

Sandersville Elementary's Comprehensive School Improvement Plan (CSIP) 2022-25

State Assessment Results in Reading

- By 2025, Sandersville will increase Reading proficient and distinguished level to 70% as measured by KSA. Current level is 63%.

State Assessment Results in Math

- By 2025, Sandersville will increase Math proficient and distinguished level to 65% as measured by KSA. Current level is 58%.

State Assessment Results in Science

- By 2025, Sandersville will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 41%.

State Assessment Results in Social Studies

- By 2025, Sandersville will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 53%.

State Assessment Results in Combined Writing

- By 2025, Sandersville will increase Combined Writing proficient and distinguished level to 65% as measured by KSA. Current level is 58%.

English Learner Progress

- By 2025, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 73%.

Quality of School Climate and Safety

- By 2025, Sandersville will increase the quality of school climate and safety index to 87 as measured by KSA. Current level is 80.

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Sandersville will increase P/D in Reading to 65%.</p> <ul style="list-style-type: none"> • Winter 22-23 Map Data: $202/335 = 60\%$ • Spring 22-23 Map Data: $208/349 = 60\%$ • 22-23 KSA = 59% <p>By 2023, Sandersville will increase P/D in Math to 60%.</p> <ul style="list-style-type: none"> • Winter 22-23 Map Data: $183/335 = 55\%$ • Spring 22-23 Map Data: $200/349 = 57\%$ • 22-23 KSA = 59% 	<p>By 2024, Sandersville will increase P/D in Reading to 67%.</p> <p>By 2024, Sandersville will increase P/D in Math to 62%.</p>	<p>By 2025, Sandersville will increase P/D in Reading to 70%.</p> <p>By 2025, Sandersville will increase P/D in Math to 65%.</p>

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Sandersville will increase P/D in Science to 44%.</p> <ul style="list-style-type: none"> • Winter 22-23 ADAM Data: 29% • 22-23 KSA = 44% <p>By 2023, Sandersville will increase P/D in Social Studies to 55%.</p> <ul style="list-style-type: none"> • Winter 22-23 ADAM Data: 54% • 22-23 KSA = 59% <p>By 2023, Sandersville will increase P/D in Combined Writing to 60%.</p> <ul style="list-style-type: none"> • 22-23 KSA = 59% 	<p>By 2024, Sandersville will increase P/D in Science to 47%.</p> <p>By 2024, Sandersville will increase P/D in Social Studies to 57%.</p> <p>By 2024, Sandersville will increase P/D in Combined Writing to 62%.</p>	<p>By 2025, Sandersville will increase P/D in Science to 50%.</p> <p>By 2025, Sandersville will increase P/D in Social Studies to 60%.</p> <p>By 2025, Sandersville will increase P/D in Combined Writing to 65%.</p>

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Sandersville will increase Hispanic Proficiency in Reading to 42%.</p> <ul style="list-style-type: none"> ● 22-23 Winter MAP: 40% ● Spring 22-23 MAP: 45% ● 22-23 KSA= 36% <p>By 2023, Sandersville will increase Hispanic Proficiency in Math to 42%.</p> <ul style="list-style-type: none"> ● Winter 22-23 MAP: 40% ● Spring 22-23 MAP: 43% ● 22-23 KSA= 32% 	<p>By 2024, Sandersville will increase Hispanic Proficiency in Reading to 46%.</p> <p>By 2024, Sandersville will increase Hispanic Proficiency in Math to 46%.</p>	<p>By 2025, Sandersville will increase Hispanic Proficiency in Reading to 50%.</p> <p>By 2025, Sandersville will increase Hispanic Proficiency in Math to 50%.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Sandersville will grow 100% of EL students by at least .5 in their ACCESS composite score. Current level is 73%.</p> <ul style="list-style-type: none"> ● Preliminary Spring Scores: 70% ● 22-23 KSA= 73% 	<p>By 2024, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 73%.</p>	<p>By 2025, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 73%.</p>

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading and Math	<ol style="list-style-type: none"> 1. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. 2. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 3. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 	<ol style="list-style-type: none"> 1. Staff Learning <ul style="list-style-type: none"> ● Small group math PD ● CLRT Professional Development ● Teacher Clarity ● Inquiry Based Learning Professional Development ● CLRT and the Brain Book study and share out 2. Resources <ul style="list-style-type: none"> ● Literacy Footprints Bookroom ● School wide math problem solving method 3. Systems and Structures <ul style="list-style-type: none"> ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions ● Collaboration time with teachers and interventionist ● Standards based grading ● Small group reading and math blocks in master schedule for each grade ● MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders. 	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p>	<p>*Title 1 funds for book study and Literacy Footprints</p>

<p>Science, SS, Writing</p>	<ol style="list-style-type: none"> 1. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. 2. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 3. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 	<ol style="list-style-type: none"> 1. Staff Learning <ul style="list-style-type: none"> ● CLRT Professional Development ● Teacher Clarity ● Inquiry Based Learning Professional Development. ● CLRT and the Brain Book study and share out. 2. Resources <ul style="list-style-type: none"> ● Literacy Footprints Bookroom 3. Systems and Structures <ul style="list-style-type: none"> ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions ● Collaboration time with teachers and interventionist ● Standards based grading ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment ● MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders. 	<p>2022-2023 KSA Data</p> <p>Common Assessments</p>	<p>*Title 1 funds for book study and Literacy Footprints</p>
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<p>Achievement Gap</p>	<ol style="list-style-type: none"> 1. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. 2. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 3. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 	<ol style="list-style-type: none"> 1. Staff Learning <ul style="list-style-type: none"> ● Small group math PD ● CLRT Professional Development. ● Teacher Clarity ● Inquiry Based Learning Professional Development. ● CLRT and the Brain Book study and share out ● Autism 101 Professional Development (District) ● EL PD with Best Practices shared 2. Resources <ul style="list-style-type: none"> ● Literacy Footprints Bookroom ● School wide math problem solving method 3. Systems and Structures <ul style="list-style-type: none"> ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions ● Collaboration time with teachers and interventionist ● Standards based grading ● Small group reading and math blocks in master schedule for each grade ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment ● Tier 2 time for each grade level in the master schedule ● MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders. ● Push in Model to reach as many students as possible and protect Tier 1 time 	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p>	<p>*Title 1 funds for book study and Literacy Footprints</p>
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English Learner Progress	<p>Key Core Work Process 4 Review, Analyze and Apply Data - Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>Key Core Work Process 1 Design and Deploy Standards- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>Key Core Work Process 2 Design and Deliver Instruction - All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction</p>	<ol style="list-style-type: none"> 1. Staff Learning <ul style="list-style-type: none"> ● Small group math PD ● CLRT Professional Development. ● Teacher Clarity ● Inquiry Based Learning Professional Development. ● CLRT and the Brain Book study and share out ● EL PD with Best Practices shared 2. Resources <ul style="list-style-type: none"> ● Literacy Footprints Bookroom ● School wide math problem solving method 3. Systems and Structures <ul style="list-style-type: none"> ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions ● Collaboration time with teachers and interventionist ● Standards based grading ● Small group reading and math blocks in master schedule for each grade ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment ● Tier 2 time for each grade level in the master schedule ● MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders. ● Push in Model to reach as many students as possible and protect Tier 1 time. 	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p>	*Title 1 funds for book study and Literacy Footprints
Quality of School Climate and	1. Key Core Work Process 6 Establish Learning Culture and Environment- The	<ul style="list-style-type: none"> ● Schoolwide SEL curriculum ● Schoolwide Guidelines for Success ● Wellness Policy to promote healthy 	KSA Climate and Safety Survey	

Safety	<p>environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and that their needs will be equitably met academically, socially, emotionally, and physically. Schools must ensure they create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.</p>	<p>lifestyles</p> <ul style="list-style-type: none"> ● Opportunities for daily recess and movement breaks ● PBIS behavior incentives ● Full-time, school funded, positions for non-tested areas including art, library, world language, PE, music ● Part time positions for band and orchestra opportunities ● Cultural celebrations and highlights in coordination with FCPS DEIB and the Sandersville Social Committee 	<p>FCPS Climate and Safety</p> <p>DESSA Social and Emotional Screener</p>	
<u>Progress Monitoring</u>				

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading and Math	<p>Key Core Work Process 1 Design and Deploy Standards- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<p>1. Staff Learning</p> <ul style="list-style-type: none"> ● Small group math PD ● Teacher Clarity ● Inquiry Based Learning ● Professional Development ● PLC+ Playbook and Share out ● MAP Reading 	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p>	<p>*Title 1 funds for book study and Literacy Footprints</p>

	<p>Key Core Work Process 2 Design and Deliver Instruction - All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction</p> <p>Key Core Work Process 4 Review, Analyze and Apply Data - Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p>	<p>Fluency</p> <p>2. Resources</p> <ul style="list-style-type: none"> ● Literacy Footprints Bookroom ● School wide math problem solving method ● IXL ● Imagine Language & Literacy; Imagine Math ● enVision ● Wonders ● NSGRA ● Rime Magic ● District Units of Instruction <p>3. Systems and Structures</p> <ul style="list-style-type: none"> ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions ● Collaboration time with teachers and interventionists ● Standards based grading ● Small group reading and math blocks in master 	<p>2022-2023 KSA Data</p> <p>Common Assessments</p> <p>NSGRA</p> <p>MAP Benchmark Reading Fluency</p> <p>AVMR diagnostic screener</p> <p>FAST Automaticity</p>	
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		<p>schedule for each grade</p> <ul style="list-style-type: none"> • MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders. • SEE Meeting for efficient institutional communication. 		
Science, SS, Writing	<p>Key Core Work Process 1 Design and Deploy Standards- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>Key Core Work Process 2 Design and Deliver Instruction - All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of</p>	<ol style="list-style-type: none"> 1. Staff Learning <ul style="list-style-type: none"> • Teacher Clarity • PLC + Book Study and Share out. 2. Resources <ul style="list-style-type: none"> • Literacy Footprints Bookroom • Generation Genius • DBQ • IXL • AimsWeb • Amplify • SAVVAS Social Studies 3. Systems and Structures <ul style="list-style-type: none"> • Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide 	<p>2022-2023 KSA Data</p> <p>ADAM District Common Assessments</p> <p>OTUS Unit Assessments</p>	*Title 1 funds for book study and Literacy Footprints

	<p>evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction</p> <p>Key Core Work Process 4 Review, Analyze and Apply Data - Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p>	<p>enrichment.</p> <ul style="list-style-type: none"> ● KSA released item review and data analysis ● PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions ● Collaboration time with teachers and interventionist ● EL and Interventionist Push-in support ● Standards based grading ● MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders. ● SEE Meeting for efficient institutional communication 		
Achievement Gap	<p>Key Core Work Process 1 Design and Deploy Standards- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<p>1. Staff Learning</p> <ul style="list-style-type: none"> ● Small group math PD ● Inquiry Based Learning Professional Development. ● Autism 101 Professional Development (District) 	<p>MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p>	<p>*Title 1 funds for book study and Literacy Footprints</p>

	<p>Key Core Work Process 2 Design and Deliver Instruction - All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction</p> <p>Key Core Work Process 4 Review, Analyze and Apply Data - Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p>	<ul style="list-style-type: none"> ● EL PD with Best Practices shared ● PLC+ Playbook ● SPED Curriculum PD SEE Meeting for efficient institutional communication <p>2. Resources</p> <ul style="list-style-type: none"> ● Literacy Footprints Bookroom ● School wide math problem solving method ● Wonders(reading)/ Envision(math) curriculum <p>3. Systems and Structures</p> <ul style="list-style-type: none"> ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions ● Collaboration time with teachers and interventionist ● Standards based grading ● Small group reading and math blocks in master 	<p>2022-2023 KSA Data</p> <p>Common Assessments</p>	
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		<p>schedule for each grade</p> <ul style="list-style-type: none"> ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment ● Tier 2 time for each grade level in the master schedule ● MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders. ● Push in Model to reach as many students as possible and protect Tier 1 time ● Intentional planning and collaborative teaching with the EL teachers to design lessons to enhance student learning. 		
English Learner Progress	<p>Key Core Work Process 1 Design and Deploy Standards- Implementation of</p>	<p>1. Staff Learning</p> <ul style="list-style-type: none"> ● Small group math PD ● Teacher Clarity 	Winter 2022 MAP Data (School level, grade level,	*Title 1 funds for book study and Literacy Footprints

	<p>evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>Key Core Work Process 2 Design and Deliver Instruction - All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction</p> <p>Key Core Work Process 4 Review, Analyze and Apply Data - Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p>	<ul style="list-style-type: none"> ● EL PD with Best Practices shared <p>2. Resources</p> <ul style="list-style-type: none"> ● Literacy Footprints Bookroom ● School wide math problem solving method <p>3. Systems and Structures</p> <ul style="list-style-type: none"> ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions ● Collaboration time with teachers and interventionist ● Standards based grading ● Small group reading and math blocks in master schedule for each grade ● Tier 2 time for each grade level in the master schedule ● MTSS to meet the needs of students at each tier through data 	<p>subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>FALL 2023 MAP Data (School level, grade level, subpopulations)</p> <p>Quarterly Reading Benchmark scores</p> <p>2022-2023 KSA Data</p> <p>2022-2023 WIDA/ACCESS Scores</p> <p>Common Assessments</p>	
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		<p>based decision making, research based practices, and communication to all stakeholders.</p> <ul style="list-style-type: none"> ● Push in Model to reach as many students as possible and protect Tier 1 time. ● Co-teaching model created at each grade level for EL students. ● EL Connection night at increasing parent engagement and increasing student achievement. ● Cluster grouping to allow for logistical and intentional support. ● EL Connection night at increasing parent engagement and increasing student achievement. 		
<p>Quality of School Climate and Safety</p>	<p>1. Key Core Work Process 6 Establish Learning Culture and Environment- The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of</p>	<ul style="list-style-type: none"> ● Schoolwide SEL curriculum (CSC) ● Schoolwide Guidelines for Success ● Wellness Policy to promote healthy lifestyles ● Family Fitness Night ● Opportunities for daily recess and 	<p>KSA Climate and Safety Survey</p> <p>FCPS Climate and Safety</p> <p>DESSA Social and Emotional Screener</p> <p>Quarterly</p>	

	<p>continuous improvement. Students need to know they are safe and that their needs will be equitably met academically, socially, emotionally, and physically. Schools must ensure they create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.</p>	<p>movement breaks</p> <ul style="list-style-type: none"> ● PBIS behavior incentives ● Full-time, school funded, positions for non-tested areas including art, library, world langue, PE, music ● Part time positions for band and orchestra opportunities ● Cultural celebrations and highlights in coordination with FCPS DEIB and the Sandersville Social Committee ● EL Connection night at increasing parent engagement and increasing student achievement. ● Resources officer to support in emotional standards to students safety 	<p>Behavior Incentive Tracking</p>	
<p><u>Progress Monitoring</u></p>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization’s workforce and relate to its core competencies. These are the factors that determine an organization’s success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)



2023-2024 Sandersville Executive Summary

2023-2024 Phase One: Executive Summary for Schools

Sandersville Elementary
Matt Marsh
3025 Sandersville Rd
Lexington, Kentucky, 40515
United States of America

2023-2024 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Sandersville has 752 K through 5th grade students with an additional 40 preschoolers split between morning and afternoon sessions.. The school sits in the middle of Masterson Station in Lexington, KY. Demographic information includes 35.7% White, 33.56% Black, 14.9% Hispanic, 8.32% Asian. Sandersville has had an increase in its EL population in recent years. Sandersville regained Title 1 status for the 2023-2024 school year.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Sandersville's stakeholders are families and guardians, school staff, social service providers, and law enforcement officers. Sandersville ensures stakeholder involvement and engagement by PTA, Neighborhood Walk, Grief Group, Multicultural Night, Parent Teacher Conferences, Gifted and Talented\Primary Talent Pool Information Night, Musical Showcases, and an EL Night.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Sandersville Elementary is dedicated to the academic, emotional and social success of every student while promoting a physically healthy lifestyle. The school believes that arts education is a fundamental part of a well-rounded school experience. Every student has a chance to perform in a music showcase and have their artwork displayed on a regular basis. The school believes strongly in providing extra-curricular opportunities to focus on individual students' needs and offers programs and clubs such as Sharks on Stage, FCPS Elementary League Basketball, Dance/Cheerleading Team, Battle of the Books Team, Track Team, Cross Country Team, Sharkcast Podcast Club, Girls who Game, PickleBall, STLP, Academic Team, and a Students Helping Students Team. Finally, the school achieves its purpose by implementing a strong PBIS structure and promoting the guidelines for success which include being Self-Sufficient, Hard Working, A+ Attitude, Responsible, Kind, and Successful (SHARKS).

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Under the most recent accountability model (2022-2023 school year), Sandersville was labeled a green school. The staff and students earned High indicators in the areas of proficiency, separate academic indicators, and growth. Before the most recent model, Sandersville had been rated a Four Star school, and prior to that a Distinguished school for three consecutive years. Our increasing EL population has received high levels of growth on the annual ACCESS test.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A



2023-2024 Phase Two Sandersville Needs Assessment

2023-2024 Phase Two: The Needs Assessment for Schools

Sandersville Elementary
Matt Marsh
3025 Sandersville Rd
Lexington, Kentucky, 40515
United States of America

2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The instructional committee reviewed and analyzed Fall MAP data from the 22-23 school year and the 23-24 school year during their September and October monthly meetings. Additionally, the KSA data from 21-22 and 22-23 was reviewed during the October monthly meeting. Minutes are documented through a google doc and shared in a google drive, as well as at SBDM. Minutes are also shared with all staff via email communication.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

The instructional committee reviewed and analyzed Fall MAP data from the 22-23 school year and the 23-24 school year during their September and October monthly meetings. Additionally, the KSA data from 21-22 and 22-23 was reviewed during the October monthly meeting. Minutes are documented through a google doc and shared in a google drive, as well as at SBDM. Minutes are also shared with all staff via email communication.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
 - Overall P/D % for Reading, Math, and E&M decreased from the 21-22 to the 22-23 school year.
 - Overall P/D % for Science, Social Studies, and ODW increased from the 21-22 to the 22-23 school year.
 - Some significant areas of improvement include an increase for Black or African American and Hispanic students scoring above the 50th%tile on MAP while comparing Fall of 22 to Fall of 23. The overall percentages in Reading and Math for the aforementioned populations are less than the percentage of White students.
 - E&M P/D % decreased from 62% to 51%.
 - The % of students who met their MAP growth goal from 21-22 to 22-23 decreased in both Reading and Math.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state

average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - MAP Reading and Math Overall based on 2022-2023 data
 - Reading
 - Kindergarten: 64/121, 53% (22-23)
 - 1st: 70/116, 60% (22-23)
 - 2nd: 82/117 70% (22-23)
 - 3rd: 59/121, 49% (22-23)
 - 4th:80/115, 70% (22-23)
 - 5th: 67/93, 72% (22-23)
 - Math
 - Kindergarten: 71/123, 58% (22-23)
 - 1st: 74/116, 64% (22-23)
 - 2nd: 75/117 64% (22-23)
 - 3rd: 59/121, 49% (22-23)
 - 4th: 69/116, 59% (22-23)
 - 5th: 62/93, 67% (22-23)
 - MAP Reading and Math overall based on 2023-2024 data
 - Reading
 - Kindergarten: 71/116, 61% (23-24)
 - 1st: 67/123, 54% (23-24)
 - 2nd: 65/114, 57% (23-24)
 - 3rd: 77/127, 61% (23-24)

- 4th: 61/132 46%(23-24)
- 5th: 76/123, 62% (23-24)
- Math
- Kindergarten: 71/116, 61% (23-24)
- 1st: 85/123, 69% (23-24)
- 2nd: 71/115, 62% (23-24)
- 3rd: 78/127, 61% (23-24)
- 4th: 62/132 47%(23-24)
- 5th: 60/121, 50% (23-24)

MAP Reading (50th %ile and higher):

Kindergarten Overall: 71/116, 61% (23-24)

- Black or African American:

- 23/40, 58% (23-24)

- Hispanic:

- 6/16, 38% (23-24)

- White:

- 28/41, 68% (23-24)

1st Overall: 67/123, 54% (23-24)

- Black or African American:

- 17/39, 44% (23-24)

- Hispanic:

- 6/11, 55% (23-24)

- White:

- 29/47, 62% (23-24)

2nd Overall: 2nd: 65/114 57% (23-24)

- Black or African American:

○ 17/34 50% (23-24)

● Hispanic:

○ 5/20 25% (23-24)

● White:

○ 31/42 74% (23-24)

3rd Overall: 77/127, 61% (23-24)

● Black or African American:

○ 26/50, 52% (23-24)

● Hispanic:

○ 7/15, 47% (23-24)

● White:

○ 30/40, 68% (23-24)

4th Overall: 61/132 46%(23-24)

● Black or African American:

○ 13/46, 28% (23-24)

● Hispanic:

○ 8/26, 31% (23-24)

● White:

○ 27/44, 61% (23-24)

5th Overall: 76/123, 62% (23-24)

● Black or African American:

○ 19/39, 49% (23-24)

● Hispanic:

○ 10/22, 45% (23-24)

● White:

○ 35/47, 74% (23-24)

MAP Math (50th %ile and higher):

Kindergarten Overall:

- Black or African American:

- 18/39, 46% (23-24)

- Hispanic:

- 4/16, 25% (23-24)

- White:

- 35/41, 85% (23-24)

1st Overall: 85/123, 69% (23-24)

- Black or African American:

- 24/39, 62% (23-24)

- Hispanic:

- 7/11, 64% (23-24)

- White:

- 34/47, 72% (23-24)

2nd: Overall: 71/115 62% (23-24)

- Black or African American:

- 19/34 56% (23-24)

- Hispanic:

- 8/20 40% (23-24)

- White:

- 29/41 71% (23-24)

3rd Overall: 78/127, 61% (23-24)

- Black or African American:

- 31/50, 62% (23-24)

- Hispanic:

- 8/15, 53% (23-24)

- White:
 - 29/44, 66% (23-24)

4th Overall: 62/132 47%(23-24)

- Black or African American:
 - 16/46, 35% (23-24)
- Hispanic:
 - 8/26, 31% (23-24)
- White:
 - 26/44, 59% (23-24)

5th Overall: 76/123, 62% (23-24)

- Black or African American:
 - 15/39, 38% (23-24)
- Hispanic:
 - 4/20, 20% (23-24)
- White:
 - 30/47, 64% (23-24)

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

-Lowest areas of KSA P/D % 22-23- Science (44.6%) and E & M (51%)

-Overall P/D % for KSA decreased for-

Reading: 60.9% to 58.6%

Math: 56.9% to 51.4%

E&M: 62% to 51%

-In FA23 MATH MAP, hispanic students above the 50th%tile in 5th graders are 20%, 4th graders 31%, Kindergarteners 25%

-In FA23 READING MAP students above the 50th%tile African American 4th graders 28%, Hispanic 4th graders 31%, Hispanic 2nd graders 25%

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

-Highest areas of KSA P/D % 22-23- Reading (58.6%) and SS (57%), CW (combined writing) (56%)

-Overall P/D % for KSA increased for-

Science: 39% to 44.6%

Social Studies: 51.1% to 57%

ODW: 45.7% to 53%

-The number of students who scored above the 50th%ile on the Math MAP increased from FA 22 to FA 23 for the following grades: Kindergarten (58 to 61), First (64 to 69), and Third (49-61).

-In FA23 MATH MAP students above the 50th%tile White Kindergarten 85%, 1st grade all demographic above 60%, White 2nd grade 71%, 3rd grade demographics all above 52%, White 4th grade 59%, White 5th grade 64%

-In FA23 READING MAP students above the 50th%tile Kindergarten Black or African American and White above 57%, White 1st 62%, White 2nd 74%, Black or African American and White above 51%, White 4th 61%, White 5th 74%

- The small group reading instruction format has been now extended into math instruction to increase our math scores. Including additional tier 2 support in classroom instruction and pull out intervention within daily class schedule.

Science and Social Studies will incorporate Reading and Math during instruction to increase Math and Reading Scores.

Strong vocabulary structures, EL co-teaching models, and SPED co-teaching models to improve scores to gap groups.

Evaluate the Teaching and Learning Environment

7 . Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

 Work Processes

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

- Weekly PLC meetings with administrators, grade level general education teachers, EL team representatives, SPED team representatives to analyze and review current instruction and data analysis.



2023-2024 Phase Two Sandersville School Assurances

2023-2024 Phase Two: School Assurances

Sandersville Elementary
Matt Marsh
3025 Sandersville Rd
Lexington, Kentucky, 40515
United States of America

2023-24 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

Yes

No

N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

- No
- N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- Yes
- No
- N/A

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

COMMENTS

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
- No
- N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

COMMENTS

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

COMMENTS

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

COMMENTS

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

COMMENTS

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

COMMENTS**Title I Targeted Assistance School Programs**

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

N/A

COMMENTS

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

N/A

COMMENTS

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

N/A

COMMENTS

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

COMMENTS

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

COMMENTS

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

COMMENTS

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

COMMENTS

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

FCPS Professional Learning Plan 2023-2024
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2022-2023 Phase 4
FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: **Sandersville Elementary**

District Mission

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

School Mission

The mission of Sandersville Elementary School is to promote the social, emotional, and academic success of every student while encouraging a physically healthy lifestyle.

Focus Area 1- Diverse Learning Needs (including English Learners and Students with Autism)

Focus Area 2- Math Instructional Strategies

The District Strategic Plan Priority Areas that Sandersville's area most relate to are:

- Student Achievement
- Diversity, Equity, Inclusion and Belonging
- Highly Effective and Culturally Responsive Workforce

Describe
Strategic
Plan
Priority

Areas:

Diverse Learning Needs (including English Learners and Students with Autism) and Math Instructional Strategies are priority areas for Sander sville based on data and staff feedback.

Describe

**CDIP
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ent:**

Diverse
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<u>F</u> <u>C</u> <u>P</u> <u>S</u> <u>Lo</u> <u>gi</u> <u>c</u> <u>M</u>	<u>FC</u> <u>PS</u> <u>Mo</u> <u>nit</u> <u>ori</u> <u>ng</u> <u>and</u> <u>Eva</u>

<u>o</u> <u>d</u> <u>e</u>	<u>l</u> <u>u</u> <u>a</u> <u>t</u> <u>i</u> <u>o</u> <u>n</u> <u>F</u> <u>r</u> <u>a</u> <u>m</u> <u>e</u> <u>w</u> <u>o</u> <u>r</u> <u>k</u>
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Focus Area 1: Diverse Learning Needs (including English Learners and Students with Autism)

[Focus Area 1 Objectives](#)

Short-Term Changes:

Teachers and Administrators develop knowledge of a co-teaching model and cultivate co-teaching expectations for Sandersville.

Teachers and Administrators will develop a knowledge base of strategies to work with Autistic students.

Teachers and Administrators will develop a knowledge base of strategies to work with English Learners.

Teachers and school administrators develop an understanding of the PLC Process as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students they serve.

Long-Term Changes:

Teachers and administrators will approach meeting the needs of our diverse learners with an assets-based approach.

Teachers will consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

Teachers believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels.

Teachers use culturally responsive teaching as a framework for changing educational outcomes for multilingual learners and develop a climate in which all students' backgrounds, experiences, and cultures are honored, building a stronger and more diverse school community.

Focus Area 1 Intended Results

Student Outcomes:

- By 2024, Sandersville will increase Reading proficient and distinguished level to 67% as measured by KSA. Current level is 63%.
- By 2024, Sandersville will increase Hispanic Proficiency in Reading to 46% as measured by KSA.
- By 2024, Sandersville will increase Math proficient and distinguished level to 62% as measured by KSA. Current level is 58%.
- By 2024, Sandersville will increase Hispanic Proficiency in Math to 46% as measured by KSA.
- By 2024, Sandersville will increase Science proficient and distinguished level to 44% as measured by KSA. Current level is 41%.
- By 2024, Sandersville will increase Social Studies proficient and distinguished level to 57% as measured by KSA. Current level is 53%.
- By 2024, Sandersville will increase Combined Writing proficient and distinguished level to 62% as measured by KSA. Current level is 58%.
- By 2024, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 73%.
- By 2024, Sandersville will increase the quality of school climate and safety index to 87 as measured by KSA. Current level is 80.

Educator Outcomes:

- By 2024, Sandersville will ensure 100% of teachers will consistently utilize district-developed frameworks and instructional design models to plan grade appropriate and cognitively engaging instruction for our diverse learners.

Educator Beliefs:

- Educators believe all students can learn at high levels.
- Educators believe in equity of access and opportunity.

Educator Practices:

- The mission of Sandersville Elementary School is to promote the social, emotional, and academic success of every student while encouraging a physically healthy lifestyle.
- Educators utilize district-developed frameworks and instructional design models to plan grade appropriate and cognitively engaging instruction for diverse learners.

Focus Area 1 Monitoring

- i. Navigator website
 - ii. Teachers, school administrators
 - iii. Weekly
- i. Data resources (i.e. walkthrough data, subgroup data, universal screening data, progress monitoring data, common unit assessments)
 - ii. Teachers, school administrators
 - iii. Weekly
- i. DLM, District Administrator Professional Learning, FCPS Professional Learning Summit, FCPS Teacher Institute, Principal Cadres, AP Meetings, ITL meetings
 - ii. Teachers, school administrators
 - iii. Per meeting

Focus Area 1 Indicators of Success

- Instruction simultaneously supports and challenges our diverse learners
 - All students receive strong tier 1 instruction with grade-level content. Instructional texts should be a balance of grade level texts and texts at students' reading and language levels.
 - Instruction and materials are properly scaffolded so that EL students and students with IEPs are able to access and engage with grade-level content and texts.

- General education, special education, and EL teachers work together collaboratively in PLCs to plan and implement co-teaching lessons.
- Teachers plan inquiry-based instruction across content areas.

Focus Area 1 Targeted Audience

- Sandersville administrators and teachers

Focus Area 1 Resources

Staff: district specialists, administrators, teachers

Funds: Title II

Technology: Navigator, WIDA, FCPS Professional Learning Website, PLC shared drives, ADAM

Instructional Resources: MTSS Guidance Document, District-developed Unit Frameworks, Wonders, Investigations, Envisions, Savaas, Amplify, IXL

Professional Learning Supports from Vendors: N/A

Release Time: N/A

Focus Area 1 Ongoing Supports for Implementation

- Administrators will collaborate with teachers to develop strong co-teaching instructional models.
- Administrators and teachers will conduct action research about best practices in meeting the needs of diverse learners by utilizing formative student data in PLCs to monitor our implementation of our co-teaching models.
- Administrators and teachers will adapt the co-teaching model and instructional strategies based on patterns in the data throughout the year as needed.

Focus Area 2: Math Instructional Strategies

Focus Area 2 Objectives

Teachers and administrators will develop an understanding of high yield math instructional strategies.

Teachers and administrators will cultivate an understanding of Tier 1 small group math instructional strategies.

Teachers will consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging math instruction.

Teachers and school administrators develop an understanding of the PLC Process as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better math results for students they serve.

Focus Area 2 Intended Results

Student Outcomes:

- By 2024, Sandersville will increase Math proficient and distinguished level to 62% as measured by KSA. Current level is 58%.
- By 2024, Sandersville will increase Hispanic Proficiency in Math to 46% as measured by KSA.

Educator Outcomes:

- By 2024, Sandersville will ensure 100% of teachers will consistently utilize district-developed frameworks and instructional design models to plan strong tier 1 math instruction.

Educator Beliefs:

- Educators believe all students can learn at high levels.
- Educators believe in equity of access and opportunity.

Educator Practices:

- The mission of Sandersville Elementary School is to promote the social, emotional, and academic success of every student while encouraging a physically healthy lifestyle.
- Educators utilize district-developed frameworks and instructional design models to plan grade appropriate and cognitively engaging math instruction.

Focus Area 2 Monitoring

- i. Navigator website
ii. Teachers, school administrators
iii. Weekly
- i. Data resources (i.e. walkthrough data, subgroup data, universal screening data, progress monitoring data, common unit assessments)
ii. Teachers, school administrators
iii. Weekly
- i. DLM, District Administrator Professional Learning, FCPS Professional Learning Summit, FCPS Teacher Institute, Principal Cadres, AP Meetings, ITL meetings
ii. Teachers, school administrators
iii. Per meeting

Focus Area 2 Indicators of Success

- Math instruction simultaneously supports and challenges all students
 - All students receive strong tier 1 math instruction with grade-level content in a whole group and small group model.
 - Math instruction and materials are properly differentiated so that all students are mastering grade level content as well as growing.
- General education, special education, and EL teachers work together collaboratively in PLCs to plan and implement co-teaching math lessons.

Focus Area 2 Targeted Audience

- Sandersville administrators and teachers

Focus Area 2 Resources

Staff: district specialists, school specialists, administrators, teachers

Funds: Title II

Technology: Navigator, FCPS Professional Learning Website, PLC shared drives, ADAM

Instructional Resources: District-developed Unit Frameworks, Investigations, Envisions, IXL

Professional Learning Supports from Vendors: N/A

Release Time: N/A

Focus Area 2 Ongoing Supports for Implementation

- Administrators will collaborate with teachers to develop strong whole group and small group instructional models.
- Administrators and teachers will conduct action research about best practices in math instruction by utilizing formative student data in PLCs to monitor our instruction.

- Administrators and teachers will adapt the whole group, small group models, and instructional strategies based on patterns in the math data throughout the year as needed.