



Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Sand Hill Elementary	District Name: Carroll County	
Principal Name: Carla Meigs	School Year: 2017-2018	
School Mailing Address: 45 Sand Hill School Road		
Telephone: 770-832-8541		
District Title I Director/Coordinator Name: Dr. Karen Strickland		
District Title I Director/Coordinator Mailing Address: 164 Independence Drive Carrollton, Georgia 30116		
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Telephone: 770-832-3568		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Carla Meigs		Principal
Alison Lyle		Assistant Principal
Kasheena Hudson		Pre-K
Teresa Williams		Kindergarten
Ava Calhoun		1 st Grade
Kim McKinley		2 nd Grade
Dana Cole		3 rd Grade
Missy Calas		4 th Grade
Lindsay McKenzie		5 th Grade
Cheryl Henderson		Counselor
Heather Rawson		Para Professional
Shelley Griffin		Bookkeeper
Staci Wright		Instructional Coach
Joy Newman		Special Education / ISC
Georgia Evans		Consultant
Wren Garner		Parent
Kristen Huddleston		Teacher/School Advisory Council



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SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).
 - A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were: Kasheena Hudson, Lauren Studymine, Staci Owens, Carly Austin, Dana Cole, Missy Calas, Rikki Chandler, Cheryl Henderson, Kim Eubanks, Heather Rawson, Shelley Griffin, Staci Wright, Joy Newman, Alison Lyle, Carla Meigs, and Georgia Evans. This team is comprised of representatives of each grade level, media specialist, administrators, special education, EIP, counselor, and parent. The ways they were involved were during the 2016-2017 school year, Sand Hill Elementary School Improvement Leadership Team (SLT) conducted a needs assessment of all aspects of the school in conjunction with the self-study that is required under the SACS accreditation renewal process. 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. Results of the data analyses are used to update the School Improvement Plan and our Balance Score Card. An external consultant was used to facilitate the development of all parts of our plan. The dates and expectations for the SLT meetings are:
 September 11, 2017
 October 2, 2017
 November 6, 2017
 January 8, 2018
 February 5, 2018
 March 5, 2018
 April 9, 2018
 May 7, 2018
 June 4, 2018
 below. Team members analyze student achievement and perception data; solicit input for planning from stakeholders they represent, and hold represented stakeholders accountable for implementation of the School Improvement Plan.

Sand Hill Elementary is one of the oldest schools in Carroll County. Sand Hill Elementary



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School serves the Pre-K through fifth grade students of the Villa Rica Cluster in the Carroll County School District. Sand Hill Elementary was opened in 1841 with 11 students which is vastly different from the current enrollment of 775 students. Our CCRPI school performance index score was 86.8. There is a racial/ ethnic mix comprised of Whites (69 %), Blacks (15%), Hispanics (10%), Multiracial (6%), and Asians (0%). Currently, over 65% of the students participate in the federal free and reduced lunch program. Students participate in a variety of educational programs including: regular education, special education (12%), ESOL (3%), EIP (28%), and gifted (4%).

- B. We have used the following instruments, procedures, or processes to obtain this information: As a strategy for Needs Assessment, stakeholders began by brainstorming to review formal and informal diagnostic measures (graphs of student performance) including: Georgia Milestones assessments, GKIDS, CCRPI Report, Carroll County unit test, staff surveys, parent surveys, & student surveys; Informal- measures such as reading results from Read with Sarah, Study Island, and STAR reading and math. We analyzed the data from all sources to identify our at-risk population as well as our students who are exceeding. Again we brainstormed to look at root causes to determine our students' needs. We then develop an action plan and research successful programs/models that will help us in our plan. We then develop a plan to meet the needs of our students.

- C. At the current time, Sand Hill Elementary does not have any students who qualify as a migrant student. If we enroll any migrant students, we will provide all academic services for which they qualify and communicate with the Director of Federal Programs to obtain any needed assistance from the Migrant Consortium.

- D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. SHE reviews achievement data. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved: state mandated achievement test results, test participation rate, attendance, discipline, professional development needs, and survey results from staff, students, and stakeholders. We review all data which helps us identify the subjects and skills in which improvement is needed. This information allows our SLT to identify trends. Based on the review, the SLT identified the areas where the school needs to continue to improve. These areas include: ELA, number of students reading at appropriate Lexile levels and writing.



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- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Georgia Standards of Excellence (GSE)] and the State student academic achievement standards including
- i. Writing continues to be a concern.
 - ii. Students with disabilities are below state targets in all areas.
 - iii. We still need to continue to focus on students scoring above state levels on the Lexile scores.

**End of Grade Testing
 Georgia Milestones**

SHES	Proficient + Distinguished		State 2017 (8/8)
	2016	2017 (5/8)	
3rd ELA	36%	48%	36%
4th ELA	39%	52%	42%
5th ELA	44%	43%	38%
3rd Math	56%	65%	42%
4th Math	39%	48%	45%
5th Math	56%	53%	37%
5th SC	61%	58%	39%
5th SS	42%	43%	29%



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Lexile Stretch Bands on Milestones 2017

SCHOOL	GRADE	On/ Above Lexile 2016	On/ Above Lexile 2017	State
SHES	3rd	74%	77%	71%
	4th	60%	69%	60%
	5th	70%	78%	70%

Milestones Writing Scores 2017

	Extended Response Ideas (3 +4) 2016	Extended Response Ideas (3 +4) 2017	Extended Response Conventions (2 +3) 2016	Extended Response Conventions (2 +3) 2017	Narrative (3 +4) 2016	Narrative (3 +4) 2017
3rd	6%	22%	56%	72%	13%	31%
4th	15%	23%	54%	80%	33%	26%
5th	35%	33%	67%	71%	31%	23%

F. The data has helped us reach conclusions regarding achievement or other related data.



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- i. The major strength is in the area of math.
 - ii. The major needs we discovered were even though our students are scoring high in reading, they are not reaching Lexile benchmark levels set by the state. We are also weak in phonics in the lower grades.
 - iii. We need to continue to make sure our students are reading at grade level Lexile levels.
 - iv. We will continue to address all four core subject areas in an effort to achieve 100% of our students passing the state assessments.
 - v. The needs we will address are our SWD students' gap in ELA and math. We need to work in closing this gap by making sure our students understand the standards and provide additional math time as needed.
 - vi. The specific academic needs of those students that are to be addressed in the schoolwide program plan will be double dipping, small group instruction, extended class time in math and ELA/reading.
 - vii. We will also continue with Thinking Maps and writing to help writing scores at all grade levels. We will use Saxon phonics in K-2 to address these skills.
 - viii. We identified the root cause for the needs in Lexile scores as our students need to have a stronger word bank or knowledge. We will continue to work on academic vocabulary and make sure our students are reading at levels that extend their reading.
- G. The balanced scorecard was developed by the SLT in alignment with the District's Strategic Plan Performance Objectives. The measureable goals were identified and shared with grade level/horizontal teams for input and revision. The newly established goals are revised at each benchmarking quarter by all teams to determine status toward achievement. (See attached Balance Score Card/School Goals)

2. Schoolwide reform strategies that:



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Data-driven action plans, which include schoolwide strategies and practices, were developed following the review and analysis of the needs assessment results. (see SHE Action Plan) Our teachers have been trained in Georgia Standards of Excellence (GSE) and use it along with their knowledge from Georgia Performance Standards (GPS) and Quality Core Curriculum (QCC). All teachers post standards and EQs. Strategies include, but are not limited to summarizing, differentiation, scaffolding, activating strategies, collaborative pairs, and cooperative learning groups. Specific programs and practices are highlighted below. Each program was selected based on a careful review of educational research.

- Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

A. 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 . . . (Strategies to be used.)

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 background 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.

- Use effective methods and instructional strategies that are based on scientifically based research that:

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 1-5 three times a year, more if



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needed to track at risk students. The results are used to support the child's progress throughout the year.

- Read with Sarah is used daily for students in K-3 and for at risk readers in grades 4-5. This is the model SHE uses for guided reading.
- Reading resources include, but are not limited to: Read with Sarah guided reading sets, a book room containing leveled books by grades and lexile levels, literature circle in grade 4-5, mountain language.
- Classworks (Reading Eggs for our younger students) and Educational City is used in our computer labs and in the classrooms.
- Students with Disabilities receive SPIRE reading.
- K-2 students will have Saxon Phonics
- 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 Write from Beginning and Beyond
- 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.
- 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.
- Sand Hill uses its FIT/Homeless funds to tutor students in our After School Program and during the school day.
- ELA teachers will use the podcast system to help in the area of presenting research paper and Literacy skills of Speaking and Listening.
- K-2 students will be taught phonics skills to help reading using Saxon Phonics

Math

- STAR math is administered at least three times a year to provide information on our students' skills.
- Sand Hill has Volume VII in our RWS to help in the area of math.
- Classworks and Educational City help students in our computer labs, classrooms, and can be used at home.
- Teachers use Online Assessment System (OAS) to give students practice



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math questions in the classroom and at home.

- Sand Hill uses its Extended Learning funds 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.
- Fourth and Fifth grades are departmentalized to provide math.
- Sand Hill uses its FIT/Homeless funds to tutor students in our After School Program and during the school day.
- K will use Saxon Math

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.
- All teachers have been trained in the use of Thinking Maps.
- 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.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies:

- Learning Focused Strategies: A Continuous School Improvement Model designed to assist you with using exemplary practices to increase learning and achievement. It is a Planning Model that provides frameworks and tools for organizing, planning, assessing and designing instruction. For over twenty years, the LEARNING-FOCUSED Model has continued to improve with the latest educational, brain, learning style, and instructional practices research. Much of the original research for the model is referenced here. Additionally, the research of Robert Marzano, MCREL, Douglas Reeves, the Pew Educational Forum projects, and the US DOE Evaluation Consortium has provided the basis for the model updates over the past ten years. There have been several independent analyses conducted to provide evidence of the effectiveness of the LEARNING-FOCUSED Model. These meet the criteria set by the US DOE for "evidence-based blind studies". A few of the analyses have looked at individual schools, while others have examined data across many schools, and another one examined the data by individual teachers. The largest study concerned 57 schools across 4 school districts in 3 different states. All of the teachers were trained in the 2003 – 2004 school year on the following



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LEARNING-FOCUSED strategies:

- o Prioritize and map the curriculum
 - o LEARNING-FOCUSED lessons and units
 - o Acceleration and Scaffolding with students with disabilities and at-risk learners
 - o Reading Comprehension strategies and reading assignments
 - o Learning Focused Math
- Read with Sarah guided reading model: RWS was reviewed by Florida State University, earning a score of 95 out of 100 in reading comprehension, and approved for use by Reading First Schools. The evaluators for a federal School Improvement Grant at Glanton-Hindsman Elementary School reviewed the "based on research" carefully and deemed RWS a "true model" (their words) versus a program because of not only the adherence to quality research but of all of the additional components of training, daily and periodic monitoring, follow up with teachers and schools, etc. Also, for support of effectiveness, RWS has been used as the core program in three schools named as National Title I Schools, as well as numerous state awards of progress. One school was named a National Blue Ribbon School of Excellence.
 - Classworks: This is a web-based standards mastery program combining highly specific and dynamic content with real-time reporting to create a customized assessment, diagnostic, and instructional program built to each state's standards. "Classworks" provided an alternative instructional method that impacted student performance. It presents an instructional objective or concept in a variety of formats with continual reinforcement, whereas ordinary classroom instruction usually presents from one viewpoint based on curriculum standards. Students spent more time on task with "Classworks" because they enjoyed the variety of instruction and technology.
 - Accelerated Reading program: In total, 171 research studies and reviews support the effectiveness of Accelerated Reader. Of these...146 were led independently, 30 are experimental or quasi-experimental, 26 have been published in peer-reviewed journals. There is consensus among key federally funded organizations charged with evaluating educational products that Accelerated Reader is fully supported by scientifically based research. Moreover, these organizations agree that AR is effective in improving students' reading achievement.
- STAR reading and math: They are highly rated for screening and progress monitoring by the National Center on Response to Intervention and meet all criteria for scientifically based progress-monitoring tools set by the National Center on Student Progress Monitoring.
 - *Saxon Phonics* applies the same incremental, spiraling principals that are used in their



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math program. New content is taught in small increments, then continually applied and reviewed to achieve mastery and retention. The methodology is somewhat similar to *Writing Road to Reading's* in that it is rule oriented: many, detailed rules are taught throughout the program. (Both programs are based on Orton Gillingham methodology.) Also, both programs use their own coding systems to mark all word elements according to the rules, although Saxon's is a little closer in appearance to standard dictionary markings than *WRTR's*. Both programs teach phonics, spelling, and handwriting simultaneously. However, *Saxon Phonics* does allow for more leeway in offering children oral or hands-on options if they are not yet able to do the writing. Such options, along with the inclusion of letter tiles and a number of games make the Saxon program very suitable for hands-on learners.

We have increased the amount and quality of learning time by~

- We will have Pride Time from 7:40-8:00 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, RWS, STAR, Study Island, 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.



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- **Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:**
 - **counseling, pupil services, and mentoring services;**
 - **college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and**
 - **the integration of vocational and technical education programs; and**

Sand Hill Elementary uses tutors during the school and EIP teachers to reach at risk students in the area of reading and math. We use our Extended Learning Time ~ Pride Time, to remediate students needing extra support. We use community mentors to help in the area of reading. We have a Career Day for all students. This is a day planned by our counselors to expose students to different careers. Our counselors also cover classroom guidance for careers. This year our third-fifth grade students will have an Advisement Program. Our teachers will guide students through different careers and how to be ready for middle school. Our third grade students will visit Carroll County College and Career. Our fourth grade students will visit West Central Technical College. Our fifth grade will visit Georgia Tech.



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- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

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.
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- 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.

3. Instruction by highly qualified professional staff

All staff members are highly qualified at Sand Hill Elementary. All teachers are evaluated with a minimum of four informal walk throughs and two formal observations under the Teacher Keys Effectiveness System (TKES). Teachers who demonstrate a weakness over multiple observations are placed on a Professional Development Plan (PDP) that outlines specific skills to be improved. Additional informal classroom observations are also completed by the administrators.

Several teachers are working to obtain advanced degrees or endorsements to expand their professional knowledge.

At Sand Hill Elementary, we have the following percent of teachers at each level:

- T-4 (bachelors) – 16 or 32%
- T-5 (masters) – 20 or 40%
- T-6 (specialists) – 14 or 28%

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

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



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our current data. A plan is then made to address our school's needs. Committees and our School Advisory Council 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. Thinking Maps have been implemented schoolwide as a means for structuring a format for students in determining the purpose of writing. 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 Literacy Night, Math Night, Cluster Science Night, Open House, Parent Orientation Night, and PTO meetings. 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 CCGPS. We used funds to help with training in the area of writing, Read with Sarah, and Thinking Maps. Thinking Maps are used in all content areas of our school. Read with Sarah has also helped in the area of reading instruction. This model also uses 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



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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.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

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 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.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

A. Sand Hill has a strong parental involvement group. Parents are invited into our school and play an important part of our school's success. Our Parent Involvement Policy can be seen at the end of this section. Sand Hill uses the following ways to involve parents at school and home by:

- Sending home information about AR, OAS, and Study Island. Parents can log-on to the parent portal and view their child's progress through these programs.
- Our Patriot Parents who meet on Friday to help in various areas of the school.
- Our Parent Involvement Committee
- Our varied communication methods: monthly school newsletter, grade level newsletters, school website, Facebook, Twitter, email access to staff and administrators, agendas, conferences with staff, and school messenger phone system.
- Our parents are invited to attend functions at our school or their child's classroom.



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- Parents serve on our School Advisory Council and different committees at Sand Hill.
 - Our school offers a Parenting Center for parents to meet in with materials they may need.
- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by
- Having a parent representative on our Leadership Team.
 - We use parent survey results to update our plan.
 - We have a Title I Parent Meeting where Title I is discussed and at our first PTO meeting, our school plan is presented and parents are given an opportunity to give further input.
 - Providing printed copies of our parent involvement plan to parents
- B. We have developed a parent involvement policy included in our appendices that
- i. includes strategies to increase parental involvement ~Family Reading Night, Family Math Night, and Cluster STEAM Night; We also offer Coffee and Conversation over topics from our Title I Parent Survey results.
 - ii. describes how the school will provide individual student academic assessment results, including a interpretation of those results ~ Our school provides individual student academic assessment results at parent conferences and RTI/SST meetings. We also send home with our report cards a nine week view of how the student performed on the STAR reading and Math, Read with Sarah benchmarks and unit assessments. Our final GKIDS reports are sent home to parents at the end of the school year. Once we receive EOG parent reports, we send them home to parents with a letter to help them understand the reports.
 - iii. makes the comprehensive schoolwide program plan available to the LEA, parents, and the public via sending a copy of the plan to the LEA, posting the plan on the school website, and letting parents know the plan is available for review through the school newsletter. A copy is kept in the main office, the principal's office and our Parent Resource Center.
 - iv. compacts required – include with policy
 - v. Parent Involvement checklist included

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to



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local elementary school programs.

- A. 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 and Bay Springs Middle School.

- 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.
- Our Pre K and Kindergarten staff have orientation meetings for parents to complete paperwork and ask question about the program.
- Our fifth grade students have an orientation at Bay Springs Middle School. They spend this time learning about the middle school and touring the facility. They also tour the College and Career Academy. This is a school they can attend in high school.
- Bay Springs offers a Parent Night for upcoming sixth grade parents to learn about the middle school and ask questions.
- 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 parent and student has what they need for the move. The new school is contacted to share important information as needed.

- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The staff at Sand Hill is involved in the decisions about assessments and how the data will be used.

The ways that we include teachers in decisions regarding use of academic assessment are:

- Discussing how each grade level team will report weekly, monthly, and semester data to individuals working with the student and the parent. We use a variety of assessments, formal and informal, to gather data on. Teachers use the data to make decisions for strategies to use in the classrooms.



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- Analyze their class and grade Georgia Milestone (EOG) data
- Develop a Team Utilization Plan for the school year with goals for each tested content area
- Analyze benchmark data each nine weeks and meet with administrators to discuss results for their class and what needs for students are discussed
- STAR Reading and Math are given at least three times a year to determine groupings for the classroom and progress monitoring.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are

- Additional time in ELA and math.
- EIP services are provided for students who are not meeting standards.
- Students are taught in small groups that are differentiated to meet the students' needs.
- Our special education students are taught in settings of support services, team collaborative, or resource.
- Benchmark assessments in ELA, Reading, and Math are used to determine which students are mastering standards at each grade level and which students need additional support.
- Integrating science and social studies into reading and math to help improve student achievement.

In Reading, our staff uses results from Read with Sarah (RWS) benchmarks, STAR, end of unit assessments, and teacher observations to monitor the progress of their students.

In Math, teachers use STAR math to look at strengths and weaknesses of our students. Students failing below Level 2 on the EOG are recommended to receive additional support.

In Science and Social Studies, we are integrating into reading and math to improve achievement. We are using books about science and social studies books in guided reading through our Read with Sarah model.

New students who transfer into Sand Hill are given RWS benchmarks and STAR reading and math to determine their placements.



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Kindergarten students are assessed using G-KIDS.

We have a strong Student Support Team and Response to Intervention (RTI) process for students who do not show progress over time. This process is headed by our assistant principal and supported by our school psychologist. We have a Pyramid of Intervention to show what strategies and intervention are available to students who may require additional support.

Our school's action plan also contains interventions to support our students who struggle. This is developed annually based on the needs of our school.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response: The following chart represents the integration of federal, state, and local services and programs.

Funding Source	Resources provided
FTE	Teachers, paraprofessionals, other staff, instructional materials and supplies, software, transportation
Title I	Teachers, paraprofessionals, tutors, instructional materials and supplies, software
Title II	Professional Learning Opportunities,
Title III	Specifically for ELL students – instructional materials and supplies, technology, teachers, software
IDEA	Specifically for IDEA students - instructional materials and supplies, technology, teachers, software



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SPLOST	Chromebooks, promethean boards, and desktop computers
Carl D Perkins	We did not receive funds from those under the School-to-Work Opportunities Act of 1994

11. Description of how individual student assessment results and interpretation will be provided to parents.

Sand Hill parents are made aware of their child’s assessment results in a variety of ways. Results will be provided to parents on forms from the state for the Georgia Milestones. These are sent home the next fall with the first report card. Parents are provided log-on information to view their child’s progress in AR and Study Island. The student’s formal and informal results are discussed at parent conferences, through emails, phone calls, end of the year reports, report cards, and midterm reports.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

The state of Georgia collects and disaggregates achievement and assessment data on students in Georgia through the state testing program. Sand Hill uses this data to complete our School Improvement Plan and our Balance Score Card. Both are these documents can be viewed electronically. During the summer, our School Leadership Team meets to analyze our data and start to update our SIP and Action Plan. During pre-planning, our SLT leads their teams through the analysis of the data. Administrators meet individually with teachers throughout the school year to look at classroom data and discuss individual students’ needs via formative and summative classroom indicators. Formative indicators include: STAR Reading and Math which are taken a minimum of three times per year (but could occur more often for RTI purposes) and provides a grade equivalent performance measure for students, Carroll County Benchmark Tests which are slated to be administered mid-year and results can be used to inform teachers of where students stand academically prior to state standardized testing, GRASP Assessments are used periodically (timeline determined by teacher) to progress monitor a student’s proficiency in Reading and Math. Summative indicators include: Carroll County End of Unit Assessments, Pre-Mid-and Post Year Universal Screening Data on STAR and GRASP, End of Nine Week Writing Benchmarks, and Georgia Milestones State Standardized Assessment.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

The state of Georgia has assured the validity and reliability of the tests used by the Georgia



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Department of Education. Test security is discussed with teachers by the administrators. The staff at Sand Hill uses all data to ensure that each student's needs are met and tracked.

Benchmark assessments are reviewed annually to assure validity and reliability based on the Georgia EOG. The county will continue to evaluate validity and reliability of benchmark assessments by analyzing student performance on the Georgia Milestones Assessment results .

14. Provisions for public reporting of disaggregated data.

Sand Hill uses data for our School Improvement Plan and Balance Score Card. These documents can be viewed electronically through our school's website and Carroll County Schools website. These results are presented and discussed at our Title I Parent Orientation Night in August and our Cluster Annual Report Night in August. Sand Hill produces an Annual Report that includes our schools students/staff data and historical data. It also has highlights of the previous year. We have a Data Board that displays test results in our main hallway for stakeholders to view.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Sand Hill has a school leadership team that focuses on the implementation of strategies, actions, and academic programs that will increase student achievement and enhance student performance. The leadership team functions as a committee to recommend revisions to the schoolwide plan annually. This team meets monthly to discuss our plan and will make adjustments as needed. Sand Hill revised the schoolwide plan during the 2016-2017 school year for implementation during the 2016-2017 school year. The Title I Schoolwide Plan is reviewed and updated annually.

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

During the 2016-2017 school year, Sand Hill Elementary School Improvement Leadership Team (SLT) conducted a needs assessment of all aspects of the school in conjunction with the self-study that is required under the SACS accreditation renewal process. This team is comprised of representatives of each grade level, media specialist, administrators, special education, EIP, counselor, and a parent. The names and positions of members of this team can be found on the Planning Members page of this plan. 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. Results of the data analyses are used to update the School Improvement Plan and



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our Balance Score Card. An external consultant was used to facilitate the development of all parts of our plan. Team members analyze student achievement and perception data; solicit input for planning from stakeholders they represent, and hold represented stakeholders accountable for implementation of the School Improvement Plan.

17. Plan available to the LEA, parents, and the public.

Sand Hill's Schoolwide Plan is available electronically by viewing the school's webpage. A hard copy of the plan is available in the front office, in the Parenting Center, and in the Data Room. A hard copy is also given to any stakeholder at their request. The plan is kept in the principal's office.

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language..

At the current time Sand Hill Elementary does not have a significant percentage of parents whose primary language is a language other than English. 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. A translation will also be provided based on a specific request.

19. Plan is subject to the school improvement provisions of Section 1116.

This plan is subject to the school improvement provisions of Section 1116 as amended by Georgia's ESEA Waiver approved by the United States Education Department.