



School Improvement Plan 2026 - 2027



Hall County
Sandra Dunagan Deal Elementary

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Sandra Dunagan Deal Elementary
Team Lead	Keri Smith
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	Improving Tier I instruction and meeting the needs of learners in all academic areas. Closing the gaps and improving our CCRPI scores.
Root Cause # 1	Improving Tier I instruction across all academic areas. Deal Elementary will be focusing on improving instruction and providing professional learning to support solid Tier I instruction.
Goal	By the end of FY27, the overall CCRPI score for Sandra Dunagan Deal Elementary will increase by 2 pts from the previous year's overall score, demonstrating measurable improvement in schools performance across content mastery, progress, closing gaps, and readiness.

Action Step # 1

Action Step	Conduct awareness walks throughout the school to observe classroom environments, instructional practices, and student engagement. These walks will provide leadership and staff with data to identify strengths and areas for growth, ensuring alignment with school goals. Findings will be shared during data meetings with administration team and instructional advisory team meetings to inform targeted support and professional learning opportunities, fostering continuous improvement in teaching and learning.
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 Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk Through Data, Leadership Agendas/Minutes, Sign In Sheets
Method for Monitoring Effectiveness	Student growth and achievement on summative and formative assessments, Walk Through Observation Data
Position/Role Responsible	Teachers, Instructional Coaches, and Administration
Timeline for Implementation	Quarterly

Action Step # 1

[illegible]

Action Step # 2

Action Step	Ensure every student receives rigorous, grade-level, standards-aligned, differentiated Tier 1 instruction with clear learning targets, frequent checks for understanding, opportunities for student discourse, 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 Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Grade Level Planning Sheet Lesson Plans Small Groups by skills Learning Targets Walk-Through Data
Method for Monitoring Effectiveness	TKES Evaluations, MAP Data, Unit Assessments,
Position/Role Responsible	Staff, Instructional Coaches, Admin

Action Step # 2

Timeline for Implementation	Weekly
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[illegible]

Action Step # 3

Action Step	Build consistent, standards based, 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 Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign In Sheets- Collaborative Planning staff feedback walk through observations, and TKES observations

Action Step # 3

Method for Monitoring Effectiveness	Student growth and achievement on formative and summative assessments, MAP Growth Data
Position/Role Responsible	Instructional Coaches, teachers, and administration.
Timeline for Implementation	Quarterly

[illegible]

Action Step # 4

Action Step	Design and deliver high-quality professional learning led by school teams with support from district instructional support staff to improve student outcomes by strengthening Tier I instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Walk-through Data PL Agendas, Sign In Sheets, Feedback

Action Step # 4

Method for Monitoring Effectiveness	MAP data Benchmark and Eureka Assessment Data
Position/Role Responsible	Staff, Coaches, and Admin
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 5

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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	Parent and Family Engagement Input Survey Parent Feedback on Meetings ParentSquare Data
Method for Monitoring Effectiveness	Assessment Data from MAP, Benchmark, and Eureka
Position/Role Responsible	All Staff and families
Timeline for Implementation	Quarterly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 6

Action Step	Increase targeted instructional support by utilizing instructional extension, additional resources, instructional coaches, paraprofessionals, intervention 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	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk-through Data Schedules and Time Logs
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	All Staff, admin, instructional coaches, intervention 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--
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Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improving Tier I instruction in the area of literacy-meeting the needs of our students in this area
Root Cause # 1	Students lack literacy skills that are foundational for learning to read. They lack the ability to apply phonic skills for decoding and encoding. A focus on improving Tier I instruction.
Goal	By the end of FY27, Deal Elementary will improve from 34% of students performing at or above the 61st percentile in achievement to 39% of students performing at or above 61st percentile for the MAP Assessment for reading.

Action Step # 1

Action Step	Use of supplemental materials or resources as students work to increase their reading fluency. IE: Running Records 3-5 and QPA for below grade level students and QPA for all K-2. Teachers will document instructional levels on a grade level data sheet.
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 Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	QPA individual data running records
Method for Monitoring Effectiveness	MAP Data
Position/Role Responsible	Teachers
Timeline for Implementation	Monthly

Action Step # 1

[illegible]

Action Step # 2

Action Step	Collaborative planning of the literacy block will center on promoting active student engagement, student discourse, designing effective lesson closures, and fostering student self-efficacy. During this time, teachers will collaboratively review student work, address individual learning needs, and strengthen their instructional practices through shared reflection and dialogue.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaborative Planning Documents Sign In Sheets
Method for Monitoring Effectiveness	MAP Growth Data Benchmark Unit Assessments
Position/Role Responsible	teachers, instructional coach, and admin
Timeline for Implementation	Yearly

Action Step # 2

[illegible]

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improving Tier I instruction in the area of mathematics-meeting the needs of our students in this area.
Root Cause # 1	Students lack math fluency skills across all grade levels. Students have gaps in number sense. Students lack understanding of word problems and how to address them. Students lack the language of academic vocabulary and standards during classroom instruction. A focus on improving Tier I instruction.
Goal	By the end of FY27, Deal Elementary will improve from 37% of students performing at or above the 61st percentile in achievement to 42% of students performing at or above the 61st percentile for the MAP assessment for math.

Action Step # 1

Action Step	Teachers will collaborate to ensure a standards-based approach to math instruction, using the Eureka 2 Curriculum for planning. Instruction will incorporate Zearn, manipulatives, and games to enhance engagement and understanding.
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 Effective Leadership Professional Capacity
Method for Monitoring Implementation	Lesson Plans Collaborative Planning Documentation
Method for Monitoring Effectiveness	MAP Math Achievement and growth data
Position/Role Responsible	Teachers, Students and Admin
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)?	!----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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Action Step # 2

Action Step	Teachers will monitor addition, subtraction, multiplication, and division fluency monthly until mastery, following HCSD guidelines. Fluency games and sprints will be used for practice.
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 Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Data Sheets Data Chats Sign In sheets
Method for Monitoring Effectiveness	MAP Math Data Eureka Squared Unit Data
Position/Role Responsible	Teachers and staff
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!----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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Action Step # 2

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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).	All stakeholders were invited to a meeting to give feedback and advice for the CNA and SIP. Stakeholders provided input as to ways that we can improve connection with families, increase the numbers of students reading at or above grade level, and ways to improve the use of technology in the classroom. The leadership team met to discuss current goals and data with the team. The CNA and SIP will be accessible to all stakeholders via the school website. This information will be available on SLDS. Teachers will be receiving year long training on reading and math curriculum by instructional coaches and district leaders. Teachers will be working with instructional coaches to reinforce skills learned during the trainings and during PLC time in response to the need of the grade level. All stakeholders were invited to a meeting to get feedback and advice for the CNA and SIP. Stakeholders provided input as ways we can improve connecting with families, increase the number of students reading at or above grade-level, and ways to improve the use of technology. Leadership team met to discuss current goals and data with the team. The CNA and SIP will be accessible to all stakeholders via the school website. This information will also be available on SLDS. Teachers will receive year- long training on our Benchmark Workshop Reading Curriculum. Teachers will work with the instructional coaches to reinforce skills learned during the trainings and during PLC time in response to the need depending on grade level. All stakeholders were invited to a meeting to get feedback and advice for the CNA and SIP. Stakeholders provided input as ways we can improve connecting with families, increase the number of students reading at or above grade-level, and ways to improve the use of technology. Leadership team met to discuss current goals and data with the team. The CNA and SIP will be accessible to all stakeholders via the school website. This information will also be available on SLDS. Teachers will receive year- long training on our Benchmark Workshop Reading Curriculum. Teachers will work with the instructional coaches to reinforce skills learned during the trainings and during PLC time in response to the need depending on grade level. !----comment node----!-a=1--
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2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Deal's teachers are Highly Qualified. Personnel conferences are held each Spring with Administrators from each school. The superintendent, executive director of personnel, and teaching staff members meet with each principal to discuss staffing for the upcoming school year. Ineffective, out-of-field and inexperienced teachers are discussed during these meetings and staffing decisions are made at this time. Teachers will work with the instructional coaches to reinforce skills learned during the trainings and during PLC time in response to the
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	need depending on grade level !----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).	Deal has a clear and specific plan to use research based instructional strategies to enable students who are below grade level to reach a level of proficiency. Instructional strategies employed might include varying the group size from whole group to individualized instruction. Reading Workshop, Writing Workshop and Math Workshop are utilized in all grade levels. The focus is on creating differentiated learning environments so that students can reach proficiency and above. Two full-time Instructional Coaches are employed to ensure teachers and staff are implementing the Hall County Literacy Frameworks (Benchmark Workshop) and the Hall County Math Frameworks (Eureka2). They offer Professional Learning to individual teachers through modeling and conferencing. Teachers will use both the reading and math curriculums as the base for using research-based instruction for each lesson. In addition to the materials that are provided in reading and math, support staff will use Fountas and Pinnell materials (LLI kits, IRA Kits, Shared Reading Kits, and Guided Reading kits) to supplement instruction.. Teachers will use writing pathways when needed as a resource to look at writing fundamentals across grade levels. The coaches will be working with each grade level on looking closely at the new math standards for the state of Georgia and collaboratively planning instruction using the Eureka 2 as a framework for teaching the standards. We will work on ensuring that each teacher is implementing Every Day Counts Calendar math daily to ensure that students are exposed to spiraling standards, fluency and number sense each day. !----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.	Deal does not participate in a targeted assistance program !----comment node----!--a=1--
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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.	Deal did not participate in a transition camp this past year. Students that registered for Kindergarten were given some take home readers to promote literacy at home prior to starting school. !----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.	!----comment node----!--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.	SDDes will implement of PBIS (Positive Behavioral Intervention and Supports). Staff members will receive training from the PBIS Team Members. The focus of the program is to set clear and concise expectations for students and rewarding them for positive behavior rather than emphasizing punishment. PBIS is helping to improve our school climate and culture. We will begin with teaching building level expectations for all students. We will use the SEAD Lab to reinforce our PBIS program at SDDes. !----comment node----!--a=1--
8. Use the space below to provide additional narrative regarding the school's improvement plan.	!----comment node----!--a=1--