



School Improvement Plan 2026 - 2027



Hall County
Sardis Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Sardis Elementary School
Team Lead	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	Due to limited or no literacy exposure and resources prior to entering Sardis, many students struggle with literacy behaviors and skills.
Root Cause # 2	There is a need to increase foundational reading and literacy professional knowledge of teachers, particularly in the area of differentiation within Tier 1.
Root Cause # 3	There is a need to increase the delivery of effective differentiated Tier 1 instruction across all grade levels.
Goal	By the end of FY27, the overall CCRPI score for Sardis will increase by 2 points from the previous year's overall score, demonstrating measurable improvement in school performance across content mastery, progress, closing gaps, and readiness.

Action Step # 1

Action Step	Ensure every student receives rigorous, grade-level, standards-aligned, differentiated Tier 1 instruction with clear learning targets, frequent checks for understanding, and responsive teaching (Teach-Assess- Respond).
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	Walkthroughs, PL agendas, Sign-in documentation, Feedback
Method for Monitoring Effectiveness	Assessment data: MAP, Benchmark, ACCESS, & Milestones
Position/Role Responsible	Administration, Coach, and Teachers
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)?	
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Action Step # 2

Action Step	Build consistent, data driven collaborative practices, grounded in strong PLC structures and intentional planning, to strengthen Tier 1 instruction, reduce variability in classroom experiences, and improve student outcomes.
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	Walkthroughs, PL agendas, Sign-in documentation, Feedback
Method for Monitoring Effectiveness	Assessment data: MAP, Benchmark, ACCESS, & Milestones
Position/Role Responsible	Administration, Coach, and Teachers
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)?	
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Action Step # 3

Action Step	Design and deliver high-quality professional learning led by school teams, district instructional support staff, and outside consultants to improve student outcomes by strengthening Tier I 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	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs, PL agendas, Sign-in documentation, Feedback
Method for Monitoring Effectiveness	Assessment data: MAP, Benchmark, ACCESS, & Milestones
Position/Role Responsible	Administration, Coach, and Teachers
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)?	
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Action Step # 4

Action Step	Foster strong partnerships with families and community stakeholders through meaningful two way communication and parent meetings, utilizing and providing access to family engagement resources and building capacity to improve student achievement.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster

Action Step # 4

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Parent and Family Engagement input survey, parent feedback on meetings, and ParentSquare data
Method for Monitoring Effectiveness	Assessment data: MAP, Benchmark, ACCESS, & Milestones
Position/Role Responsible	Administration, Coach, and Teachers
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--!-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--!-a=1-- !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 5

Action Step	Increase targeted instructional support by utilizing instructional extension, additional resources, and hiring instructional coaches, paraprofessionals, intervention and class size reduction teachers to provide personalized learning and academic assistance.
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	Walkthroughs, PL agendas, Sign-in documentation, Feedback

Action Step # 5

Method for Monitoring Effectiveness	Assessment data: MAP, Benchmark, ACCESS, & Milestones
Position/Role Responsible	Administration, Coach, and Teachers
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--!-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--!-a=1--!-a=1--!-a=1--
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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	There is a need to fill the gaps in individual student foundational math skills and to further develop advanced skills in higher students.
Root Cause # 2	There is a need to increase the delivery of effective differentiated Tier 1 instruction across all grade levels.
Goal	By the end of FY27, Sardis will implement and monitor targeted strategies that strengthen the overall well-being of students and staff as evidenced by an increase in Georgia School Climate Star Rating by 1%.

Action Step # 1

Action Step	Provide ongoing, needs-based professional learning that equips staff to consistently implement schoolwide procedures, build positive student–adult relationships, and create safe, engaging, and supportive classrooms using effective instruction, trauma-informed practices, and social-emotional learning aligned to the Four Cornerstones.
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	PL agendas, Sign-in documentation, Feedback
Method for Monitoring Effectiveness	Longitudinal behavior and attendance data, climate rating, climate survey results
Position/Role Responsible	Administration and coach
Timeline for Implementation	Yearly

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)?	
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Action Step # 2

Action Step	Strengthen and expand school behavior-support structures to ensure consistent procedures, positive relationship-building, and whole-child supports led.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Assessment Data, Benchmark Assessments, Milestones, ACCESS, Longitudinal Behavior and Attendance data, Climate Rating, Climate Survey results
Method for Monitoring Effectiveness	Tier I Universal Screeners
Position/Role Responsible	Administration and Teachers
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)?	
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Action Step # 3

Action Step	Develop and implement a comprehensive service learning framework.
Funding Sources	N/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	Tier I Universal Screeners, Service Learning Hours
Method for Monitoring Effectiveness	Climate Rating and Climate Survey Results
Position/Role Responsible	Administration, Teachers
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)?	
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Action Step # 4

Action Step	Maintain and continuously refine a character education framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 4

Systems	Coherent Instruction
Method for Monitoring Implementation	Tier I Universal Screeners
Method for Monitoring Effectiveness	Climate Rating and Climate Survey Results
Position/Role Responsible	Administration, Teachers
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)?	
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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 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. !----comment node----!-a=1--!----comment node----!-a=1--!----comment node----!-a=1--!----comment node----!-a=1--!----comment node----!-a=1--!----comment node----!-a=1--!----comment node----!-a=1--
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, !----comment node----!-a=1--!----comment node----!-a=1--!----comment node----!-a=1--!----comment node----!-a=1--!----comment node----!-a=1--!----comment node----!-a=1--

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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 (https://case.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 -Implementation of Benchmark Literacy -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 -SEARCH/Gifted class via pull-out model -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, classroom guidance, outside counselors, lunch bunches, "Backpack Love," ADVANCE, etc. !----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--
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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 system) that uses the objective criteria to rank all students.

Not Applicable- Sardis is a Title I Schoolwide School.

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 screener. Parents and students are provided the opportunity to tour the school and meet current kindergarten teachers. The administration of Sardis is 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--!----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 career counseling to identify student interest and skills.	Not Applicable.!-a=1--!-a=1--!-a=1--!-a=1--

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. 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.
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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.
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