning opportunities for students outside of school hours
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Root Cause # 4

Root Cause # 4

Root Causes to be Addressed	There is a need to increase student engagement during Tier 1 instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	Primary Focus Areas: 1. Provide engaging read-alouds 2. Increase teacher capacity in building positive relationships 3. Implement initiatives to positively impact student attendance !--a=1--!--a=1--

Overarching Need - Increase the math skills of all students.

Root Cause # 1

Root Causes to be Addressed	Due to limited or no to early math skills prior to entering Sardis, many students struggle with math fluency.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	Primary focus areas: 1. increase parent capacity to support learning at home 2. provide summer school for at-risk students 3. provide additional learning opportunities for students outside of school hours 4. provide professional learning opportunities and peer observations for teachers 5. increase PLC effectiveness 6. provide coaching cycles for teachers !--a=1--!--a=1--!--a=1--

Root Cause # 2

Root Causes to be Addressed	There is a need to increase the delivery of effective differentiated Tier 1 instruction across all grade levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

| Additional Responses | Primary focus areas:
1. develop a common understanding of effective collaborative planning
2. increase participation in collaborative planning
3. protect common planning time
4. build parent capacity to support learning at home
5. provide coaching cycles for teachers

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School Improvement Plan
2025 - 2026

Hall County
Sardis Elementary School

<div align="center">SCHOOL IMPROVEMENT PLAN</div>

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Sardis Elementary School
Team Lead	Jim Carter
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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	Increase the reading and literacy skills of all students.
Root Cause # 1	There is a need to increase student engagement during Tier 1 instruction.
Root Cause # 2	Due to limited or no literacy exposure and resources prior to entering Sardis, many students struggle with literacy behaviors and skills.
Root Cause # 3	There is a need to increase teachers' knowledge of differentiated reading and literacy instruction/understanding of curriculum.
Root Cause # 4	There is a need to increase the delivery of effective differentiated Tier 1 instruction, including the explicit instruction of vocabulary.
Goal	For the 2025-2026 school year, the percentage of students scoring at or above the 61st percentile in MAP Spring Reading Achievement will increase by 3% (currently at 36%, with the goal to be 39%).

Action Step # 1

Action Step	Weekly lesson study with the Instructional Coach to improve understanding of instruction.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	TKES observations, PL sign-in documentation, and improvement in student MAP assessment scores.
Method for Monitoring Effectiveness	Evidence of reduced variability in TKES walkthroughs. Increase of students performing above the 40th %ile in MAP scores.
Position/Role Responsible	Administration and Instructional Coach
Timeline for Implementation	Weekly

Action Step # 1

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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 2

Action Step	Provide instructional extension opportunities to increase student achievement. (Such as summer school, before/after-school and Saturday learning opportunities.)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Lesson plans and attendance records
Method for Monitoring Effectiveness	Decrease in the number of students qualifying for EIP.
Position/Role Responsible	Administration & Program Staff
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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 3

Action Step	Continue quarterly parent learning workshops.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas, sign-in sheet, meeting minutes.
Method for Monitoring Effectiveness	Students will experience growth and show greater efficacy as they make progress on formative and summative assessments. This will increase positive connections between school and home.
Position/Role Responsible	K-5 teachers, administration, support staff
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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 4

Action Step	Utilize effective assessment data to inform and improve Tier 1 instruction.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Subgroups	Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Administrative and Instructional Coach Walkthroughs
Method for Monitoring Effectiveness	Student Achievement (formative and summative assessments, anecdotal data)
Position/Role Responsible	Administration, instructional coach
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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 5

Action Step	Provide an instructional coach to increase teacher efficacy.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	District Coach Observation Tool
Method for Monitoring Effectiveness	District Coach Observation Tool
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

Action Step # 5

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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 6

Action Step	Provide a paraprofessional to increase differentiation and support all learners, but particularly ELs and SWDs.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Observations
Method for Monitoring Effectiveness	Students will experience growth and show greater efficacy as they make progress toward goals and objectives and/or ACCESS scores.
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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 7

Action Step	Purchase supplies, leveled texts, technology, and software to increase academic skills through student engagement in authentic intellectual work and to provide remediation opportunities for students who struggle.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Follow district procedures and processes for purchase orders.
Method for Monitoring Effectiveness	Reduction in number of students who qualify for EIP.
Position/Role Responsible	Assistant Principal, 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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 8

Action Step	Ongoing, quarterly, professional learning with a Benchmark trainer.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 8

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Formal and non-evaluative walkthroughs.
Method for Monitoring Effectiveness	Teacher input on progress toward mastery, student achievement (MAP and GMAS scores)
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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 9

Action Step	Provide peer observations of quality instruction.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observation Feedback form
Method for Monitoring Effectiveness	Formal and non-evaluative walkthroughs

Action Step # 9

Position/Role Responsible	Administration, Instructional Coach
Timeline for Implementation	Others : Each Semester

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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the math skills of all students.
Root Cause # 1	Due to limited or no to early math skills prior to entering Sardis, many students struggle with math fluency.
Root Cause # 2	There is a need to increase the delivery of effective differentiated Tier 1 instruction across all grade levels.
Goal	For the 2025-2026 school year, the percentage of students scoring at or above the 61st percentile in MAP Spring Math Achievement will increase by 3% (currently at 40%, with the goal to be 43%).

Action Step # 1

Action Step	Weekly lesson study with the Instructional Coach to improve understanding of instruction.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	TKES observations, PL sign-in documentation, and improvement in student MAP assessment scores.
Method for Monitoring Effectiveness	Evidence of reduced variability in TKES walkthroughs. Increase of students performing above the 40th %ile in MAP scores.
Position/Role Responsible	Administration and Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 1

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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 2

Action Step	Provide instructional extension opportunities to increase student achievement. (Such as summer school, before/after-school and Saturday learning opportunities.)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Lesson plans and attendance records.
Method for Monitoring Effectiveness	Decrease in the number of students qualifying for EIP.
Position/Role Responsible	Administration and Summer School Staff
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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 3

Action Step	Hold parent and family workshops to support learning at home, offer student and family resources, and receive parent input and feedback.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas, sign in sheets, meeting minutes
Method for Monitoring Effectiveness	Students will experience growth and show greater efficacy as they make progress on formative and summative assessments. This will increase positive connections between school and home.
Position/Role Responsible	Administration, teachers, support staff
Timeline for Implementation	Others : Throughout the year

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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 4

Action Step	Utilize effective assessment data to inform and improve Tier 1 instruction
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Administrative and Instructional Coach walkthroughs
Method for Monitoring Effectiveness	Student achievement (formative and summative assessments, anecdotal data)
Position/Role Responsible	Administration, Instructional Coach
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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 5

Action Step	Provide an instructional coach for job embedded professional learning, support for teachers, and continuous coaching cycle.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	District Coaching Monitoring Form
Method for Monitoring Effectiveness	District Coaching Monitoring Form
Position/Role Responsible	Administration

Action Step # 5

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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 6

Action Step	Provide a paraprofessional to increase differentiation and support all learners, but particularly ELs and SWDs.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Observations
Method for Monitoring Effectiveness	Students will experience growth and show greater efficacy as they make progress toward goals and objectives and/or ACCESS scores.
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

Action Step # 6

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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 7

Action Step	Purchase supplies, technology, and software to increase numeracy skills through student engagement in authentic intellectual work and to provide remediation opportunities for students who struggle.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Follow county procedures for approved purchase orders.
Method for Monitoring Effectiveness	Reduction in number of students who qualify for EIP
Position/Role Responsible	Assistant Principal
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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 8

Action Step	Provide peer observations of quality instruction.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observation Feedback Form
Method for Monitoring Effectiveness	Formal and non-evaluative walkthroughs.
Position/Role Responsible	Administration, Instructional Coach
Timeline for Implementation	Others : Each Semester

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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and 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). | 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, evolving 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 Parent and Family 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.
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| 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 provide a mentoring program.

At present, Sardis has all teachers, administrators, and paraprofessionals participating in professional development that is tailored to individual needs. This PL comes in the form of PLCs (Professional Learning Communities). District and school level content experts will lead the local school professional learning as outlined in our SIP. Additional resources that are available to teachers include 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 SpEd and EL training and support to our SpEd and ESOL staff and teachers,
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| 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 assessments all aligned to standards
-Common assessments to drive instruction
-Standards-based Tier 1 instruction using evidence-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 Support for students not achieving proficiency towards standards or with skill remediation needs
-A Structured Literacy Framework incorporating Reading & Writing workshops and reading within the content areas
-Formative and summative assessment to form flexible small groups and target skill instruction in reading
-Implementation of Eureka2 Math
-Hands-on math instruction utilizing manipulatives, games, etc.
-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, with 30% of certified staff members holding ESOL an endorsement
-SEARCH/Gifted class via pull-out model, with 56% of certified staff members holding a gifted endorsement
-Special Education teachers for working with all students with IEPs and who meet eligibility requirements

Additionally, Sardis provides a number of services to students/families that address other needs, not solely academic ones. These include mentors, grandparent support group, classroom guidance, outside counselors, lunch bunches, "Backpack Love," ADVANCE, etc.
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| 4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point | Not Applicable- Sardis is a Title I Schoolwide School.!--a=1--!--a=1--!--a=1--!--a=1-- |

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 one class of Bright from the Start dual-immersion preschool and one (Head Start) preschool, with a total of 40 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 a K Assessment. 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 offer a Transition Session 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 hosts monthly school tours. 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 schoolers 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. !----comment node----!--a=1--!----comment node----!--a=1--

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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or	Not Applicable.!--a=1--!--a=1--

career counseling to identify student interest and 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 the "Bobcat 5", a character education plan aligned to PBIS, 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. Since SY22, Sardis has implemented a connections SEL class (SEAD Lab) 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.!--a=1--!--a=1-- |

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	We feel that our school improvement plan addresses the most important areas of need in a pragmatic, measurable way.!--a=1--!--a=1--

ADDITIONAL RESPONSES