

# Sand Hill Elementary School



2022-2023

## **Title I Schoolwide Plan**

Revision Date 10/18/22

Approval Date 10/20/22

## COMPREHENSIVE NEEDS ASSESSMENT-Section

1114(b)(7)(A)(i-iii)(I-V)

The Comprehensive Needs Assessment—Sec. 114(b)(6) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

The comprehensive needs assessment must be conducted with teachers, principals, other school leaders, paraprofessionals, parents, and community. Please make sure to have at least one parent and community representative.

Provide an Overview of how your school's Needs Assessment was conducted to include the participants role as you reviewed student achievement data. How participants were chosen and your process for analyzing data.

We developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were chosen to represent the following: their grade level, specified area, or to provide stakeholder representation. Participants included: Hannah Wilson, Hillary Bailey, Allison Bennett, Kasheena Hudson, Dana Cole, Lara McNeirney, Katie Watson, Cheryl Henderson,, Heather Rawson, Shelley Griffin, Staci Wright, Joy Newman, Duane Harris, Suzanne Palagano, David Jaye, Troyanne Parham, Jennifer Shirley and Aleja Turner. This team is made up of members representing each grade level, media specialist, administrators, special education, counselor, parent, and county personnel.

Sand Hill Elementary School Improvement Leadership Team (SLT) conducted a needs assessment of all aspects of the school This committee meets monthly to address issues relating to school improvement. Standing committees also exist and are used to address specific areas of the school improvement such as parent involvement. Each year, the School Leadership Team conducts an analysis of school-wide data, as part of our needs assessment process. This occurred during the meeting on June 2, 2022. Principal David Jaye provided the entire faculty an opportunity to review and provide input and complete a rough draft of the school wide plan and school improvement plan. The staff identified and will target areas where action is to be directed in the improvement process. The plan was uploaded to the school website, placed in the parent resource center, and uploaded to the Teacher HUB in Google drive. Results of the data analyses are used to update the School Improvement Plan and our Balance Score Card.

Based on the formative and diagnostic scores from the 2021-2022 school year, SHE has written a plan to focus on increasing the rigor and Lexile expectations in all content areas across grades K through 5, with a focus on 5th grade ELA. The data reflected a need for moving students up in performance bands to decrease the number of students in the beginning level and increase the number of students in the distinguished level. To meet the rigor in literacy across the curriculum, teachers will implement weekly readings on texts at the top of grade level Lexile stretch band.

Illuminate Education will be used in each content area on formative assessments to target priority standards and individualize instruction for students. To meet the need for increased rigor in math classrooms, teachers will use Eureka, ZEARN and Reflex math. This data-driven guidance will become the foundation for weekly collaborative planning with administrators, teachers, and instructional coaches.

The STAR reading and math assessments will be administered each nine weeks to guide teachers in making decisions for underachieving students in each subgroup. SHE will implement quarterly celebrations for students who show expected 3 months growth per nine weeks on the STAR reading and math assessments. Teachers will conduct student conferences after each assessment to chart the growth and set goals. Progress monitoring charts will be used to ensure achievement for every student. In both Math and ELA, there will be a focus on rigor, increasing lexile and increasing math achievement in the 2022-2023 school year.

**Comprehensive Needs Assessment Planning Committee**

**A Parent Must Be Present at the Meeting**

**(Can use the Summer School Improvement Planning Meeting with Georgia Evans)**

| Name             | Role                           |
|------------------|--------------------------------|
| David Jaye       | Principal                      |
| Troyanne Parham  | Assistant Principal            |
| Suzanne Palagano | ILSS                           |
| Jennifer Shirly  | Director of Elementary Schools |
| Stacy Wright     | Intervention Specialist        |
| Aleja Turner     | Intervention Specialist        |
| Hannah Wilson    | PreK Lead                      |
| Hillary Bailey   | Kdg Lead / Parent              |

|                 |                         |
|-----------------|-------------------------|
| Allison Bennett | 1st Grade Lead / Parent |
| Kasheena Hudson | 2nd Grade Lead          |
| Dana Cole       | 3rd Grade Lead          |
| Lara McNeirney  | 4th Grade Lead / Parent |
| Katie Watson    | 5th Grade Lead / Parent |
| Heather Rawson  | Paraprofessional Lead   |
| Joy Newman      | ISC                     |
| Duane Harris    | Media Specialist        |
| Shelley Griffin | Bookkeeper and FEC      |
|                 |                         |

| Academic Achievement Data Collection<br>Add Documentation for the Data Tools Below |              |                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instrument Used                                                                    | Content Area | Process/Procedure                                                                                                                                                                                                                                       |
| <b>EX: Star Reading</b>                                                            | <b>ELA</b>   | <b>How it was used to determine at-risk students</b>                                                                                                                                                                                                    |
| Georgia Milestones                                                                 | ELA          | Data is analyzed in School Improvement meetings, Collaborative Planning meetings, and during the development of our school's Needs Assessment. Specific students are identified by their teachers for specific and focused instruction. Scores are also |

|                    |         |                                                                                                                                                                                                                                                                                                                      |
|--------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |         | used to place students in Reading and Math tutoring classes.                                                                                                                                                                                                                                                         |
| Georgia Milestones | Math    | Data is analyzed in School Improvement meetings, Collaborative Planning meetings, and during the development of our school's Needs Assessment. Specific students are identified by their teachers for specific and focused instruction. Scores are also used to place students in Reading and Math tutoring classes. |
| STAR Reading       | Reading | Data is analyzed in collaborative meetings at both the school and district levels. At-risk students and standards are identified. Reteaching and remediation activities are developed to address the needs of specific students through classroom instruction, flexible or tutoring groups.                          |
| STAR Math          | Math    | Data is analyzed in collaborative meetings at both the school and district levels. At-risk students and standards are identified. Reteaching and remediation activities are developed to address the needs of specific students through classroom instruction, flexible or tutoring groups.                          |
| DOE EIP Checklist  | Reading | below the < indicates needs for services                                                                                                                                                                                                                                                                             |
| DOE EIP Checklist  | Math    | below the < indicates needs for services                                                                                                                                                                                                                                                                             |

2022/23 Sand Hill Elementary School Profile Data Sheet

Demographics

| Year | 2022 | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 | 2015 | 2014 | 2013 | 2012 | 2011 | 2010 | 2009 | 2008 | 2007 | 2006 | 2005 | 2004 | 2003 | 2002 | 2001 | 2000 | 1999 | 1998 | 1997 | 1996 | 1995 | 1994 | 1993 | 1992 | 1991 | 1990 | 1989 | 1988 | 1987 | 1986 | 1985 | 1984 | 1983 | 1982 | 1981 | 1980 | 1979 | 1978 | 1977 | 1976 | 1975 | 1974 | 1973 | 1972 | 1971 | 1970 | 1969 | 1968 | 1967 | 1966 | 1965 | 1964 | 1963 | 1962 | 1961 | 1960 | 1959 | 1958 | 1957 | 1956 | 1955 | 1954 | 1953 | 1952 | 1951 | 1950 | 1949 | 1948 | 1947 | 1946 | 1945 | 1944 | 1943 | 1942 | 1941 | 1940 | 1939 | 1938 | 1937 | 1936 | 1935 | 1934 | 1933 | 1932 | 1931 | 1930 | 1929 | 1928 | 1927 | 1926 | 1925 | 1924 | 1923 | 1922 | 1921 | 1920 | 1919 | 1918 | 1917 | 1916 | 1915 | 1914 | 1913 | 1912 | 1911 | 1910 | 1909 | 1908 | 1907 | 1906 | 1905 | 1904 | 1903 | 1902 | 1901 | 1900 | 1899 | 1898 | 1897 | 1896 | 1895 | 1894 | 1893 | 1892 | 1891 | 1890 | 1889 | 1888 | 1887 | 1886 | 1885 | 1884 | 1883 | 1882 | 1881 | 1880 | 1879 | 1878 | 1877 | 1876 | 1875 | 1874 | 1873 | 1872 | 1871 | 1870 | 1869 | 1868 | 1867 | 1866 | 1865 | 1864 | 1863 | 1862 | 1861 | 1860 | 1859 | 1858 | 1857 | 1856 | 1855 | 1854 | 1853 | 1852 | 1851 | 1850 | 1849 | 1848 | 1847 | 1846 | 1845 | 1844 | 1843 | 1842 | 1841 | 1840 | 1839 | 1838 | 1837 | 1836 | 1835 | 1834 | 1833 | 1832 | 1831 | 1830 | 1829 | 1828 | 1827 | 1826 | 1825 | 1824 | 1823 | 1822 | 1821 | 1820 | 1819 | 1818 | 1817 | 1816 | 1815 | 1814 | 1813 | 1812 | 1811 | 1810 | 1809 | 1808 | 1807 | 1806 | 1805 | 1804 | 1803 | 1802 | 1801 | 1800 | 1799 | 1798 | 1797 | 1796 | 1795 | 1794 | 1793 | 1792 | 1791 | 1790 | 1789 | 1788 | 1787 | 1786 | 1785 | 1784 | 1783 | 1782 | 1781 | 1780 | 1779 | 1778 | 1777 | 1776 | 1775 | 1774 | 1773 | 1772 | 1771 | 1770 | 1769 | 1768 | 1767 | 1766 | 1765 | 1764 | 1763 | 1762 | 1761 | 1760 | 1759 | 1758 | 1757 | 1756 | 1755 | 1754 | 1753 | 1752 | 1751 | 1750 | 1749 | 1748 | 1747 | 1746 | 1745 | 1744 | 1743 | 1742 | 1741 | 1740 | 1739 | 1738 | 1737 | 1736 | 1735 | 1734 | 1733 | 1732 | 1731 | 1730 | 1729 | 1728 | 1727 | 1726 | 1725 | 1724 | 1723 | 1722 | 1721 | 1720 | 1719 | 1718 | 1717 | 1716 | 1715 | 1714 | 1713 | 1712 | 1711 | 1710 | 1709 | 1708 | 1707 | 1706 | 1705 | 1704 | 1703 | 1702 | 1701 | 1700 | 1699 | 1698 | 1697 | 1696 | 1695 | 1694 | 1693 | 1692 | 1691 | 1690 | 1689 | 1688 | 1687 | 1686 | 1685 | 1684 | 1683 | 1682 | 1681 | 1680 | 1679 | 1678 | 1677 | 1676 | 1675 | 1674 | 1673 | 1672 | 1671 | 1670 | 1669 | 1668 | 1667 | 1666 | 1665 | 1664 | 1663 | 1662 | 1661 | 1660 | 1659 | 1658 | 1657 | 1656 | 1655 | 1654 | 1653 | 1652 | 1651 | 1650 | 1649 | 1648 | 1647 | 1646 | 1645 | 1644 | 1643 | 1642 | 1641 | 1640 | 1639 | 1638 | 1637 | 1636 | 1635 | 1634 | 1633 | 1632 | 1631 | 1630 | 1629 | 1628 | 1627 | 1626 | 1625 | 1624 | 1623 | 1622 | 1621 | 1620 | 1619 | 1618 | 1617 | 1616 | 1615 | 1614 | 1613 | 1612 | 1611 | 1610 | 1609 | 1608 | 1607 | 1606 | 1605 | 1604 | 1603 | 1602 | 1601 | 1600 | 1599 | 1598 | 1597 | 1596 | 1595 | 1594 | 1593 | 1592 | 1591 | 1590 | 1589 | 1588 | 1587 | 1586 | 1585 | 1584 | 1583 | 1582 | 1581 | 1580 | 1579 | 1578 | 1577 | 1576 | 1575 | 1574 | 1573 | 1572 | 1571 | 1570 | 1569 | 1568 | 1567 | 1566 | 1565 | 1564 | 1563 | 1562 | 1561 | 1560 | 1559 | 1558 | 1557 | 1556 | 1555 | 1554 | 1553 | 1552 | 1551 | 1550 | 1549 | 1548 | 1547 | 1546 | 1545 | 1544 | 1543 | 1542 | 1541 | 1540 | 1539 | 1538 | 1537 | 1536 | 1535 | 1534 | 1533 | 1532 | 1531 | 1530 | 1529 | 1528 | 1527 | 1526 | 1525 | 1524 | 1523 | 1522 | 1521 | 1520 | 1519 | 1518 | 1517 | 1516 | 1515 | 1514 | 1513 | 1512 | 1511 | 1510 | 1509 | 1508 | 1507 | 1506 | 1505 | 1504 | 1503 | 1502 | 1501 | 1500 | 1499 | 1498 | 1497 | 1496 | 1495 | 1494 | 1493 | 1492 | 1491 | 1490 | 1489 | 1488 | 1487 | 1486 | 1485 | 1484 | 1483 | 1482 | 1481 | 1480 | 1479 | 1478 | 1477 | 1476 | 1475 | 1474 | 1473 | 1472 | 1471 | 1470 | 1469 | 1468 | 1467 | 1466 | 1465 | 1464 | 1463 | 1462 | 1461 | 1460 | 1459 | 1458 | 1457 | 1456 | 1455 | 1454 | 1453 | 1452 | 1451 | 1450 | 1449 | 1448 | 1447 | 1446 | 1445 | 1444 | 1443 | 1442 | 1441 | 1440 | 1439 | 1438 | 1437 | 1436 | 1435 | 1434 | 1433 | 1432 | 1431 | 1430 | 1429 | 1428 | 1427 | 1426 | 1425 | 1424 | 1423 | 1422 | 1421 | 1420 | 1419 | 1418 | 1417 | 1416 | 1415 | 1414 | 1413 | 1412 | 1411 | 1410 | 1409 | 1408 | 1407 | 1406 | 1405 | 1404 | 1403 | 1402 | 1401 | 1400 | 1399 | 1398 | 1397 | 1396 | 1395 | 1394 | 1393 | 1392 | 1391 | 1390 | 1389 | 1388 | 1387 | 1386 | 1385 | 1384 | 1383 | 1382 | 1381 | 1380 | 1379 | 1378 | 1377 | 1376 | 1375 | 1374 | 1373 | 1372 | 1371 | 1370 | 1369 | 1368 | 1367 | 1366 | 1365 | 1364 | 1363 | 1362 | 1361 | 1360 | 1359 | 1358 | 1357 | 1356 | 1355 | 1354 | 1353 | 1352 | 1351 | 1350 | 1349 | 1348 | 1347 | 1346 | 1345 | 1344 | 1343 | 1342 | 1341 | 1340 | 1339 | 1338 | 1337 | 1336 | 1335 | 1334 | 1333 | 1332 | 1331 | 1330 | 1329 | 1328 | 1327 | 1326 | 1325 | 1324 | 1323 | 1322 | 1321 | 1320 | 1319 | 1318 | 1317 | 1316 | 1315 | 1314 | 1313 | 1312 | 1311 | 1310 | 1309 | 1308 | 1307 | 1306 | 1305 | 1304 | 1303 | 1302 | 1301 | 1300 | 1299 | 1298 | 1297 | 1296 | 1295 | 1294 | 1293 | 1292 | 1291 | 1290 | 1289 | 1288 | 1287 | 1286 | 1285 | 1284 | 1283 | 1282 | 1281 | 1280 | 1279 | 1278 | 1277 | 1276 | 1275 | 1274 | 1273 | 1272 | 1271 | 1270 | 1269 | 1268 | 1267 | 1266 | 1265 | 1264 | 1263 | 1262 | 1261 | 1260 | 1259 | 1258 | 1257 | 1256 | 1255 | 1254 | 1253 | 1252 | 1251 | 1250 | 1249 | 1248 | 1247 | 1246 | 1245 | 1244 | 1243 | 1242 | 1241 | 1240 | 1239 | 1238 | 1237 | 1236 | 1235 | 1234 | 1233 | 1232 | 1231 | 1230 | 1229 | 1228 | 1227 | 1226 | 1225 | 1224 | 1223 | 1222 | 1221 | 1220 | 1219 | 1218 | 1217 | 1216 | 1215 | 1214 | 1213 | 1212 | 1211 | 1210 | 1209 | 1208 | 1207 | 1206 | 1205 | 1204 | 1203 | 1202 | 1201 | 1200 | 1199 | 1198 | 1197 | 1196 | 1195 | 1194 | 1193 | 1192 | 1191 | 1190 | 1189 | 1188 | 1187 | 1186 | 1185 | 1184 | 1183 | 1182 | 1181 | 1180 | 1179 | 1178 | 1177 | 1176 | 1175 | 1174 | 1173 | 1172 | 1171 | 1170 | 1169 | 1168 | 1167 | 1166 | 1165 | 1164 | 1163 | 1162 | 1161 | 1160 | 1159 | 1158 | 1157 | 1156 | 1155 | 1154 | 1153 | 1152 | 1151 | 1150 | 1149 | 1148 | 1147 | 1146 | 1145 | 1144 | 1143 | 1142 | 1141 | 1140 | 1139 | 1138 | 1137 | 1136 | 1135 | 1134 | 1133 | 1132 | 1131 | 1130 | 1129 | 1128 | 1127 | 1126 | 1125 | 1124 | 1123 | 1122 | 1121 | 1120 | 1119 | 1118 | 1117 | 1116 | 1115 | 1114 | 1113 | 1112 | 1111 | 1110 | 1109 | 1108 | 1107 | 1106 | 1105 | 1104 | 1103 | 1102 | 1101 | 1100 | 1099 | 1098 | 1097 | 1096 | 1095 | 1094 | 1093 | 1092 | 1091 | 1090 | 1089 | 1088 | 1087 | 1086 | 1085 | 1084 | 1083 | 1082 | 1081 | 1080 | 1079 | 1078 | 1077 | 1076 | 1075 | 1074 | 1073 | 1072 | 1071 | 1070 | 1069 | 1068 | 1067 | 1066 | 1065 | 1064 | 1063 | 1062 | 1061 | 1060 | 1059 | 1058 | 1057 | 1056 | 1055 | 1054 | 1053 | 1052 | 1051 | 1050 | 1049 | 1048 | 1047 | 1046 | 1045 | 1044 | 1043 | 1042 | 1041 | 1040 | 1039 | 1038 | 1037 | 1036 | 1035 | 1034 | 1033 | 1032 | 1031 | 1030 | 1029 | 1028 | 1027 | 1026 | 1025 | 1024 | 1023 | 1022 | 1021 | 1020 | 1019 | 1018 | 1017 | 1016 | 1015 | 1014 | 1013 | 1012 | 1011 | 1010 | 1009 | 1008 | 1007 | 1006 | 1005 | 1004 | 1003 | 1002 | 1001 | 1000 | 999 | 998 | 997 | 996 | 995 | 994 | 993 | 992 | 991 | 990 | 989 | 988 | 987 | 986 | 985 | 984 | 983 | 982 | 981 | 980 | 979 | 978 | 977 | 976 | 975 | 974 | 973 | 972 | 971 | 970 | 969 | 968 | 967 | 966 | 965 | 964 | 963 | 962 | 961 | 960 | 959 | 958 | 957 | 956 | 955 | 954 | 953 | 952 | 951 | 950 | 949 | 948 | 947 | 946 | 945 | 944 | 943 | 942 | 941 | 940 | 939 | 938 | 937 | 936 | 935 | 934 | 933 | 932 | 931 | 930 | 929 | 928 | 927 | 926 | 925 | 924 | 923 | 922 | 921 | 920 | 919 | 918 | 917 | 916 | 915 | 914 | 913 | 912 | 911 | 910 | 909 | 908 | 907 | 906 | 905 | 904 | 903 | 902 | 901 | 900 | 899 | 898 | 897 | 896 | 895 | 894 | 893 | 892 | 891 | 890 | 889 | 888 | 887 | 886 | 885 | 884 | 883 | 882 | 881 | 880 | 879 | 878 | 877 | 876 | 875 | 874 | 873 | 872 | 871 | 870 | 869 | 868 | 867 | 866 | 865 | 864 | 863 | 862 | 861 | 860 | 859 | 858 | 857 | 856 | 855 | 854 | 853 | 852 | 851 | 850 | 849 | 848 | 847 | 846 | 845 | 844 | 843 | 842 | 841 | 840 | 839 | 838 | 837 | 836 | 835 | 834 | 833 | 832 | 831 | 830 | 829 | 828 | 827 | 826 | 825 | 824 | 823 | 822 | 821 | 820 | 819 | 818 | 817 | 816 | 815 | 814 | 813 | 812 | 811 | 810 | 809 | 808 | 807 | 806 | 805 | 804 | 803 | 802 | 801 | 800 | 799 | 798 | 797 | 796 | 795 | 794 | 793 | 792 | 791 | 790 | 789 | 788 | 787 | 786 | 785 | 784 | 783 | 782 | 781 | 780 | 779 | 778 | 777 | 776 | 775 | 774 | 773 | 772 | 771 | 770 | 769 | 768 | 767 | 766 | 765 | 764 | 763 | 762 | 761 | 760 | 759 | 758 | 757 | 756 | 755 | 754 | 753 | 752 | 751 | 750 | 749 | 748 | 747 | 746 | 745 | 744 | 743 | 742 | 741 | 740 | 739 | 738 | 737 | 736 | 735 | 734 | 733 | 732 | 731 | 730 | 729 | 728 | 727 | 726 | 725 | 724 | 723 | 722 | 721 | 720 | 719 | 718 | 717 | 716 | 715 | 714 | 713 | 712 | 711 | 710 | 709 | 708 | 707 | 706 | 705 | 704 | 703 | 702 | 701 | 700 | 699 | 698 | 697 | 696 | 695 | 694 | 693 | 692 | 691 | 690 | 689 | 688 | 687 | 686 | 685 | 684 | 683 | 682 | 681 | 680 | 679 | 678 | 677 | 676 | 675 | 674 | 673 | 672 | 671 | 670 | 669 | 668 | 667 | 666 | 665 | 664 | 663 | 662 | 661 | 660 | 659 | 658 | 657 | 656 | 655 | 654 | 653 | 652 | 651 | 650 | 649 | 648 | 647 | 646 | 645 | 644 | 643 | 642 | 641 | 640 | 639 | 638 | 637 | 636 | 635 | 634 | 633 | 632 | 631 | 630 | 629 | 628 | 627 | 626 | 625 | 624 | 623 | 622 | 621 | 620 | 61 |
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## **SCHOOLWIDE REFORM STRATEGIES-Section 1115(b)(1)(A)**

Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-iii) that the school will be implementing to address school needs, including a description of how such strategies will

- A. Provide opportunities **for all children**, including each of the **subgroups of students** (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;

In math, our Black students had only 33% at Proficient and Distinguished, ELL had 31%, and SWD were at 13% in this area. The groups that scored the highest were whites and multi-racial.

The weakest subgroups in ELL were Black, scoring at 28%, ELL at 0%, and ELL at 8%. Subgroups performing the highest in ELL were white and multi-racial. These students will work with tutors, given extra time to work on STAR, and teachers will use scaffolding with these groups.

Other ways in which we will address the needs of all children in the school particularly the needs of students in the following designations (economically disadvantaged, students from major racial and ethnic groups, students with disabilities, and English learners) often furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are:

Strategies include, but are not limited to structuring lessons in a way that addresses different student needs via the following components: use of activating strategies, scaffolding, and summarizing. It is important that we realize at risk learners enter the educational environment with varied backgrounds and experiences. Therefore, it is important that we structure lessons in a way that allows at-risk learners to become involved in the lesson in a meaningful way and encourages the learner to link newly acquired information to prior knowledge. Moreover, differentiated learning needs can be addressed through the use of research based practices such as collaborative pairs and cooperative learning groups. Specific programs and practices that are also used to support the varied needs of the at-risk learner are highlighted below and were based on a careful review of the research.

This summer our leadership looked at data and found the following:

- Our Lexile levels in grade 4 and 5. 5th grade had fallen back. We discussed the need to have a review of expectations for Saxon Phonics and Guided Reading in grades K-2.
- While we are seeing an improvement in reading from STAR data, we discussed the need to make sure students are reading and obtaining AR points. Students need to read fiction, then non-fiction books.
- Math in grade 3 and 4 had improved but grade 5 had fallen back. K through 5th grades will use materials from Eureka Math, REFLEX and Zearn.
- ELA was a concern with subgroups – SWD, ELL, White, Multi-racial, and ED. We will be adding Lexia, Wit and Wisdom, and RAZPlus Kids along with the Haggerty Program for the Kdg and Primary grades to address concerns for this area.
- Science is a concern with fifth. We are utilizing a STEM teacher with the aid of Title I funds to help in the area of Science for all students as well as Math. The team decided to purchase REFLEX Math and Zearn with Title I funds to support this area.
- Our team discussed Social-Emotional Wellness at our school. It was decided to take 5 to 10 minutes of Pride Time each morning. We also implemented a “House” system to assist with Social, Emotional wellness.
- After discussions about our Progress and Gap data for CCRPI, we will use Lexia, Edulastic, RAZPlus Kids, REFLEX, Brainpop Jr., to track our at-risk students in the areas of Math and Reading.

B. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded learning environment;

B. The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are:



## Language Arts/Reading

- STAR reading is administered to students in K-5 three times a year, more if needed to track at risk students. The results are used to support the child's progress throughout the year.
- Wit and Wisdom, Lexia and Saxon Phonics along with the Haggerty program is used daily for students in K-5. This is the model SHE uses for guided reading.
- Reading resources include, but are not limited to: Lexia, Houghton Mifflin guided reading sets, Wit and Wisdom, Flocabulary and a book room containing leveled books by grades and Lexile levels, literature circle in grade 4-5.
- Lexia Learning, Wit and Wisdom, RAZPlus Kids, STAR Early Lit (for our younger students), Brain Pop, Edulastic, is used in our computer labs and in the classrooms.
- Students with Disabilities receive Orton Gilliam reading.
- The Accelerated Reader Program (AR) provides a formal mechanism by which students in grades K-5 earn incentives while meeting the school's one million words goal. The AR Program encourages students to read at their independent reading levels.
- Thinking Maps and Wit and Wisdom
- Literacy stations are used in all classrooms
- Writing rubrics are used in writing instruction. Writing skills are reinforced through the use of the district's defined, five-step writing process that is emphasized in all subjects.
- We use ESSER and Extended Day funds to provide 5 tutors to work all grade levels to offset learning loss and remediate what is being taught in the classroom with at-risk students
- Every nine weeks, the teachers in grade K-5 focus on a writing genre. Rubrics are used to score a final writing piece for each genre.
- Benchmarks assessments are given at the end of each nine weeks to determine our students' progress in the areas of ELA and reading. We use the results to identify needs in our instruction..
- K-2 students will be taught phonics skills to help reading using Saxon Phonics

- Funding for substitute teachers for Title I staff

## Math

- STAR math is administered at least three times a year to provide information on our students' skills.
- Eureka Math is utilized in the classroom to improve student knowledge of Math.
- REFLEX and Zearn Brain Pop Jr., Edulastic, and help students in our computer labs, classrooms, and can be used at home.
- Sand Hill uses its Extended Learning, ESSERS and Title I funds to provide a teacher for two periods during the school day to help in the area of math for our at-risk students.
- We have a Transitional Class in First Grade to help students who need a little more time to transition from kindergarten to first grade standards
- Third, Fourth and Fifth grades are departmentalized to provide intensive math instruction.
- Eureka Math is used in grades K-5.

## General Practices Used at Sand Hill Elementary

- All teachers use the SEATS format for lesson planning.
- All content teachers have a common planning for collegial work each day.
- Teachers will meet with other elementary teachers in our cluster and county to align curriculum and discuss data results.
- Collegial Planning Days in the Fall and Spring of the school year.
- We have increased the amount and quality of learning.
- We have added 1.5 teachers funded through Title 1. This will assist in reducing class sizes to allow for more individualized academic instruction.
- If substitutes are needed for the T1 paid certified staff, up to 10 days will be paid from the Title 1 budget.
- We will have Pride Time from 7:40-8:10 for interventions and acceleration
- Extended Learning Time (amount) - Extended ELA and Math blocks for students in all grade levels.
- Acceleration (quality) - We use common planning time to develop and implement acceleration strategies.

- Challenging Performance Tasks (quality) - We increase the use of Higher Order Thinking Skills and performance tasks for students who need to be challenged.
- Extended Learning Time (amount) - Using Extended Learning and FIT/Homeless Funds to tutor students during the day.
- Extended Learning Time (amount) -Fifth grade offers a CRAM JAM to students for two weeks prior to the EOG after school. The staff invites students who have shown deficiencies in measures. The students worked on standards in ELA, Reading, and Math for two weeks in a fun environment.

Sand Hill will give focus to the academic achievement of targeted students in:

- Progress monitoring data is shared and tracked for at risk students weekly.
- Teachers meet with administration quarterly to discuss all data (benchmark, STAR, Lexia Learning, classroom performance measures) and analyze and discuss needed strategies for students.
- Special education and gifted teachers meet weekly with grade level teams. They discuss students' needs and strategies that will help them in the regular education setting.

C. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include—

1. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

Provide a narrative of how you will use the above strategies for ALL students, particularly the needs of the most at-risk.

We use community mentors when available to help in the area of reading. Our counselors provide classroom guidance to all students, meet with small peer groups to support specific needs, and pull students individually as needed. Additionally, Sand Hill Elementary has a school based therapist (available to us through a partnership with Willowbrooke at Tanner) that meets with students identified as having a heightened risk (as referred through teacher and/or building personnel to the school counselor). The school based therapist meets with students on his/her caseload weekly at school.

2. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school student's access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

3.

Provide a summary if applicable of how you prepare students for the next level, postsecondary education, and workforce.

Sand Hill hosts a Career Day annually for all students. This is a day planned by our counselors to expose students to different careers. Our counselors also cover career awareness and next level preparation as a part of their classroom guidance visits during the year. Third-fifth grade students participate in an advisory activity which involves preparing students for middle school, and eventually, the post-secondary environment. In this activity/assignment, teachers guide students through different careers and how to be ready for middle school. This year our third grade students will visit Carroll County College and Career Academy. Our fourth grade students will visit West Central Technical College. Our fifth grade will visit the University of West Georgia. ( These trips will happen virtually if we are unable to make the trip within the social distance guidelines)

4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Discuss PBIS or other behavioral programs being implemented at your school. Discuss the RTI Process at your school. Discuss your EIP program.

Sand Hill was trained on Positive Behavior Interventions and Supports during the 2018-2019 school year. We will continue to use the training and our universal behavioral plan with goals, incentives, and rewards. Through this, we have seen a decrease in behavior referrals annually for several years. However, per survey data, student behavior is an area that continues to cause some concern so implementing PBIS will allow us to continue improvements in this area. Students with an identified need for increased behavior support should be tracked through our school's Response to Intervention process and Multi-Tiered Systems of Support. Student data at Sand Hill is used to identify the appropriate amount of support needed per student in the RTI/MTSS process. Grade level teams meet weekly to review student data and prescribe Tier II interventions. Students requiring this level of support could be check listed to determine their eligibility for Early Intervention Program (EIP) instruction. Students needing increased support could be referred to the school Data Review Team for possible movement to the Tier III level (Student Support Team). At that level, student progress is closely monitored and increased

support is provided to students through targeted interventions and possibly wrap around services (MTSS). It is at this level that a student could be referred for an evaluation (based on data and response to interventions) for specialized instructional supports which could include gifted services/ special education.

5. **Professional development and other activities** for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments and to recruit and retain effective teachers, particularly in high-need subjects;

**PL Opportunities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data:**

A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. In the summer, our leadership team meets to discuss our current data. A plan is then made to address our school's needs. Committees meet throughout the year to discuss current needs. Sand Hill also uses the results of an annual professional development survey, along with the mentioned above, to determine the type and intensity of professional development activities to be offered. Much of the funding allotted for professional learning by the County has been used to develop and sustain professional learning communities that engage in collegial planning and reflection. Sand Hill Elementary wanted to focus on writing and higher order thinking. Paraprofessionals have opportunities to participate in on-line professional development courses for PLU credit through the Para Educator Learning Network. Information and skill-building sessions are scheduled for parents through school events such as STEM Night, Technology Night, Literacy Night, Math Night, Cluster Science Night, Open House, Parent Orientation Night, and PTO meetings. These activities will be virtual. Administration also participates in learning opportunities at monthly Principal and Assistant Principal Meetings, West Georgia RESA, and Griffin RESA. From these groups, staff development needs are Illuminate, Google Classroom, STEM, writing, and reading.

B. We have aligned professional development with the State's academic content and student academic achievement standards. Our teachers have received training on GSE, writing and math. Teams meet weekly to discuss the standards that will be taught the next week.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Most professional learning opportunities at Sand Hill Elementary are covered by Two Block Days. By using this method, we do not have to use substitutes to cover the professional learning. An instructional coach works with our staff and helps locate materials for GSE. We used funds to help with training in the area of writing utilizing, but not limited to, Lexia, RAZPlus Kids, BrainPOP Jr. will also help in the area of reading instruction. These models

also use books that cover science, social studies, and math standards. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following: writing training, thinking maps, math training, and reading. Our assistant principal also provides professional learning on state mandated tests. Our instructional coach also meets with our staff to discuss benchmarks and unit tests, their interpretations, and next steps based on the results of the tests.

#### Efforts to recruit and retain effective teachers in high need content areas:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Carroll County Schools has a website that provides a link for teachers to view available positions and apply online. Additionally, this site provides the Balanced Score Card for the county as well as the technology plan. eBoard allows prospective employees to view the system plan and initiatives. This allows possible applicants to read and see if their philosophy and beliefs align with the system's beliefs. Sand Hill's School Improvement Plan is also available for public view through eBoard.

Our school is a Professional Development School for the University of West Georgia. Our school hosts student interns from the University of West Georgia. This allows the school to maintain a relationship with the university, while providing the interns an opportunity to practice classroom instruction and behavior strategies under a supervised environment.

Collegial/Vertical Team planning is provided throughout the year. This extended planning time allows teachers to discuss standards, instruction, and student achievement. Professional development is available on-site to keep the staff up to date on current research based strategies. New Sand Hill teachers are assigned a mentor teacher to help them as they learn our school environment.

#### 6. Strategies for assisting preschool children in the transition from early childhood education to elementary schools. N/A for middle schools

Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school, plus students entering our school throughout the school year.

The staff, at Sand Hill, looks forward to opportunities to help our students transition into our school.

- We begin by having school administration make a connection with upcoming early elementary students (through community day care centers) by delivering books to them and sharing information about upcoming school registration.

- Our Pre K and Kindergarten staff have orientation meetings for parents to complete paperwork and ask questions about the program.
- Open House appointments are held for all grade levels but highly encouraged for our Prek and Kdg student's families so that they have additional time for introductions, orientation, touring the facilities, and fielding any questions parents might have prior to arriving the first day of school.
- Parent teacher conferences are held multiple times during the year to continue assisting parents in the elementary school transition.
- We have a Step Up Day in May. We invite area daycare and Pre K classes to attend. Each grade moves up to the next grade and spends forty-five minutes learning the expectations of the grade.
- For students who transition into our school during the school year, an office staff member meets with the parents and child and provides needed paperwork about our school. The family receives our School-Parent Compact, Parent's Right to Know Letter, and our Parental Involvement Plan. They are given a tour of the school and then they are walked to the appropriate class and introduced to the teacher.

For students who transition out of Sand Hill and we are told ahead of time, we make sure the parents and students have what they need for the move. The new school is contacted to share important information as needed.

**ESSA Requirements to Include in the Schoolwide Plan-Section  
116(b)(1)**

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Together SHE and stakeholders work to create a parent and family engagement involvement plan that helps us to continue to improve. The policy is written utilizing the input from the surveys and data of the previous year. The stakeholders are invited to give input and feedback prior to the finalization of the policy. Once the plan is final, the document is available through various means. One of which is direct distribution to parents and stakeholders. The document is sent home with the student in their Tuesday Folders. Access also includes, but not limited to, our webpage @ [SHE.carrollcountyschools.com](http://SHE.carrollcountyschools.com), requested through the front office or by email requests to [shelley.griffin@carrollcountyschools.com](mailto:shelley.griffin@carrollcountyschools.com).

#### **A. Schoolwide Plan Development-Section 1114(2)(B) (i-iv)**

1). Is developed during 1 year; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

Regular monitoring of the SWP is reviewed once a month throughout the year at the school's monthly leadership meeting. The SLT, School Leadership Team, will meet monthly on the following dates: The dates are June 2, 2022., September 14, 2022. The remaining dates are to be determined. During this time the leadership does a monthly data review to determine if changes to the plan or budget amendments are needed based on ongoing assessment and student needs. During monthly meetings the effectiveness of achievement of students is assessed in regards to meeting challenging state standards. Grade levels also meet every Wed. to follow and track student academic succession or recession. Teams also meet in vertical teams across multiple grade levels to ensure all grades are supporting similar content and how to best achieve student success. Other meetings will be scheduled if necessary. Sand Hill Elementary School Improvement Leadership Team (SLT) continues to monitor and assess all aspects of the school This committee meets monthly to address issues relating to school improvement. Standing committees also exist and are used to address specific areas of the school improvement such as parent involvement.

2). The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other



school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in The Title I Schoolwide Plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive school improvement program plan. These participants included Hannah Wilson, Hillary Bailey, Allison Bennett, Kasheena Hudson, Dana Cole,, Lara McNeirney, Katie Watson, Cheryl Henderson,, Heather Rawson, Shelley Griffin, Staci Wright, Joy Newman, Duane Harris, Suzanne Palagano, David Jaye, Troyanne Parham, Aleja Turner and Jennifer Shirley. This team is made up of members representing each grade level, media specialist, administrators, special education, counselor, ISLL, Instructional Coaches and parents.

The School Leadership Team (SLT) met during the months of June, August and September to develop Sand Hill Elementary's school improvement plan. Team members analyzed student achievement, perception, and attendance data to create objectives and initiatives for the 2022-2023 school improvement plan. Throughout the year each member of the SLT helps analyze data, seeks input from the members they represent, participates in shared decision making, provides feedback and clarification to their team members, and holds represented stakeholders accountable for the implementation of the school improvement plan.

#### · School Leadership Team Responsibilities

- o Facilitate the development of school improvement plan
- o Monitor, assess, and amend school improvement plan
- o Communicate school improve plan to team
- o Implement and execute school improvement plan

3). Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Sand Hill Elementary School Improvement Leadership Team (SLT) continues to monitor and assess all aspects of the school This committee meets monthly to address issues relating to school improvement. Standing committees also exist and are used to address specific areas of the school improvement such as parent involvement.

4). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The schoolwide plan is available for parents on the school website, at the Carroll County Board of Education, in the parent resource center and the front office upon request. At the current time Sand Hill Elementary does not have a significant percentage of parents whose primary language is a language other than English, however a translated copy can be created upon request. If in the future a significant percentage of parents speak a primary language that is not English, this schoolwide plan will be translated into that language.

5). Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

- Every Tuesday is set aside for grade level collaborative planning. During these weekly meetings student achievement data is reviewed by grade level teachers. Together, they dissect ongoing student achievement data on district developed common assessments or STAR reading and math testing.
- Every 9 weeks student achievement is evaluated at the school level. Administration, the Instructional Coach and grade level teachers to include Special Education teachers meet to review and dissect student achievement. Data used for review is collected from STAR, District Common Assessments.
- The first priority is identifying any students that have less than 40% growth. Once these students are identified, teachers and administration collaboratively planned both how and when to remediate and reteach any standards that fell below the indicated achievement mark. These plans could include during and after school tutoring, one on one intervention groups in class, individual or small group mentoring, attendance assistance, and more.

#### **B. Evaluation of the Schoolwide Plan—34 CFR 200.26**

- 1.) Address the ways in which you monitor the schoolwide plan to determine its effectiveness in increasing the achievement of students in meeting the challenging

1. Explain the processes for determining whether the schoolwide plan has effectively increased the academic standards, particularly for those students who had difficulty achieving the standards.

Regular monitoring of the SWP is reviewed once a month throughout the year at the school's monthly leadership meeting. The SLT, School Leadership Team, will meet monthly on the following dates: The dates are June 2, 2022., September 14, 2022. The remaining dates are to be determined. During this time the leadership does a monthly data review to determine if changes to the plan or budget amendments are needed based on ongoing assessment and student needs. During monthly meetings the effectiveness of achievement of students is assessed in regards to meeting challenging state standards. Grade levels also meet every Wed. to follow and track student academic succession or recession. Teams also meet in vertical teams across multiple grade levels to ensure all grades are supporting similar content and how to best achieve student success. Other meetings will be scheduled if necessary.

**2. Explain how the plan is revised, as necessary, based on regular monitoring to ensure continuous improvement of student achievement.**

Sand Hill Elementary stakeholders are invited to attend a Title I annual input meeting annually. The school provides at least two opportunities annually for stakeholders to participate in this meeting. The dates and times of these input opportunities are posted three different ways to ensure stakeholders are aware of meeting/s. The Sand Hill Elementary website, the school marquee, social media postings, telephone messaging, and parent emails are among the ways the school communicates information about scheduled meeting/s. Input from this meeting is then taken back to the SLT and the DRAFT improvement plan is adjusted based on stakeholder feedback. This plan is then reviewed monthly by the SLT and three times a year in staff meetings.

Define how your interventions are evidence-based or other effective strategies to improve student achievement. Sec. 1111(d)(B)

| Evidence-Based Intervention | List Subject: Math, Reading, or Other Subjects | Statistically significant effect on improving student outcomes or other relevant outcomes based on:<br>Check one |                   |                    |                    | Resource (Attach)         |
|-----------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|--------------------|---------------------------|
|                             |                                                | Strong Evidence                                                                                                  | Moderate Evidence | Promising Evidence | Rationale Evidence |                           |
| Reducing Class Size         | All Content Areas                              | x                                                                                                                |                   |                    |                    | What Works Clearing House |

|                                 |                   |   |   |   |  |                                                                                                                                                                                                                                                                   |
|---------------------------------|-------------------|---|---|---|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                   |   |   |   |  | <a href="https://ies.ed.gov/ncee/edlabs/regions/southeast/aar/u_03-2019.asp">https://ies.ed.gov/ncee/edlabs/regions/southeast/aar/u_03-2019.asp</a>                                                                                                               |
| Tutoring/Extended Learning Time | All Content Areas |   | x |   |  | What Works Clearinghouse<br><a href="https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askare/40.asp">https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askare/40.asp</a>                                                                                       |
| Eureka Math                     | Math              |   | x |   |  | <a href="https://edreports.org/resources/article/first-ever-free-consumer-reports-style-review-of-instructional-materials-released">https://edreports.org/resources/article/first-ever-free-consumer-reports-style-review-of-instructional-materials-released</a> |
| Saxon Phonics                   | Reading           | X |   |   |  | <a href="https://ies.ed.gov/ncee/wwc/Docs/ReferenceResources/wwc_br_protocol_v3.0.pdf">https://ies.ed.gov/ncee/wwc/Docs/ReferenceResources/wwc_br_protocol_v3.0.pdf</a>                                                                                           |
| Accelerated Reading             | Reading           |   | x |   |  | <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf</a>                                                                         |
| Star Reading                    | Reading           |   |   | x |  | <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf</a>                                                                         |
| Star Math                       | Math              |   |   | x |  | <a href="https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2007017.pdf">https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2007017.pdf</a>                                                                                                       |
| Lexia Learning                  | Reading           |   |   | x |  | <a href="https://www.evidenceforssa.org/programs/reading/elementary/lexia">https://www.evidenceforssa.org/programs/reading/elementary/lexia</a>                                                                                                                   |
| Brain Pop                       |                   |   | X |   |  | <a href="http://dev.stamper.org/publications/GLS2012Lomasetal.pdf">http://dev.stamper.org/publications/GLS2012Lomasetal.pdf</a>                                                                                                                                   |

|               |                           |  |  |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------|---------------------------|--|--|---|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RAZ Kids Plus | Reading                   |  |  | x |  | <a href="https://www.mcrel.org/raz-plus-efficacy-study/">https://www.mcrel.org/raz-plus-efficacy-study/</a>                                                                                                                                                                                                                                                                                                                                                                                                             |
| Reflex        | Math                      |  |  | X |  | <a href="https://www.reflexmath.com/research#:~:text=Reflex%20produces%20real%20results,math%20fact%20fluency%20solution%20available.&amp;text=Studies%20show%20statistically%20significant%2C%20positive,meet%20ESSA's%20Moderate%20Evidence%20requirements.">https://www.reflexmath.com/research#:~:text=Reflex%20produces%20real%20results,math%20fact%20fluency%20solution%20available.&amp;text=Studies%20show%20statistically%20significant%2C%20positive,meet%20ESSA's%20Moderate%20Evidence%20requirements.</a> |
| Zearn         | Math                      |  |  | X |  | <a href="https://about.zearn.org/research">https://about.zearn.org/research</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Codeillusion  | MATH/ ELA / CODING /STEAM |  |  | X |  | <a href="https://340754.maynardstreetdelivery.com/email/click/1689724/340754/2992BovlgEIDKQpOrD6oYVz9Owl0PkPimjdLL3_QT6A.2">https://340754.maynardstreetdelivery.com/email/click/1689724/340754/2992BovlgEIDKQpOrD6oYVz9Owl0PkPimjdLL3_QT6A.2</a>                                                                                                                                                                                                                                                                       |
|               |                           |  |  |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

A. If a **middle or high school**, 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, if applicable—

Discuss transition activities for parents and students from elementary to middle or from middle to high school.

We assist students with the transition to middle school in various ways. They visit the middle school itself and have an opportunity to tour the school along with the ability to witness class changes, lunch and other activities within the middle school. Students also meet various staff members, such as Administration, Counselors and Advisement.

The middle school Music and Band directors will also visit Sand Hill Elementary along with the Band members and perform for the rising 6th graders to give them the opportunity to join the program. Athletics and various clubs will also visit Sand Hill to introduce

themselves and give students information concerning what is available for them as they transition into middle school.

2. Through increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills. Sec. 1112(b)(10)

**Middle Schools:** Discuss opportunities for students to take high school courses and career counseling opportunities for students.

**Elementary Schools:** Discuss opportunities for students to take advanced courses and career counseling opportunities for students.

Sand Hill hosts a Career Day annually for all students. This is a day planned by our counselors to expose students to different careers. Our counselors also cover career awareness and next level preparation as a part of their classroom guidance visits during the year. Third-fifth grade students participate in an advisory activity which involves preparing students for middle school, and eventually, the post-secondary environment. In this activity/assignment, teachers guide students through different careers and how to be ready for middle school. This year our third grade students will visit Carroll County College and Career Academy. Our fourth grade students will visit West Central Technical College. Our fifth grade will visit the University of West Georgia.

### Title I Budget Crosswalk

List all expenditures included in Title I Budget and specify the page number where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan.

| Expenditure                                                                                               | Page in Title I Schoolwide Plan | Level of Evidence |
|-----------------------------------------------------------------------------------------------------------|---------------------------------|-------------------|
| STEAM LAB Teacher                                                                                         | 6                               | Strong            |
| Reducing class Size by hiring 1.5 teacher, this includes paying a substitute for up to 10 days if needed. | 31                              | Strong            |
| Tutoring / extended learning time                                                                         | 7                               | Strong            |
| Eureka Math                                                                                               | 7                               | Strong            |
| Saxon Phonics                                                                                             | 5                               | Strong            |
| Accelerated Reading                                                                                       | 7                               | Moderate          |
| STAR Reading                                                                                              | 6                               | Moderate          |
| STAR Math                                                                                                 | 7                               | Moderate          |
| Collegial Planning                                                                                        | 8                               | Strong            |

|                           |    |          |
|---------------------------|----|----------|
| Title 1 Para in comp labs | 18 | Moderate |
| REFLEX Math               | 6  | Moderate |
| CODEILLUSION              |    | Moderate |

### Title I Carryover Budget Crosswalk

(List all expenditures included in Title I Carryover Budget and specify the page number of where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan). This will be added after you receive carryover funds.

| Expenditure | Page in Title I Schoolwide Plan | Level of Evidence |
|-------------|---------------------------------|-------------------|
|             |                                 |                   |
|             |                                 |                   |
|             |                                 |                   |
|             |                                 |                   |
|             |                                 |                   |
|             |                                 |                   |
|             |                                 |                   |

\*\*You will need to resubmit your Title I Schoolwide Plan if you add additional items in your Carryover Budget that are not included in the Title I Budget.

\*\* Add your **assessment results** as an appendix if you did not insert them earlier.



☒ This plan was reviewed and updated for the current school year. The content of the plan will be used to budget Title I funds. A review of the plan will be conducted as student achievement data is reviewed throughout the year.

David Day  
Principal

11/10/22  
Date

\_\_\_\_\_  
Title I Specialist

\_\_\_\_\_  
Date of Approval

\_\_\_\_\_  
Director of Federal Programs

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date