

Title I

School wide Plan

Approval Date ____10-08-2026_____

School	Sand Hill Elementary School
Principal	Troyanne Parham
Year	FY 27
Superintendent	Dr. Jessica Ainsworth

Schoolwide Components

The Comprehensive Needs Assessment must be conducted by teachers, principals, paraprofessionals, other school leaders, parents, and the community.
Comprehensive Needs Assessment Planning Committee
****A parent representative must be present at the meeting.

Name	Role
Name	*Role*
Troyanne Parham	*Principal*
Erika Krebbs	*Assistant Principal*
Suzanne Palagano	*ILSS*
Matt Huckeba	*Director of Curriculum and Instruction*
Monica Rainwater	*Intervention Specialist*
Cheryl Henderson	*Counselor*
Kasheena Hudson	*SST Coordinator / Student Teaching Supervisor*
Hillary Bailey	*KDG Lead / Parent*
Tiffany Elliott	*1st Grade Lead*
Heather Sanspree	*2nd Grade Lead*
Shannon Shadix	*2nd Grade Lead*
Dana Cole	*3rd Grade Lead*
Alyssa Cook	*3rd Grade Lead*
Katie Brown	*4th Grade Lead*
Jill Rooks	*4th Grade Lead*
Lara McNeirney	*5th Grade Lead*
Cindy Fell	*5th Grade Lead*
Teresa Tipton	*SPED / Parent*
Joy Newman	*ISC*
Jennifer Earnest	*Media Specialist*
Shelley Griffin	*Bookkeeper and FEC*

Comprehensive Needs Assessment - 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school and takes into account information on the academic achievement of the children concerning the challenging State academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. A root cause analysis should be completed for academic areas and/or subgroups that are identified as needing additional support.

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: Kasheena Hudson, Hillary Bailey, Tiffany Elliott, Shannon Shadix, Heather Sanspree, Alyssa Cook, Dana Cole, Katie Brown, Jill Rooks, Lara McNeirney, Cindy Fell Cheryl Henderson, Shelley Griffin, Teresa Tipton, Joy Newman, Jennifer Earnest, Suzanne Palagano, Troyanne Parham, Erika Krebbs, Matt Huckeba, and Monica Rainwater. 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 17. Principal, Troyanne Parham, 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 2025-2026 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 The Science of Reading and an increased focus on K through 5 Reading. 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 continue with daily ELT For grades 3- 5, with a focus in differentiated phonics. K-1 will have a focus area of Reading and early Phonics using Heggerty and grades 2 will focus on Phonics focus utilizing

SAXON. Hello Literacy will be utilized in grades K-2. To meet the need for increased rigor in math classrooms, teachers will use a variety of resources including Eureka, Brain POP, IXL Takeoff, Accelerated Reader, . 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 Math, Reading and ELA, there will be a focus on rigor, increasing Lexile levels and increasing math achievement in the 2026-2027 school year.

As you see the terms "Goal Areas" throughout this document, please note that more detailed information concerning these areas can be found within the School Improvement Plan.

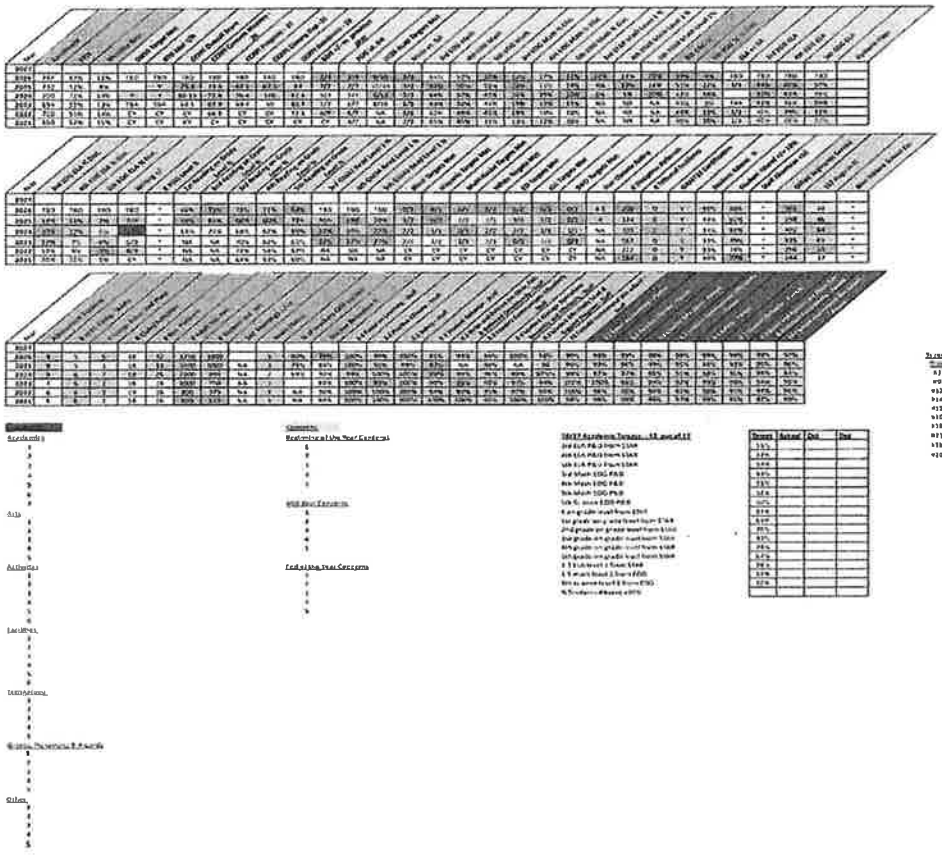
a. Academic Achievement Data

*Insert your school profile data, including demographic data, GMAS results, STAR, and any other data used to determine strengths and weaknesses. Make sure to include subgroup information. You may add this to the appendix if you wish.

*Include GMAS and Star date from the FY26 school year

SHES School Profile Data Sheet

2026/27 Sand Hill Elementary School Profile Data Sheet



2. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-viii)

This section describes the schoolwide reform strategies the school will implement to address school needs, including how these strategies will address academic weaknesses and root causes.

Academic Improvement Initiative:

K–2 Literacy: Implementation of Year 4 Science of Reading, Multi-Sensory Learning, Hello Literacy, and Heggerty's.

3rd–5th ELA: Developing ELA standards understanding, daily/weekly spirals, Patriot Language vocabulary, and daily writing across content areas.

K–5 Math: Brain POP, IXL Takeoff implementation, Calendar Math, protected fact fluency time (99 Math), weekly error analysis, and problem posing.

Science & Social Studies: Lexile reading passages, interactive science journals, and cross-curricular academic vocabulary.

Rigor & Engagement: 4Cs instruction (Critical Thinking, Communication, Collaboration, Creativity) through STEM Exploratory led by a paraprofessional and project-based learning.

Learning Support Initiative:

Development and implementation of the Sandhill 2026/27 IRA Plan and second-semester classroom plans.

Future-Focused Initiative & Goal Setting:

Implementation of PK–5 student goal setting, student-maintained data folders, and fall parent/student goal-setting conferences.

To address specific academic weaknesses—such as gaps in reading on grade level, math fluency, and content-area comprehension—the plan targets underlying root causes through structured Tier 1 instruction, targeted interventions, and student accountability measures:

Foundational Phonics & Early Reading Deficits:

Weakness/Root Cause: Gaps in foundational decoding, phonemic awareness, and early reading skills.

Strategy: Implements Science of Reading (Year 4), Orton-Gillingham (OG) intervention training, Heggerty's, and flexible Hello Literacy skill groupings that allow students to move between classes based on reading levels and skill needs.

ELA Writing & Comprehension Weaknesses:

Weakness/Root Cause: Lower performance in constructing text domains and listening comprehension in upper grades (3rd–5th).

Strategy: Mandates daily writing across all subject areas (learning logs, summarizers, Know & Wonder paragraphs), incorporates graphic organizers/Thinking Maps for listening comprehension, and uses standards-aligned daily/weekly spirals.

Math Misconceptions & Fact Fluency Gaps:

Weakness/Root Cause: Deficits in basic fact fluency and conceptual problem-solving skills.

Strategy: Protects daily fluency time using 99 Math and IXL, and conducts weekly error analysis where students analyze common mistakes to address conceptual gaps.

Targeted Practice: Employs problem posing and uses GMAS/STAR data to structure Extended Learning Time (ELT) groups.

Cross-Curricular Literacy & Rigor:

Weakness/Root Cause: Fragmented subject-area instruction and lack of higher-order thinking.

Strategy: Integrates Lexile reading passages into Science and Social Studies warm-ups, requires interactive science journals, and explicitly teaches the 4Cs (Critical Thinking, Communication, Collaboration, Creativity) through STEM Exploratory led by a paraprofessional and project-based learning.

Student Motivation & Ownership:

Weakness/Root Cause: Lack of student awareness and personal responsibility for academic growth.

Strategy: Requires student-maintained data folders, monthly goal monitoring, and student-involved fall parent conferences to foster intrinsic motivation.

a. Opportunities for all children

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. Include your method of monitoring the effectiveness of your strategies throughout the school year.

Opportunities for All Children and Subgroups

Children with Disabilities (SPED):

Utilizes Multi-Sensory Learning, Unique Learning (Adaptive curriculum), and SRA Math in special education settings.

Provides Orton-Gillingham (OG) literacy intervention training for teachers.

Integrates SPED teachers into student-led goal-setting conferences.

English Learners & Language Support:

Translates parent communications and permission slips into Spanish.

Builds academic vocabulary using specialized "Patriot Language" and cross-curricular reading warm-ups.

Diverse & Economically Disadvantaged Students:

Appoints Parent Ambassadors selected specifically to represent Sandhill's diverse student population.

Coordinates food and clothing drives through student organizations to support families in need.

Differentiated & Flexible Instruction for All Learners:

Implements cross-class and cross-grade Hello Literacy skill groupings, allowing students to transition between classrooms based on whether they require remediation or higher-level academic challenge.

Offers 4Cs instruction (Critical Thinking, Communication, Collaboration, Creativity) through STEM Exploratory led by a designated paraprofessional, research projects, and project-based learning.

Methods for Monitoring Strategy Effectiveness

Weekly Teacher "Pulse Checks" & Collaborative Planning:

Teachers meet weekly in collaborative planning sessions to conduct instructional "pulse checks" (evaluating what is working, what needs improvement, and adjusting instruction accordingly).

Grade-level teams review student skill data weekly to reassign flexible Hello Literacy groups.

Weekly Growth Checks & Error Analysis:

Uses Friday "Math Masters" assessments to monitor ongoing growth in math fact fluency.

Conducts weekly math error analysis where teachers evaluate common student misconceptions to refine daily spiral instruction.

Student Data Tracking & Goal Monitoring:

Mandates student-maintained data folders where students log their own progress.

Requires monthly goal-monitoring meetings between students and content-area teachers, alongside biweekly language/grammar progress tracking.

Formal Benchmark & Assessment Data:

Employs Georgia Milestones (GMAS) and End-of-Year (EOY) STAR assessment data to structure and assign students to Extended Learning Time (ELT) intervention groups.

Holds fall student-involved parent conferences and spring student-led conferences to formally track and share goal progress.

Stakeholder Feedback Loops:

Convenes a quarterly Parent Advisory Council to survey strengths and weaknesses across school initiatives

b. Methods and instructional strategies

Use methods and instructional strategies that strengthen the school's academic program, increase the amount and quality of learning time, and support an enriched, accelerated curriculum that may include programs, activities, and courses necessary for a well-rounded education. Include strategies for identifying and serving the gifted and talented.

Strengthening the Core Academic Program (Tier 1 Instruction)

Foundational Literacy: Implements K–2 Science of Reading (Year 4), Orton-Gillingham (OG) intervention strategies, Heggerty's, Saxon, and Multi-Sensory Learning.

ELA Standards & Writing Integration: Uses daily and weekly standards-aligned spirals, "Patriot Language" vocabulary, graphic organizers/Thinking Maps for listening comprehension, and daily constructing-text writing opportunities across all content areas (learning logs, summarizers, Know & Wonder paragraphs).

Math Standards & Conceptual Learning: Employs BrainPOP, IXL Takeoff (K–2), Calendar Math (PK–2), weekly teacher error analysis, and problem posing (where students write word problems based on "naked" equations).

Content Area Literacy (Science & Social Studies): Integrates county-provided Lexile reading comprehension passages into warm-ups, uses paired informational/literary passages, and mandates interactive science journals and lesson summaries.

Increasing the Amount and Quality of Learning Time

Protected Instruction Time: Mandates protected daily fact-fluency time in 2nd–5th grades using 99 Math and IXL.

Data-Driven Intervention Time (ELT): Maximizes Extended Learning Time (ELT) by using Georgia Milestones (GMAS) and End-of-Year (EOY) STAR assessment data to structure math support groups.

Quality & Engagement in Learning Time: Minimizes screen usage in resource classrooms while expanding hands-on academic board games, interactive center time, and universal small-group transition procedures.

Enriched, Accelerated Curriculum & Well-Rounded Education

Explicit 4Cs Instruction: Teaches Critical Thinking, Communication, Collaboration, and Creativity (4Cs) directly through the STEM Exploratory led by designated paraprofessional, project-based learning, and student research skills practiced in the weekly media center times.

Technology & Creative Expression: Uses programs like Snorkl, student-produced podcasts/Loom presentations, and non-fiction research projects with visual presentations.

Experiential & Early Learning: Features the Early Learning Academy (PreK–K), centered on thematic units, experiential excursions, and multi-sensory activities at the Patriot Patch.

Career & Community Awareness: Enriches learning through 3rd–4th Grade Job Shadow Day (including career research days), 5th Grade Career Day projects, Cluster STEM Nights, and Multicultural Curriculum Nights.

Strategies for Gifted, Talented, and Advanced Learners:
While the text does not contain a standalone "Gifted and Talented" section heading, it outlines several strategies for acceleration, advanced challenge, and talent enrichment:

Flexible Cross-Class & Cross-Grade Grouping: Uses weekly collaborative planning to organize cross-class and cross-grade Hello Literacy skill groups specifically for students who require higher-level academic challenge.
Advanced Phonics Exit Pathway: For 2nd-grade students who exit phonics programs early, instruction is accelerated through book studies, author studies, and chapter book units.
Academic Competition & Talent Development: Researches and expands participation in elementary student competitions and student-led campus tours to cultivate student leadership.

c. Activities to address the needs of at-risk students

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—

Targeted Reading & Literacy Interventions

Orton-Gillingham (OG) Training: Provides in-house training on Orton-Gillingham strategies for teachers to lead targeted reading interventions.
Flexible Skill Grouping: Uses weekly collaborative planning to organize cross-class and cross-grade Hello Literacy skill groups, placing students in targeted groups based on their specific book level and skill needs.
Multisensory & Adaptive Phonics: Implements Multi-Sensory Learning, Unique Learning (Adaptive curriculum), Heggerty's, and Saxon in K–2 classrooms.
Individualized Reading Plans: Creates and implements the Sandhill 2026/27 IRA (Individualized Reading) Plan alongside second-semester classroom support plans.

Mathematics Interventions & Remediation

Data-Driven Extended Learning Time (ELT): Uses Georgia Milestones (GMAS) data for 4th–5th grades and End-of-Year (EOY) STAR data for 3rd grade to place students into targeted math support groups during ELT.
Special Education Math Curriculum: Continues implementation of SRA Math in Special Education (SPED) K–2 classrooms.

Instructional Error Analysis: Conducts weekly error analysis in 3rd–5th math classes where teachers use student common errors to address specific conceptual gaps.

Adapted Classroom Instruction & Support

Resource Room Learning Supports: Reduces technology and screen usage in SPED resource classrooms, replacing them with interactive center time and hands-on academic board games to build collaboration.

Early Communication Interventions: Incorporates communication interventions during PreK–K daily morning meetings.

Scaffolding for Comprehension: Integrates graphic organizers and Thinking Maps to support note-taking and listening comprehension in 3rd–5th grade ELA.

Language Access: Translates school permission slips into Spanish to support English Learner (EL) families. Our ESOL, English as a second language, educator also provides daily instruction for our ESOL learners and will assist in communications with the same students' families. We also provide translation services if needed for parent /teacher conferences.

i. Counseling and support services

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

Social-Emotional & Behavioral Supports

School Vision: The school vision explicitly commits to providing premier experiences that support students "academically, socially, and emotionally".

PBIS Implementation: Aims to reduce office discipline referrals through PBIS positive recognition, including positive office referrals, visual displays, PBIS points, and a fine system to earn a 5-Star School Climate rating.

School Climate Plan: Implements a dedicated Climate Plan and Social-Emotional Well-being (SEW) Improvement Guide.

Specialized Instructional Support & Early Interventions

Special Education Supports: Delivers specialized instruction using Multi-Sensory Learning, Unique Learning (Adaptive curriculum), and SRA Math for Special Education classrooms.

Early Development Interventions: Incorporates 5-minute fine motor activities and early communication interventions into PreK–K daily morning meetings.

Staff Mentoring Program: Maintains an active Mentor/Mentee List and induction program to support new staff members in serving students effectively.

Mentoring & Community Partnerships

Youth Group Collaborations: Collaborates with Villa Rica High School (VRHS) students, specifically engaging the Future Focused Young Men's group at VRHS and students from Bay Springs to support school events like Multicultural Night.

Non-Academic Student Recognition & Community Services

Positive Behavior & Attendance Incentives: Promotes positive school culture through monthly Perfect Attendance draws (Fast Passes, ice cream, $50 gift cards), "Power Patriots" student designations, Student of the Week homeroom spotlights, and daily broadcast shout-outs.

Community & Basic Needs Support: Establishes food and clothing drives through student organizations to support families in need

ii. Postsecondary and workforce preparation

Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school.

Job Shadow Day (3rd & 4th Grades):

3rd and 4th-grade students research the specific job they will shadow in advance and prepare to share their findings with the individual they are shadowing.

Students remaining on campus participate in a structured "career research day" to explore occupations of interest.

5th Grade Career Day Projects:

5th-grade students complete career research projects during Social Studies and STEM classes to present as part of Career Day.

Community partners are invited to visit Career Day to connect students directly with local workforce representatives.

STEM Exploratory & 4Cs Skill Development:

Explicitly teaches workforce-ready skills—Critical Thinking, Communication, Collaboration, and Creativity (4Cs)—through the STEM Exploratory, led by a paraprofessional and project-based learning.

Integrates student technology production, including podcasts, Loom digital presentations, and group non-fiction research projects.

High School & Middle School Mentoring Partnerships:

Partners with Villa Rica High School (VRHS) and Bay Springs students—including the VRHS Future Focused Young Men's group—for student leadership and community service collaboration.

Cluster Transition Planning:

Coordinates transition planning between elementary, middle, and high schools across the Villa Rica Cluster to support long-term academic pathways.

iii. Schoolwide tiered model

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.

Schoolwide Tiered Behavioral Model & Climate Support

PBIS Behavioral Framework: Aims to earn a 5-Star School Climate rating by reducing office discipline referrals through PBIS positive recognition strategies, including positive office referrals, visual displays, PBIS points, and a fine system.

Social-Emotional & Climate Plan: Develops and implements a dedicated Climate Plan and Social-Emotional Well-being (SEW) Improvement Guide.

Early Intervening Services (Early Academic & Developmental Support)

Early Literacy Interventions: Implements Year 4 of the K–2 Science of Reading, Heggerty's phonemic awareness, Saxon, and Orton-Gillingham (OG) intervention strategies led by an in-house teacher trainer.

Flexible Skill Grouping: Uses weekly collaborative planning to organize cross-class and cross-grade Hello Literacy skill groups, allowing students to move into targeted reading groups based on individual skill levels.

PreK & Kindergarten Early Interventions: Incorporates communication interventions, rapid naming exercises, and fine-motor skill activities into daily morning meetings within the Early Learning Academy.

Individual Reading Plans: Develops and implements the Sandhill 2026/27 IRA (Individualized Reading) Plan and second-semester classroom support plans.

Special Education & IDEA-Aligned Services

Adaptive & Specialized Curricula: Utilizes Multi-Sensory Learning (SPED), Unique Learning (Adaptive curriculum), and SRA Math specifically for Special Education classrooms.

Specialized Staff Training: Conducts in-house professional learning to train teachers in using Multi-Sensory Learning and Orton-Gillingham (OG) methods for targeted student interventions.

Collaborative Planning: Integrates Special Education teachers into grade-level collaborative planning and student-involved goal conferences.

iv. Professional development

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.

Professional Development & Staff Training

Schoolwide Professional Learning Plan: Establishes the Sandhill 2026/27 Professional Learning Plan under Goal Area IV to deliver personalized professional learning (PPL) tailored to teacher experience and Focus Priority needs, guided by staff interest surveys.

Teacher Evaluation & Feedback: Pilots the GALEADS evaluation system, providing initial administrator orientation, teacher PL, and 24-hour face-to-face evaluation feedback.

Instructional & Program-Specific Training:

Literacy: Conducts district and in-house PL for K–2 Science of Reading (Year 4), Multi-Sensory Learning, Unique Learning (Adaptive), and Orton-Gillingham (OG) intervention strategies led by an in-house trainer.

Mathematics: Provides IXL Takeoff PL, Calendar Math PL (including peer observations of best practices), and SRA Math PL for new Special Education teachers.

Early Learning & STEM: Delivers Early Learning Academy Bootcamp/thematic unit PL and STEM-aligned technology PL.

Paraprofessional & Auxiliary Staff Training: Provides mandatory training for the bookkeeper, secretary, registrar, After School Program (ASP) personnel, tutors, and Title paraprofessionals on new timesheet software.

Use of Data from Academic Assessments

Collaborative Data Review & Grouping: Uses weekly grade-level collaborative planning sessions to analyze student performance data, review standard alignment, and reassign students into flexible Hello Literacy skill groups.

Data-Driven Interventions (ELT): Uses Georgia Milestones (GMAS) assessment data (grades 4–5) and End-of-Year (EOY) STAR data (grade 3) to structure math support and remediation groups during Extended Learning Time.

Ongoing Growth & Error Tracking: Uses weekly math error analysis to address conceptual gaps, monitors math fact fluency through Friday "Math Masters" assessments, and tracks student goal progress via student-maintained data folders and monthly teacher-student check-ins.

Recruitment, Retention, and Support of Effective Teachers

New Teacher Induction & Mentoring: Maintains a dedicated New Teacher Induction Program to promote staff retention and success, supported by the New Teacher Year at a Glance and an active Mentor / Mentee List.

Staff Morale & Social-Emotional Well-being: Implements a staff Climate and Social-Emotional Well-being (SEW) guide, replaces traditional faculty meetings with Celebration Mondays, and holds staff Days of Service.

Attendance Incentives & Working Environment: Recognizes staff perfect attendance with drawings and monitor displays, while upgrading professional learning spaces and facilities to improve the overall employee experience.

v. Recruitment and retention,

Efforts to recruit and retain effective teachers in high-need content areas.

New Teacher Induction & Mentoring Program

Targeted Retention Strategy: Under Goal Area II, the plan establishes a specialized New Teacher Induction Program specifically designed for educators who are new to the profession or new to Sandhill Elementary to promote long-term retention and teacher success.

Guided Support System: Supported directly by two core management documents:

New Teacher Year at a Glance 26-27

Mentor / Mentee List 2026-2027, which pairs incoming teachers with experienced mentors.

vi. Preschool transitions

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

Early Learning Academy & Transition Activities

Specialized Early Learning Focus: Under Goal Area II, the plan designates the Early Learning Academy as a primary focus priority to attract families and build lifelong learners through experiential learning, guided by the [SHES Early Learning Academy Focus Priority Guiding Document 26-27].

Transition & Readiness Events:

Hosts Academy Camp for incoming students (providing t-shirts to participants).

Organizes community outreach events such as Popsicles with Principal Parham on the Playground and a community Ribbon Cutting for the Early Learning Academy.

Academic Readiness & Early Childhood Instruction

Foundational Skill Building: Under Goal Area I, PreK instruction incorporates Rapid Naming activities (focusing on pictures, colors, shapes, letters, and numbers) and 5-minute fine-motor skill exercises.

Thematic & Experiential Learning: Maps out thematic units, monthly excursions, and multi-sensory literacy activities at the Patriot Patch.

Communication & Social Readiness: Integrates daily morning meetings incorporating communication interventions to develop early communication and 4Cs skills (Critical Thinking, Communication, Collaboration, Creativity).

Facility & Environment Enhancements for Young Learners

Dedicated Early Childhood Spaces: Under Goal Area III, the school adapts its facility to welcome young learners by creating storefront entrance doors for the Early Learning Academy, moving the PreK playground, adding a covered outdoor learning space, and decorating PreK classrooms.

vii. Middle and high school transitions

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.

Core School Mission:

The school's overarching mission explicitly aims to "develop students who are fully prepared to thrive and be successful in middle school".

Student Transition & Leadership Modeling:

Fifth-grade students model student-led goal conferences for fourth-grade students in October to prepare them for upper-elementary academic expectations. Collaborates with Bay Springs Middle School and Villa Rica High School (VRHS) students—including the VRHS Future Focused Young Men's group—for volunteer support, campus events, and mentoring partnerships.

Cluster Transition Meetings:

Under Goal Area IV (Performance Objective B: Growth & Development Initiative), the plan calls for collaborating across the Villa Rica Cluster on transition meetings scheduled for March 19, 2027 ("Collaborate transition meeting from elementary to middle, middle to high").

viii. Career opportunities

Discuss opportunities for students to take high school courses and career counseling opportunities for students. How are they informed about technical and dual-enrollment

opportunities? Elementary Schools: Discuss opportunities for students to learn about various careers.

Job Shadow Day (3rd & 4th Grades):

3rd and 4th-grade students research the job they will shadow in advance and prepare to share their learning with the person they shadow.

Students who do not go to a different location to shadow participate in a structured "career research day" on campus to investigate occupations of interest.

5th Grade Career Day Projects:

5th-grade students complete dedicated career research projects in Social Studies and STEM classes to present for Career Day.

Local community partners are invited to visit Career Day to build community connections and introduce students to local workforce representatives.

STEM Exploratory & 4Cs Skill Building:

Explicitly teaches workforce-ready skills—Critical Thinking, Communication, Collaboration, and Creativity (4Cs)—through the STEM Exploratory led by a paraprofessinal, project-based learning, student research presentations, and digital media creation (podcasts, Loom presentations, and Snorkl).

3. Evaluation of the Schoolwide Plan – 34 CFR 200.26

a. Regular monitoring and implementation

Address the regular monitoring, the implementation of, and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

State Annual Assessments & Academic Indicators

Georgia Milestones Assessment System (GMAS): GMAS data for 4th and 5th grades is used to structure and assign students to targeted intervention groups during Extended Learning Time (ELT).

STAR & Benchmark Assessment Data: End-of-Year (EOY) STAR data for 3rd grade is used alongside GMAS data to form math ELT support groups.

Grade-Level Reading Targets: Evaluates schoolwide literacy progress by setting specific growth targets to increase the percentage of students reading on grade level across all grades (K: 80% to 83%, 1st: 66% to 69%, 2nd: 73% to 76%, 3rd: 78% to 81%, 4th: 71% to 74%, 5th: 64% to 72%), with a specific target to increase 3rd-grade reading comprehension to 80%+.

Regular Monitoring of Instructional Implementation

Weekly Collaborative "Pulse Checks": Teachers conduct weekly "pulse checks" during grade-level collaborative planning meetings to evaluate how new initiatives (such as IXL Takeoff and Hello Literacy groups) are progressing, identify what needs improvement, and adjust instruction accordingly.

Weekly Growth Checks & Error Analysis: Teachers monitor math progress through weekly student error analysis in grades 3–5 and Friday "Math Masters" assessments in 2nd grade.

Student-Level Progress Tracking

Student Data Folders & Monthly Reviews: Students track their individual learning goals using student-maintained data folders and participate in monthly goal-monitoring check-ins with content-area teachers. Biweekly goal tracking is also conducted for language and grammar skills.

Fall & Spring Conferences: Goal progress is formally reviewed during fall student-involved parent conferences (October) and follow-up student-led conferences (March).

Overall Program Evaluation & Teacher Effectiveness

Parent Advisory Council Reviews: The Parent Advisory Council meets quarterly to survey schoolwide strengths and weaknesses across initiatives.

GALEADS Evaluation System Pilot: Monitors instructional quality through administrator observations, teacher professional learning, and face-to-face feedback provided within 24 hours.

School Climate Evaluation: Monitors office discipline referrals through PBIS positive recognition to evaluate progress toward earning a 5-Star School Climate rating.

b. Effectiveness in meeting standards

Determining whether the schoolwide plan has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been further from achieving the standards.

Measuring Progress Toward State Academic Standards

Grade-Level Reading Growth Targets: Sets explicit growth targets to increase the percentage of students reading on grade level across all grades:

Kindergarten: 80% to 83%

1st Grade: 66% to 69%

2nd Grade: 73% to 76%

3rd Grade: 78% to 81% (with an overall goal to raise 3rd-grade reading comprehension to 80%+)

4th Grade: 71% to 74%

5th Grade: 64% to 72%

State & Benchmark Assessment Indicators: Uses Georgia Milestones Assessment System (GMAS) data (grades 4–5) and End-of-Year (EOY) STAR data (grade 3) to evaluate mastery of state standards and structure Extended Learning Time (ELT) math support groups.

Monitoring Growth for Students Furthest from Standards (At-Risk & Subgroups)

Weekly Skill Group Re-evaluations: Grade-level teams analyze student skill data during weekly collaborative planning to adjust cross-class and cross-grade Hello Literacy skill groups, ensuring struggling readers receive instruction targeted to their exact reading level.

Targeted Interventions & Individual Plans: Evaluates growth for low-performing students through specialized interventions, including Orton-Gillingham (OG) reading strategies, Multi-Sensory Learning, Unique Learning (Adaptive curriculum), SRA Math in Special Education, and the Sandhill 2026/27 IRA Plan.

Instructional Error Analysis: Conducts weekly math error analysis in 3rd–5th grades where teachers evaluate common student misconceptions to refine daily spiral instruction and address conceptual gaps.

Continuous Implementation & Student Accountability Tracking

Weekly Teacher "Pulse Checks": Grade-level teams hold weekly collaborative meetings to conduct "pulse checks" (assessing what is working, what is not, and how instruction should be adjusted) on core programs like IXL Takeoff, and Hello Literacy.
Student Data Folders & Biweekly/Monthly Tracking: Students track their own progress in student-maintained data folders, completing biweekly progress checks for language/grammar and monthly goal-monitoring check-ins with content-area teachers.
Fall & Spring Goal Conferences: Evaluates progress toward standards during October fall parent/teacher/student goal-setting conferences and follow-up student-led conferences in March.

Leadership & Stakeholder Evaluation Loops

GALEADS Teacher Evaluation Pilot: Monitors instructional effectiveness through administrator observations and face-to-face teacher feedback delivered within 24 hours.
Parent Advisory Council: Meets quarterly to survey and evaluate schoolwide strengths and weaknesses across all initiatives.

c. Plan revisions

Explain how the Schoolwide plan is revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

. Weekly Instructional & Grouping Revisions

Flexible Reading Group Revisions: Grade-level teams use weekly collaborative planning sessions to "plan and revise groupings" for Hello Literacy, moving students across classes or grade levels based on ongoing book-level and skill assessments.
Weekly "Pulse Checks": Teachers conduct weekly "pulse checks" during collaborative meetings (asking "What's going well, what's not going well, how can we improve?") to refine instruction and adjust core initiatives such as IXL Takeoff.
Weekly Error Analysis Adjustments: Teachers analyze common student errors weekly in 3rd–5th grade math classes to adjust daily spiral instruction and target specific conceptual gaps.

Semester-Level Learning Plan Revisions

Mid-Year Classroom & Reading Support Adjustments: Under the Learning Support Initiative, the school establishes the Sandhill 2026/27 IRA Plan in the first semester and

creates updated 2027 Second Semester Classroom Plans to adjust support strategies based on student growth.

4. 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 policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f).

Written Engagement Policy & Guidance Document

Under Goal Area II (Performance Objective A), the school establishes the Sandhill 2026/27 Stakeholder Engagement Planning Guide and Calendar to guide family engagement efforts.

Outlines the distribution of a Year at a Glance document directly to both staff and parents.

Joint Development & Parent Collaboration

Parent Advisory Council: Under Goal Area IV, the school maintains a Parent Advisory Council that meets quarterly to survey schoolwide strengths and weaknesses as a School of Choice.

Diverse Parent Ambassadors: Establishes Parent Ambassadors specifically selected to represent the school's diverse student population, creating guidelines and distributing contact lists to welcome new parents.

Distribution, Communication & Family Engagement Opportunities

Language & Accessible Communication: Translates permission slips into Spanish and provides weekly updates to parents through the Sand Hill Summit newsletter and digital hub links.

Parent-Teacher-Student Conferences: Schedules mandatory fall student-involved parent/teacher goal conferences in October, followed by student-led conferences in March.

Schoolwide Family Engagement Nights: Calendarizes regular family events, including Multicultural Curriculum Night, Cluster STEM Night, Spring Fling, Family Bookfair nights, Grandparents Lunches, and Family Movie Night.

Grade-Level Classroom Opportunities: Offers parents at least two days per grade level to participate directly on campus through lesson observations, classroom volunteering, excursions, and goal celebrations.

5. Schoolwide Plan Development - Section 1114(2)(B) (i-iv)

Development and Stakeholder Involvement

The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators.

Principals, Administrators, and School Leaders

Plan Governance & Monitoring: School leadership (including Principal Parham, Assistant Principal Dr. Krebs, and Dr. Palagano) directly oversees the execution of focus priorities and coordinates weekly collaborative planning agendas.

Teacher Evaluation & Feedback: Administrators pilot the GALEADS evaluation system, conducting observations and delivering face-to-face feedback to teachers within 24 hours to support continuous instructional improvement.

Teachers and Grade-Level Teams

Collaborative Plan Execution: Grade-level teacher teams participate in weekly collaborative planning meetings to analyze student data, conduct instructional "pulse checks," and design flexible learning groups.

Goal Setting & Student Monitoring: Teachers lead biweekly language tracking, monthly goal-monitoring check-ins with students, and conduct student-involved conferences.

Paraprofessionals and Auxiliary Staff

Instructional & Operational Integration: Title paraprofessionals, tutors, After School Program (ASP) personnel, and bookkeepers are specifically included in schoolwide operational and professional learning plans, including mandatory software training.

Parents and Family Members

Parent Advisory Council: Maintains an active Parent Advisory Council that meets quarterly to survey schoolwide strengths and weaknesses as a School of Choice.

Diverse Parent Ambassadors: Establishes a group of diverse Parent Ambassadors who meet to define guidelines and distribute contact lists to welcome new parents to the school community.

Joint Goal Conferences: Involves parents directly in academic planning through Fall Student-Involved Parent Conferences (October) and follow-up Student-Led Conferences (March).

Family Engagement Calendar: Provides parents with the Year at a Glance and hosts family engagement events such as Multicultural Curriculum Night, Cluster STEM Night, and grade-level classroom participation days.

Community Members and Local Partners

Community Advisory & Outreach: Hosts an annual Community Partnership Breakfast and student-led campus tours to share school progress with local leaders.

Workforce & Volunteer Collaboration: Invites local community representatives to 5th Grade Career Day, lists partner contributions on the school events hub, and collaborates with student volunteers from Bay Springs Middle School and Villa Rica High School.

Monitoring and Revision

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.

Weekly Monitoring & Implementation "Pulse Checks"

Weekly Instructional Adjustments: Grade-level teacher teams participate in weekly collaborative planning meetings to run instructional "pulse checks" (evaluating "What's going well, what's not going well, how can we improve?") for core programs like IXL Takeoff.

Weekly Growth & Error Tracking: Math teachers conduct weekly error analysis in grades 3–5 to identify student misconceptions, while 2nd-grade teachers use Friday "Math Masters" assessments to monitor ongoing fact fluency.

Ongoing Student Goal Monitoring: Students track their own growth through student-maintained data folders, completing biweekly progress checks for language/grammar and monthly goal-monitoring check-ins with content-area teachers.\

Revising Plans and Groupings Based on Student Needs

Flexible Skill Grouping Revisions: Teachers use weekly collaborative planning sessions to "plan and revise groupings" for Hello Literacy, moving students across classes or grade levels based on ongoing book-level and skill assessments.

Semester Plan Revisions: The school establishes the Sandhill 2026/27 IRA Plan in the first semester and develops updated 2027 Second Semester Classroom Plans to adjust learning supports based on mid-year student

Availability to Stakeholders

The plan is available to the local education agency, parents, and the public, provided in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

Uniform & Understandable Formats

Year at a Glance Distribution: Communicates overarching plans, schedules, and priorities through a uniform Year at a Glance document provided directly to both staff and parents.

Digital Access & Weekly Updates: Publishes regular updates through the weekly Sand Hill Summit newsletter, which is distributed every Friday along with accessible digital links on the school's digital Hub.

Visual Information Displays: Uses an atrium Promethean monitor and lunchroom displays to showcase announcements, updates, and student recognitions for visitors and families.

Coordination and Integration

Is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as nutrition, housing, Head Start, adult education, and violence prevention programs.

Early Childhood & Early Education Programs

Early Learning Academy Alignment: Coordinates early childhood education through the Early Learning Academy (PreK & Kindergarten), collaborating with district leadership (CES, IES, Matt Huckeba) to map out thematic units, host Academy Camp, and align early literacy and developmental goals.

Family Support, Nutrition, and Basic Needs Services

Food & Clothing Drives: Establishes food and clothing drives through student organizations to provide direct support and relief for families in need within the school community.

Parent & Community Engagement Support: Provides a Year at a Glance guide to staff, parents, and community partners, while translating permission slips into Spanish to ensure equitable access to school resources and events.

Safety, Preparedness, and Violence Prevention

Georgia School Safety Alignment: Implements a comprehensive Schoolwide Safety Plan aligned with the Georgia School Safety and Preparedness Seal.

Nine-Week Safety Protocol Reviews: Reestablishes a school Safety Committee that meets every nine weeks to review, test, and strengthen safety and crisis protocols.

Local Government, City, and Community Partnerships

City of Villa Rica Collaboration: Continuously builds partnerships with the City of Villa Rica and local civic leaders.

Community Partnership Breakfast & Campus Tours: Hosts an annual Community Partnership Breakfast and student-led campus tours to share progress and align resources with local partners.

Business & Community Recognition: Maintains a community partner tracking hub, provides welcome packages for visiting partners, and invites local representatives to events like 5th Grade Career Day.

Inter-School & Cluster Youth Programs

High School & Middle School Mentoring: Partners with Villa Rica High School (VRHS) and Bay Springs Middle School, engaging groups like the Future Focused Young Men's group at VRHS for volunteer hours and student mentoring during events such as Multicultural Night.

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—

Targeted Reading & Literacy Interventions

Science of Reading & Flexible Grouping: Implements Year 4 of the K–2 Science of Reading and uses flexible Hello Literacy skill groups that allow students to transition across classes or grade levels based on their specific book level and skill needs.

Multisensory & Specialized Literacy: Employs Multi-Sensory Learning, Unique Learning (Adaptive curriculum), Heggerty's, and Saxon phonics.

In-House Intervention Training: Designates an in-house trainer to prepare teachers wanting to incorporate Orton-Gillingham (OG) strategies for intensive reading interventions.

Individualized Support Plans: Establishes the Sandhill 2026/27 IRA Plan (Individualized Reading Plan) and second-semester classroom support plans to target reading deficits.

Mathematics Remediation & Skill Building

Data-Driven Support Groups: Assigns students to targeted math remediation during Extended Learning Time (ELT) using Georgia Milestones (GMAS) data for 4th–5th grades and STAR assessment data for 3rd grade.

Specialized Math Curriculum: Implements SRA Math specifically within Special Education (SPED) K–2 classrooms.

Instructional Error Analysis: Conducts weekly error analysis in 3rd–5th grade math classes to identify and correct common student misconceptions.

Protected Fluency Practice: Dedicates daily protected time for math fact fluency using 99 Math and IXL, with Friday "Math Masters" assessments to track growth.

Classroom Scaffolding & Adaptive Supports

Active, Hands-On Learning: Minimizes technology screen time in SPED resource rooms, substituting interactive center time and academic board games to encourage active learning and collaboration.

Comprehension Scaffolding: Uses graphic organizers and Thinking Maps in 3rd–5th ELA to assist students with note-taking and listening comprehension.

Early Childhood Interventions: Integrates fine-motor exercises, Rapid Naming activities (pictures, letters, shapes, numbers), and communication interventions into daily morning meetings in PreK and Kindergarten.

Language Access: Translates permission slips into Spanish to support English Learner (EL) families.

Student Progress Tracking & Accountability

Data Folders & Check-Ins: Mandates student-maintained data folders and monthly goal-monitoring check-ins between students and content-area teachers.

Student-Involved Goal Conferences: Includes students in fall parent-teacher goal-setting conferences in October, followed by student-led conferences in March.

Evidence-based Strategies

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

Evidence-Based Literacy Programs & Interventions

Science of Reading (Year 4 Implementation): Grounded in explicit, systematic reading research, the K–2 curriculum incorporates Science of Reading practices to raise grade-level reading proficiency.

Structured & Multisensory Literacy Interventions:

Orton-Gillingham (OG): Utilizes an in-house trainer to prepare teachers to lead Orton-Gillingham explicit, multisensory reading interventions.

Heggerty Phonemic Awareness & Saxon Phonics: Implements systematic phonemic awareness and explicit phonics instruction in early grades.

Multi-Sensory Learning & Unique Learning (Adaptive): Employs evidence-based adaptive and multisensory curricula specifically tailored for Special Education (SPED) students.

Hello Literacy Flexible Skill Grouping: Uses weekly collaborative planning data to group students across classes and grade levels based on specific book levels and skill needs.

Amira & Phonics Acceleration: Utilizes Amira software and district-provided book/author studies for students exiting phonics early in 2nd grade.

Evidence-Based Mathematics Strategies

Adaptive & Fluency Platforms: Implements IXL Takeoff (K–2), 99 Math, and daily protected fact fluency practice to build mathematical automaticity and conceptual understanding.

Direct Instruction Math Intervention: Continues implementation of SRA Math, a research-validated direct instruction program for K–2 Special Education classrooms.

Metacognitive Math Strategies:

Instructional Error Analysis: Teachers in grades 3–5 analyze common student misconceptions weekly to adjust spiral instruction and help students catch conceptual errors.

Problem Posing: Students formulate their own word problems from "naked" equations to deepen conceptual reasoning.

Calendar Math & Daily Spirals: Uses daily spiral review to strengthen long-term standards retention.

Data-Driven Interventions & Student Metacognition

Targeted Extended Learning Time (ELT): Uses state and benchmark assessment data—Georgia Milestones (GMAS) for 4th–5th grades and End-of-Year STAR data for 3rd grade—to place students into targeted math support groups.

Student-Maintained Data Folders & Goal Setting: Involves students directly in tracking their own academic goals through data folders, biweekly grammar tracking, and monthly teacher-student check-ins.

Student-Involved & Student-Led Conferences: Conducts fall student-involved parent conferences (October) and follow-up spring student-led conferences (March) to foster self-regulation and goal ownership.

Cross-Curricular Scaffolding & 4Cs Rationale

Visual & Graphic Organizers: Integrates Thinking Maps and graphic organizers to scaffold listening comprehension and note-taking in 3rd–5th ELA.

Writing Across Content Areas: Incorporates daily summarizers, learning logs, and Know & Wonder paragraphs to build constructing-text skills in science, social studies, and math.

4Cs & Digital Media: Explicitly teaches Critical Thinking, Communication, Collaboration, and Creativity through project-based learning, the STEM Exploratory led by a paraprofessional, Snorkl, podcasts, and student-produced digital presentations.

High-Leverage Professional Learning & Evaluation

GALEADS Evaluation System Pilot: Monitors instructional quality through administrative observations and face-to-face teacher feedback delivered within 24 hours.

Personalized Professional Learning (PPL): Uses staff survey data and focus priority needs to deliver targeted professional development tailored to teacher experience.

Title I Budget Crosswalk

Include the items purchased with Title I funds, along with the page they are found in the plan and the level of evidence for each, outlined in your Title I Budget.

Expenditure	Page in SWP	Level of Evidence
PARAPROFESSIONAL	6,8,7,10,14,19,3	Strong
Reducing class size by hiring 2 teachers, this includes paying a substitute for up to 10 days if needed.		Strong
Tutoring	25, 16	Strong
Pear Assessment		Strong
IXL Takeoff	4,5,7,9,10,15,20	Strong
Renaissance		Strong
Brain POP	4,6,10	Strong

Title I Carryover Budget Crosswalk

(List all expenditures included in Title I Carryover 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. This will be added after you receive carryover funds.)

Expenditure	Page in SWP	Level of Evidence
Tutors	25, 16	Strong
Subs for PL/collegial if funding is available		Strong

** You will need to resubmit your Title I Schoolwide Plan if you add additional items to your Carryover Budget that are not included in the original 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. The plan will be reviewed as student achievement data is reviewed throughout the year.

Principal Date

Joyanne Parham 10/26/26

Title I Specialist Date of Approval

Director of Federal Programs Date

Superintendent Date