

PROVIDENCE
ELEMENTARY

Title I

School Improvement Plan

Approval Date:

School	Providence Elementary School
Principal	Mrs. Ashley McGill
Year	FY26
Superintendent	Mr. Scott Cowart

Schoolwide Components

The Comprehensive Needs Assessment must be conducted by teachers, principals, paraprofessionals, other school leaders, parents, and the community.

Name	Role
Ashley McGill	Principal
Matt Huckleba	CCS Elementary Education Director
Amber Jensen	Assistant Principal
Hannah Milner	Instructional Lead Support Specialist
Monica Rainwater	CCS Instructional Coach
Abby Tucker	Counselor/Parent
Jill Lopez	Media Specialist
Brittany Hughes	1 st Grade Teacher
Josh Underwood	2 nd Grade Teacher/Parent
Christy McKoy	3 rd Grade Teacher
Shannon Holdbrooks	4 th Grade Teacher
Jennifer Morrow	5 th Grade Teacher/Parent
Christina Flores	STEAM teacher
Elizabeth King	Bookkeeper
Jamie and Kim Willis	Parents (3rd and 5th grade students)
Hannah Milner	Parent (Kindergarten)
Destiny Towler	Parent and PTO President

Comprehensive Needs Assessment Planning Committee

* A Parent Must Be Present at the Meeting

1. 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 in relation to 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.

In order to develop a Needs Assessment, Providence Elementary (PES) collected data from various sources in numerous ways. PES examined **Georgia Milestones**, **STAR**, BEACON assessment, district common assessments, state-level health survey, and discipline data when considering the needs of PES. Explicit strengths and weaknesses were determined in each data source, and comprehensive themes evident throughout all the data were listed and prioritized. The general analysis and prioritization of needs took place over a series of meetings involving multiple levels of stakeholders, including administrators, district office personnel, instructional coaches, teachers, support staff, and parents. In addition to achievement data, surveys were conducted with parents, students, and teachers to explore specific qualitative factors within the school, such as stakeholder perception of instruction, teacher attitude/quality, facilities, academic performance, and areas of weakness.

In the Spring, parents, teachers, and students participated in a survey used to gather data for Title I planning. After information was collected and quantitative data sources, such as **STAR** reports, and discipline data, were complete, a series of formal and informal meetings took place with administrators to help guide the planning process and determine the specific needs of Providence Elementary. Through parental focus group sessions, School Improvement and Leadership meetings, and reflective meetings with the School Improvement Specialist pervasive areas of concern were noted. Once broad themes within the data were determined, PES conducted a collaborative meeting of targeted stakeholders to further identify and prioritize needs and develop the schoolwide plan. Participation of stakeholders was determined by identifying those who contribute to the success of the comprehensive schoolwide/school improvement plan and those impacted by its implementation. Participation of such integral stakeholders was essential to the validity of the plan. For this reason, leadership team members, PTO members, and other instructional leaders in the building were invited to participate.

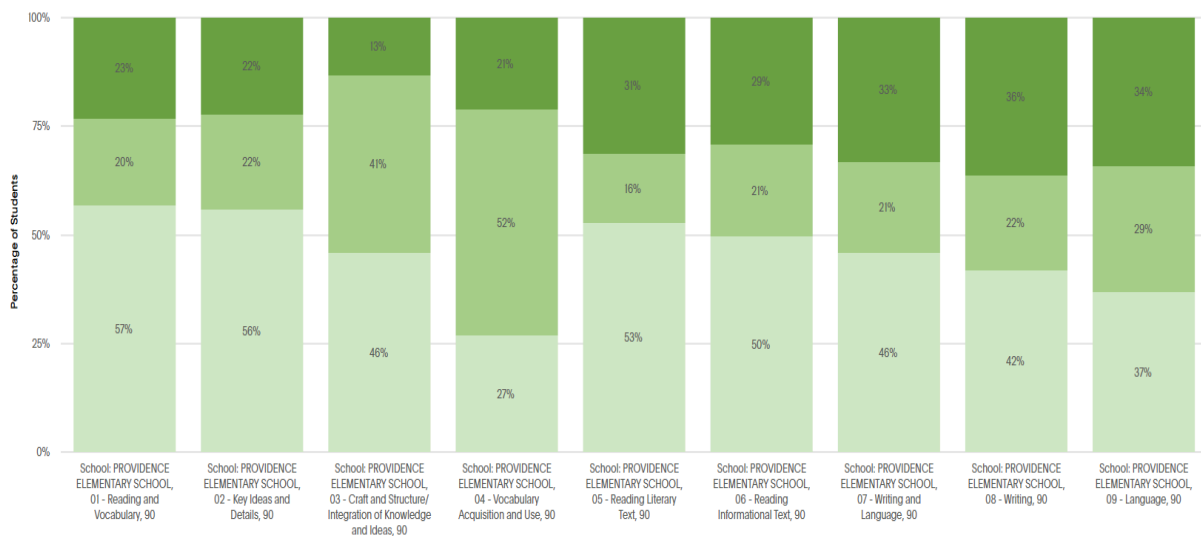
At the beginning of the School Improvement planning meeting, assessment and survey data were reviewed, and needs improvement areas were verified and priorities validated. Director of Elementary Education for Carroll County Schools, Matt Huckeba, examined specific data sets with the whole group and asked small groups to analyze specific areas, listing strengths and weaknesses on chart paper. Small groups then shared their thoughts and listed feedback on their posters. As all the data was reviewed, common themes amongst all the data sources were noted, then stakeholders collectively determined which specific needs areas were most vital to the continued success of PES. These top priorities were listed on an anchor chart as talking points for goal development. Subgroup data and trends were also discussed. Achievement, discipline, and perception data for specific groups, including but not limited to Students with Disabilities, Economically Disadvantaged, and Multi-Racial, were examined in an effort to identify any disparities among the groups and identify potential weaknesses. Once the school needs were determined, the team worked collectively to research strategies to address the specific areas of weakness and select strategies and instructional plans to meet the needs of all PES students.

Based on the **Georgia Milestones** End of Grade Assessment, **strengths** included 48% of 4th grade students scoring Proficient + Distinguished (a 9% increase from Y25). **Weaknesses**

include forty percent (40%) P+D of 3rd grade ELA students which is a 20% decrease from Y24, and forty three percent (43%) P+D of 5th grade ELA students which is a 17% decrease from Y24. In Math, fifty six (56%) P+D of 3rd grade Math students which is a 17% decrease from Y24, sixty percent (60%) P+D of 4th grade Math students which is a 3% decrease from Y24, and thirty eight percent (38%) P+D of 5th grade Math students which is a 17% decrease from Y24. In science, our percentage of students scoring in the proficient and distinguished performance bands decreased from 67% to 52%.

Domain data for 3rd grade students - ELA:

In ELA, students need the most support with vocabulary, reading/vocab, and key ideas & details.

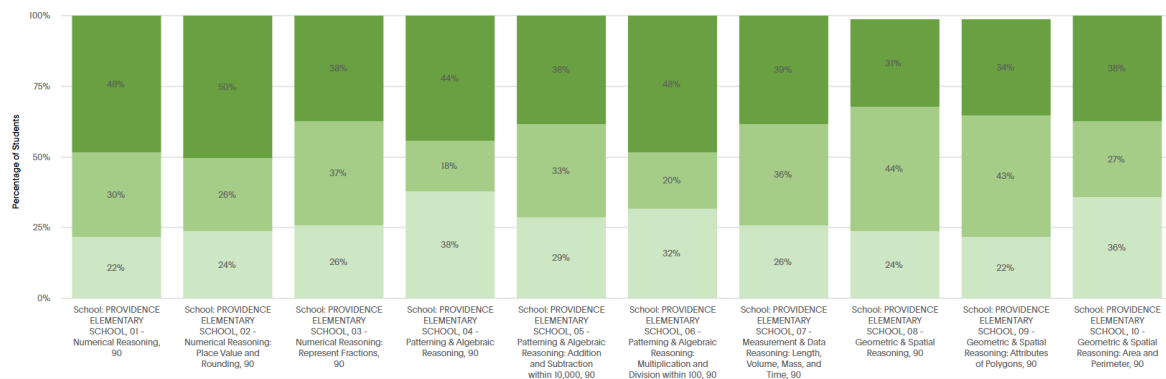


Domain data for 3rd grade students - MATH

In Math, students need targeted reinforcement in patterning/algebraic reasoning as well as geometry.

Summary of Domain Achievement for the School

This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students. Due to rounding, percentages may not total 100%.

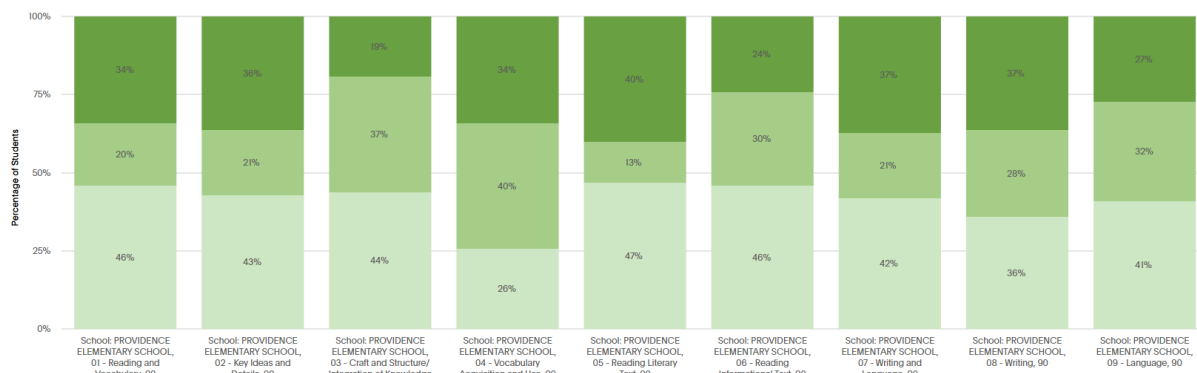


These areas will be addressed through high-quality classroom instruction as well as targeted interventions to ensure students make continued progress.

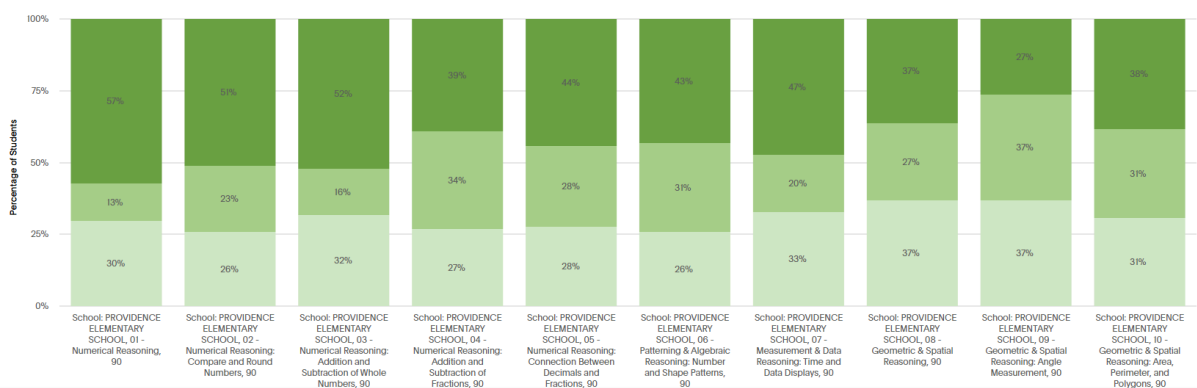
Domain data for **4th grade students** indicates: **ELA**, students need the most support with reading literary and informational text, and reading & vocabulary.

Summary of Domain Achievement for the School

This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students. Due to rounding, percentages may not total 100%.



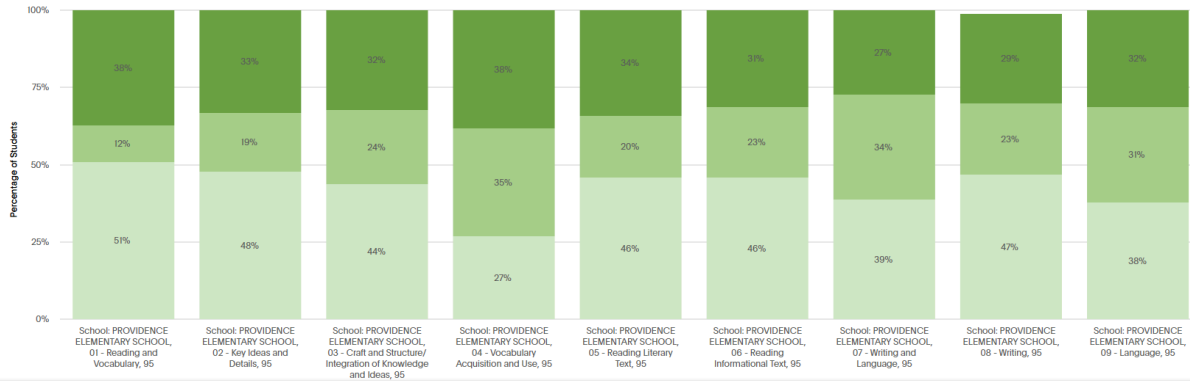
In **Math**, 4th grade students need targeted reinforcement in geometry, number/reasoning, and fractions/decimals.



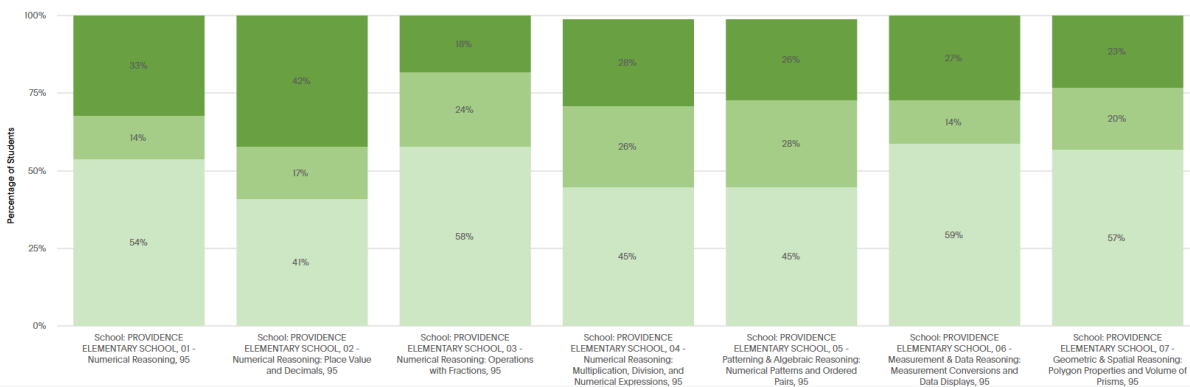
These areas will be addressed through high-quality classroom instruction as well as targeted interventions to ensure students make continued progress.

When evaluating the domains in 5th grade ELA, Math, and Science that need the most attention, we see the following:

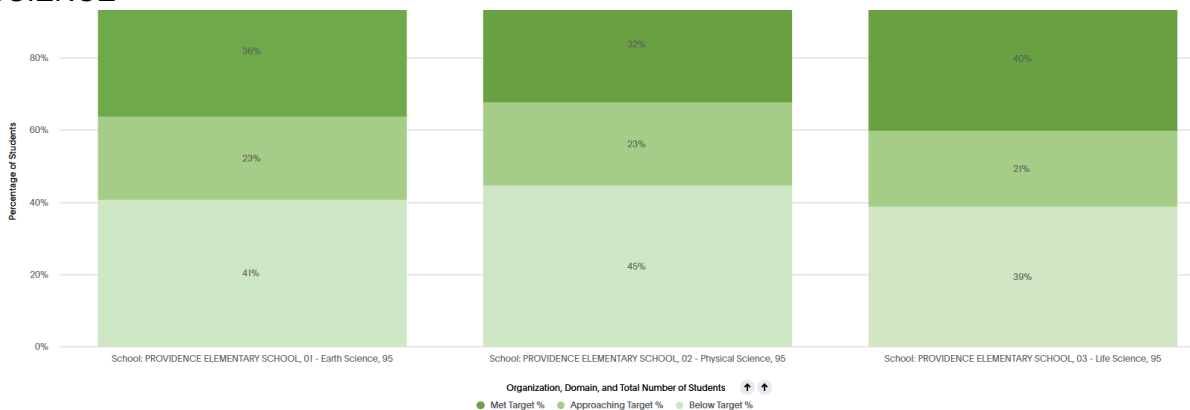
In **ELA**, students need the most support with reading/vocabulary, vocabulary acquisition and use, writing and language, and writing.



In **Math**, students need targeted reinforcement in measurement & data reasoning, numerical reasoning, and geometry.



SCIENCE



Overall: 5th graders are developing foundational scientific knowledge across domains. Priority areas include strengthening higher-level critical thinking, data analysis, and application of science concepts to real-world situations. These areas will be addressed through classroom instruction and targeted interventions. The focus will be primarily on physical science standards with earth and life a secondary focus.

All of these areas will be addressed through high-quality classroom instruction as well as targeted interventions to ensure students make continued progress.

Georgia Milestones Assessment/EOG demographic information for individual **subgroups** indicates that our **SWD** population shows 7% of students scoring in Level 3 (Proficient) with 93% of students scoring Level 1 and Level 2 in ELA highlighting a need for improvement in that area. In the area of Math, the overall percentage is 9%, slightly higher than ELA but a greater percentage of our SWD population scored higher in Level 2 (55% as compared to 29% in ELA. Science subgroup data for our **SWD** population the percentages tbd and added when possible.

Subject	Level 1	Level 2	Level 3	Level 4
ELA	64.33%	35.67%	0%	0%
Math	56%	39.33%	0%	4.67%
Science	38%	25%	38%	0%

The ROOT CAUSE(S) that we discovered for each of the needs included a lack of foundational reading skills, diminished opportunities for students to engage in higher order thinking and increased complexity while writing. We also discovered a continued need for vocabulary immersion and real world authentic learning opportunities.

The measurable goals/benchmarks we have established to address the needs of our students align with Carroll County Schools' Strategic Plan. Our goals align with our district's expectation for performance. Our goal is to meet and exceed the state average for the number of students scoring proficient and distinguished on the **Georgia Milestones** Assessment in all content areas. We also strive to meet or exceed the state average for the percentage of students scoring in the distinguished range on the **Georgia Milestones** Assessment in all content areas. We desire to improve our performance in each area every year.

Stakeholder involvement through School Improvement Planning Meetings, Grade Level Team Meetings, Faculty Meetings, the feedback window, and the Title I Parent and Stakeholder Input meetings allowed multiple opportunities and perspectives to be shared and discussed. The team met during the summer on June 14, 2025 from 8:00 am - 4:00 pm. The Family Engagement Coordinator works in tandem with the principal to ensure that everyone has proper input with Title 1 initiatives throughout the school year. The End of the Year Title I Family Engagement Input Focus groups March 2025. The beginning of the year Title I Family Engagement Input Meeting was held at Providence Elementary School on June 15, 2025 at 5:30 p.m. to review and seek input on the school wide improvement plan, Parent and Family Engagement Plan, as well as the School-Parent Compact. The PES Title 1 Annual Meeting was held on August 12, 2025 at 4:30 p.m.

a. Academic Achievement Data (PES School Profile linked)

Instrument Used	Content Area	Process/Procedure
EX: Star Reading	ELA	How it was used to determine at-risk students
STAR Reading <i>Appendix A</i>	ELA/Reading	An assessment was administered at specific intervals throughout the year to determine achievement of a standard score and individual progress. STAR also provides a Lexile measure to be compared to the stretch bands used in Milestones testing. STAR standard scores and Lexile measures were used to evaluate student performance, progress, and needs.
ESGI	ELA/Math (K)	ESGI is a one-on-one online assessment platform designed for early childhood and elementary students. It provides teachers with quick, formative assessments across areas such as literacy, numeracy, phonics, and sight words.
STAR Math <i>Appendix B</i>	Math	An assessment was administered at specific intervals throughout the year to determine achievement of a standard score and individual progress. When data was further analyzed, the STAR dashboard examined student skills within specific domains and provided groupings of students needing additional support and/or instruction in specific areas beyond just those falling below grade level standards.
FY'24 Georgia Milestones Assessment (GMAS) <i>Appendix C</i>	ELA, Math, Science, Social Studies	Data was used to analyze overall performance for all students, subgroups, and specific domain data for each content area.
Providence Elementary Data Profile Sheet <i>Appendix D</i>	All content areas, behavior, attendance, CCRPI factors	Data was used to analyze overall performance for all students, subgroups, and specific areas.
iXI	Reading/Math 3rd - 5th grade	Teacher Data Collection Reading and Math
Reading A-Z	Reading	Special Education Teacher Data Collection
Eureka Math	Math	Teacher Data Collection
Generation Genius	Math	Teacher Data Collection
Wit & Wisdom	ELA	Teacher Data Collection

<i>Infinite Campus CCS Purchased</i>	Attendance	Student Grades
<i>Survey Tools (Qualtrics) CCS Purchased</i>	Perception Data	Survey Data Results
<i>Illuminate CCS Purchased</i>	Rdg., Math, Sc, SS	Teacher Portal
<i>Lexia</i>	Rdg	Teacher Portal
<i>Renaissance Learning (A/R)</i>	Rdg., Math	Formative Data
<i>Paraprofessional</i>	Rdg., Math	Formative Data
<i>Tutor and Part-Time Intervention Teacher</i>	Rdg., Math	Formative Data

2. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-viii) that the school will be implementing to address school needs, including a description of how such strategies will address academic weaknesses and root causes.

a. Provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards. Include your method of monitoring the effectiveness of your strategies throughout the school year.

Providence Elementary is providing opportunities for all children including subgroups of students. At PES, we will increase the amount and quality of learning time by providing during school tutoring, implementing extended learning time segments of instruction, and implementing teaching strategies introduced/reviewed during professional learning sessions designed to support teacher growth thus impacting the quality of instruction. This school year, we will also implement a more fluid plan for extended learning time with a focus on The Science of Reading. As students reach mastery, we will provide them with a new extended learning group to maximize the time spent on content in which they need the most support. We are also monitoring teacher planning, class time management, high-impact strategies,

and classroom management. In an effort to address the needs of specific subgroups, we will also provide training for teachers related to addressing the needs of Students with Disabilities by having our teachers involved in co-teaching, attending training and conducting observations. Skills and strategies identified within these learning opportunities will be expected to be utilized in planning and implementing instruction.

b. Use **methods and instructional strategies** that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Include strategies used to identify and serve the gifted and talented. PES will use multiple methods and instructional strategies to strengthen the academic program and increase the amount of learning time for students. Programs and strategies like those listed below will enrich the curriculum and provide higher quality learning opportunities for all students.

Instructional Lead Support Specialist (ILSS) – assists colleagues in implementing effective teaching strategies by providing professional learning opportunities. The ILSS will engage teachers in analyzing and using data to strengthen instruction. Additionally, the ILSS will teach model lessons, co-teach, and observe and provide non-evaluative feedback.

Tutoring and Part-Time Intervention Teacher during the school day- provides immediate intervention based on student need (K-2, 3-5)

Professional learning on best teaching practices and technology integration- Focused and strategic professional learning on best teaching practices, Marzano's academic vocabulary and technology integration. Specifically, this will also include the Ron Clark Academy, Gifted Certification, and the Science of Reading Modules for K-3 teachers.

Guided Reading-Teachers instruct students in small groups on their reading level to maximize learning.

Instructing students using **Lexile level data** at their instructional and independent level.

Phonics instruction- Saxon Phonics provides building blocks for students to learn how to sound out words and read. **Hello Literacy!** provides resources for literacy instruction, including decodable books, phonics instruction, and lesson plans.

Math manipulatives –The use of manipulatives allows struggling students to visualize concepts. (Example: *Building Fact Fluency*)

Extended Learning Time (ROAR)- Students practice reading skills through the use of Guided Reading practices. This requires supplemental fiction and non-fiction books for independent reading.

Integration of technology across the curriculum- Provides a different modality for students to access information, produce information, learn information, and research information.

Computer software/interactive websites - (**Renaissance**, **Lexia** (reading) and other academic websites) - Provides practice and short lessons on curriculum topics. Many offer individualized learning paths.

Math journals/writing across the curriculum- Students justify their answers while writing in their math journal and allows students an opportunity to practice writing in all subject areas.

ELA and Math Spiral Review- Material is revisited repeatedly over a period of time.

Mentor Sentences - a teaching tool used in elementary education to help students improve their writing skills by providing well-crafted models of good writing.

Targeted Skills Reading, Math, and Writing materials – Scaffolds instruction and student practice to help students practice.

Writing conferences, feedback and writing instruction professional development - Feedback and professional development will help our students improve writing skills and will help our teachers improve writing instruction.

Use of **Eureka Math** and **Wit & Wisdom** materials to allow students to engage in rigorous math and reading instruction with supplemental materials that can also transition home with students.

STEAM hands-on activities - providing a lab for opportunities for students to experience the integration of Science, Technology, Engineering, and Math in a nontraditional setting

Admin and Peer Observations for Feedback - Classroom Mosaic will be used during observations to provide teachers with meaningful feedback and encouragement. Our goal is to support growth, celebrate strengths, and ensure consistency in how feedback is shared.

ELA		
Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged		
3rd	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to	Local, Title I, Other

	include, but not limited to <i>Renaissance, Lexia, Wit & Wisdom, Raz-Plus, Saxon Phonics, Hello Literacy! iXL</i> , and other academic websites.	
4th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Lexia, Wit & Wisdom, Raz-Plus, Saxon Phonics, Hello Literacy! iXL</i> , and other academic websites.	Local, Title I, Other
5th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Lexia, Wit & Wisdom, Raz-Plus, Saxon Phonics, Hello Literacy! iXL</i> , and other academic websites.	Local, Title I, Other
White		
3rd	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Lexia, Wit & Wisdom, Raz-Plus, Saxon Phonics, Hello Literacy! iXL</i> , and other academic websites.	Local, Title I, Other
4th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Lexia, Wit & Wisdom, Raz-Plus, Saxon</i>	Local, Title I, Other

	<i>Phonics, Hello Literacy! iXL</i> , and other academic websites.	
5th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Lexia, Wit & Wisdom, Raz-Plus, Saxon Phonics, Hello Literacy! iXL</i> , and other academic websites.	Local, Title I, Other
Black		
3rd	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Lexia, Wit & Wisdom, Raz-Plus, Saxon Phonics, Hello Literacy! iXL</i> , and other academic websites.	Local, Title I, Other
4th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Lexia, Wit & Wisdom, Raz-Plus, Saxon Phonics, Hello Literacy! iXL</i> , and other academic websites.	Local, Title I, Other
5th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Lexia, Wit & Wisdom, Raz-Plus, Saxon Phonics, Hello Literacy! iXL</i> , and other academic websites.	Local, Title I, Other
Hispanic		

3rd	Not applicable – too few students	
4th	Not applicable – too few students	
5th	Not applicable – too few students	

American Indian/Alaskan		
3rd	Not applicable – too few students	
4th	Not applicable – too few students	
5th	Not applicable – too few students	
Asian/Pacific Islander		
3rd	Not applicable – too few students	
4th	Not applicable – too few students	
5th	Not applicable – too few students	
Multi-Racial		
3rd	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Lexia, Wit & Wisdom, Raz-Plus, Saxon Phonics, Hello Literacy! iXL</i> , and other academic websites.	Local, Title I, Other
4th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Lexia, Wit & Wisdom, Raz-Plus, Saxon Phonics, Hello Literacy! iXL</i> , and other academic websites.	Local, Title I, Other
5th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Lexia, Wit &</i>	Local, Title I, Other

	<i>Wisdom, Raz-Plus, Saxon Phonics, Hello Literacy! iXL, and other academic websites.</i>	
English Learners		
3rd	Not applicable – too few students	
4th	Not applicable – too few students	
5th	Not applicable – too few students	

Math		
Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other, Other)
Economically Disadvantaged		
3rd	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Eureka, iXL</i> , and other academic websites.	Local, Title I, Other
4th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Eureka, iXL</i> , and other academic websites.	Local, Title I, Other
5th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Eureka, iXL</i> , and other academic websites.	Local, Title I, Other
White		
3rd	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Eureka, iXL</i> , and other academic websites.	Local, Title I, Other

4th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Eureka, iXL</i> , and other academic websites.	Local, Title I, Other
5th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Eureka, iXL</i> , and other academic websites.	Local, Title I, Other
Black		
3rd	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Eureka, iXL</i> , and other academic websites.	Local, Title I, Title II, Title IV, Other
4th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Eureka, iXL</i> , and other academic websites.	Local, Title I, Other
5th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Eureka, iXL</i> , and other academic websites.	Local, Title I, Other

Hispanic		
3rd	Not applicable – too few students	
4th	Not applicable – too few students	
5th	Not applicable – too few students	

American Indian/Alaskan		
3rd	Not applicable – too few students	
4th	Not applicable – too few students	
5th	Not applicable – too few students	

Asian/Pacific Islander		
3rd	Not applicable – too few students	
4th	Not applicable – too few students	
5th	Not applicable – too few students	

Multi-Racial		
3rd	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Eureka, iXL</i> , and other academic websites.	Local, Title I, Other

4th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Eureka, iXL</i> , and other academic websites.	Local, Title I, Other
5th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>Renaissance, Eureka, iXL</i> , and other academic websites.	Local, Title I, Other
English Learners		
3rd	Not applicable – too few students	
4th	Not applicable – too few students	
5th	Not applicable – too few students	

Science		
Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged		
5th	Tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>IXL</i> and other academic websites.	Local, Title I
White		
5th	Tutoring, tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>IXL</i> and other academic websites.	Local, Title I
Black		
5th	Tutoring, tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>IXL</i> and other academic websites.	Local, Title I
Hispanic		
5th	Not applicable – too few students	
American Indian/Alaskan		
5th	Not applicable – too few students	

Asian/Pacific Islander		
5th	Not applicable – too few students	
Multi-Racial		
5th	Tutoring, tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>IXL</i> and other academic websites.	Local, Title I
English Learners		
5th	Not applicable – too few students	

Social Studies		
Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged		
5th	Tutoring, tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>IXL</i> and other academic websites.	Local, Title I
White		
5th	Tutoring, tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>IXL</i> and other academic websites.	Local, Title I
Black		
5th	Tutoring, tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to <i>IXL</i> and other academic websites.	Local, Title I
Hispanic		
5th	Not applicable – too few students	
American Indian/Alaskan		

5th	Not applicable – too few students	
Asian/Pacific Islander		
5th	Not applicable – too few students	
Multi-Racial		
5th	Tutoring, tutoring during the day provided by Title paid paraprofessional, collegial planning for staff, technology integration, prescriptive/differentiated instruction, use of computer software for instruction to include, but not limited to iXL and other academic websites.	Local, Title I
English Learners		
5th	Not applicable – too few students	

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

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

As part of the district's **Social Emotional Wellness Priority** Expectation for Y26, all staff members have been trained in the philosophy of Capturing Kids' Hearts with an intentional focus on positivity, relationships, and connectedness. A number of staff were officially trained over a two-day period this summer and were the facilitators at PES during pre-planning. Administrators at PES will have a Professional Learning Goal to read, study and research information about Social Emotional Wellness and how it can positively impact climate and culture. 44% of Providence Elementary School teachers and administrators have been officially trained in Capturing Kids' Hearts.

Providence Elementary uses various instruments, procedures, and processes to obtain our information. Homeroom teachers are required to identify students using information from **FY25 Georgia Milestones Assessment System (GMAS)**, Students with Disabilities (SWD) files, English Language Learners (ELL) assessments, Multi-Tiered System of Supports (MTSS) progress monitoring, Early Intervention Program (EIP) data collection, Benchmark results, **Renaissance STAR** Reading and Math screener (including CRBM), student

attendance data, discipline data, and perception data. Through the analysis of data, numerous factors are determined to impact student achievement and performance. As teachers and parents brainstorm root causes and potential strategies, non-academic supports are often considered. For example, Backpack Program will provide wrap-around services in school during the school day in an effort to address certain basic needs for students.

The counseling program consists of direct services to students which provide developmental curriculum content. The counseling program also assists students in developing educational, career and personal goal setting. Responsive services to address immediate student concerns are provided by the school counselor. Willowbrooke - a local mental health facility, also has therapists that services PES 1 day per week to provide behavior support for identified students, when available. When these services are noted as a potential resource for students, a referral is made to Willowbrooke to allow therapy sessions during the school day. Additionally, all students in grades K – 5 are provided support services through the Carroll County Schools' advisement program, which is led by our staff. The advisement program provides monthly courses for students in content such as goal setting, bullying, social emotional wellness etc.

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

During FY26, as part of the district's **Future Focused Awareness** Priority Expectation, students will be introduced to the Student Essentials, which will teach our students to be resourceful, reflective, resilient, and responsible. The Student Essentials are founded on the following seven tenets: Exhibits Self Awareness, Embraces Collaboration, Utilizes Critical Thinking Skills and Creativity, Practices Self-Management, Models Good Citizenship, Communicates Effectively, and Demonstrates a Goal-Oriented Mindset. Student Essentials were created with the 21st Century Learner in mind and the 4 C's (collaboration, communication, critical thinking and creativity) are embedded within the 7 tenets).

At Providence, we have a comprehensive STEM program that integrates best practices of STEM into everyday instruction. Since FY'18, the program at PES has earned national recognition as a NISE (National STEM Campus Certification) certified school. During the FY'23 school year, PES received recertification through NISE. The STEM opportunities afforded to our students not only prepare them for postsecondary education and the workforce, but also drives student achievement.

Students in Kdg through 5th grade will participate in a Career Day. On this day, all classes within the grade level will rotate through a series of Career Cluster stations and receive instruction from presenters from a variety of careers. These will include an overview of the particular clusters specified for each grade level, followed by a hands-on center activity for each of the clusters. Re-delivery to students who are absent during their grade's Career Day will be done by the counselor before the end of the school year. Similarly, Carroll County Schools has an Elementary Advisement plan to include monthly lessons to target college and

career awareness, social skills for success, and positive climate - this directly supports the goal of Carroll County Schools to be engaged, enrolled, enlisted or employed.

All 3rd, 4th, and 5th graders will take visits to various educational institutes, including the University of West Georgia (5th), West Georgia Technical College (4th), and the Carroll County College and Career Academy (3rd).

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

Providence Elementary is a state recognized **Positive Behaviors Interventions & Support (PBIS)** school and has successfully implemented PBIS since FY'17. As such, we explicitly teach behavior expectations in all areas of our school through our Providence Principles Matrix. We do not take for granted that students come to school fully versed in demonstrating appropriate behavior; therefore, we explicitly teach those expectations with uniform lesson plans. All staff members use the language of the Providence Principles matrix to teach and reteach expectations. As a result of PBIS implementation, we set our students up for behavioral success.

The PBIS Rewards program has been implemented at Providence Elementary School this school year. This is an on-line platform for PBIS points, communication, discipline documentation, etc. The goal of the implementation is the creation of an online platform for faculty, staff and family to ensure consistency and communication throughout the school year.

Interventions and supports for students needing academic and behavioral scaffolding are determined and managed through the Multi-Tiered System of Supports (MTSS). Classroom teachers identify students in need of additional supports through multiple types of data (classroom performance, **STAR** data, **Lexia** etc.). Students determined to need intervention enter Tier 2. An intervention is selected, implemented, and monitored by the teacher. The parent/guardian is informed that the child is receiving Tier 2 supports. If no progress is noted, the Assistant Principal/MTSS Coordinator meets with the school-level team to determine if there is a need to proceed to Tier 3. If so, the student enters a more intense level of intervention with increased frequency and focus. Data is collected weekly and recorded in **Infinite Campus**. The parent is involved at this level of intervention, contributing to plan development, reflection, and next step planning. The Assistant Principal/MTSS Coordinator is integral to the organization and communication of the plan and meetings, and he offers expertise and non-partial recommendations to parents and teachers to help support students.

iv. **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,

We have included teachers, administrators, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. To support and assist all staff members, professional learning at PES is job embedded and sustainable. The results of an annual professional development survey, coupled with the results of the analysis of student performance data, are used to determine the type and intensity of professional development activities to be offered. District-wide initiatives also determine professional development activities. Staff development is provided by the school, school district, and outside agencies.

All professional learning is linked to our school improvement plan (as well as [here](#)). Staff Development opportunities provided and/or attended this year include:

- *Teacher Keys Effectiveness System* Orientation
- **Classroom Mosaic** - observation tool for administration, leadership, and peers
- New Teacher Training (including mentors)
- Capturing Kids' Hearts redelivery
- **E3 Innovators** Professional Learning courses
- *Lexia* (Reading)
- *Heggerty* (Reading)
- *Wit & Wisdom* (Kdg - 5th grade ELA teachers)
- iXL (3-5 - all subjects)
- **Hello Literacy!**
- Science of Reading Modules - Georgia DOE (K-3 teachers including Rotation)
- Grade Level Core Content Collegial Planning
- Vertically Aligned Literacy Initiative
- *Eureka Math*
- Strategies to improve student Lexile Scores and understanding Text Complexity
- Multi-Tier System of Support Training (MTSS)
- Differentiation
- Social Emotional Wellness Training (SEW)
- Increasing Rigor and Depth of Knowledge
- Co-teaching strategies
- *ELEOT* tool & Active Engagement
- *Google Classroom* training
- *Illuminate* training
- *Infinite Campus* training
- STEAM training (and collaboration with STEM teacher)
- Instructional Best Practices
- *Marzano's Academic Vocabulary*
- *Higher Order Questioning*
- *Active Engagement*
- *PBIS (Ron Clark Academy)*
- *Gifted Certification*

In an effort to support and assist all staff members, professional learning at PES goes beyond external courses and is often job-embedded. Just-in-time professional development known as “**Flipped PL**” occurs often and helps develop sustainable improvement efforts. District-wide initiatives also help determine professional development activities and allow PES to utilize a framework of learning to address the specific needs of the teachers and staff members in the school. Internal staff development is provided by the school and school district. District instructional coaches and support personnel will also provide professional learning in specific district initiatives and areas of need. Teachers will participate in professional learning both during the school day and outside school hours, requiring the use of substitute teachers on certain occasions.

Beyond typical professional learning, Providence will be utilizing **weekly data meetings** to allow us to embed training on utilizing data in real time to determine effective groupings, develop appropriate instruction, set goals, and monitor progress and program effectiveness. Teachers will be using a DNA protocol with which to examine progress and analyze data with a solution mindset. Additionally, teachers will be using a guided planning protocol. This protocol will assist teams in becoming Professional Learning Communities by planning collaboratively as opposed to specific content planning in isolation.

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

Providence partners with the **University of West Georgia as well as West Georgia Technical College** to place student teachers in PES classrooms throughout the school year. These partnerships provide access to quality new teachers and input into their training. Once positions are available, PES follows the district interview process and procedures, including expressing to potential candidates the benefits of working at PES and the Carroll County School System. A Teacher Induction Program (TIP) for teachers new to teaching and to the district is provided to support new employees. Working in our school and system will include on-site professional learning, common planning time for teachers, school climate, recognitions each week and month of staff members, and partnership with the business community. Additionally, all new teachers or new teachers to the building participate in the New Teacher Academy, which meets once monthly, and are assigned a mentor for support.

The Temple Cluster (principals from the high school, middle school, and three elementary schools) have already discussed the possibility of hosting a “job fair” for the cluster in Temple to meet potential teaching candidates and introduce the Temple Cluster to graduates who will pursue a career in education.

vi. Strategies for assisting preschool children in the transition from early childhood education to elementary schools.

It is important to prepare students entering our school for the experiences of moving from level to level and from one school to another. Various transitional activities are in place at Providence to support this transition. Each Spring, all parents of upcoming Pre-Kindergarten students are invited to attend an orientation meeting. The goal of the meeting is to share expectations for the newest students and provide reassurance to parents. Parents are given an opportunity to ask questions and tour the school. Pre-K students who participate in the school-based program at Providence visit the next grade to receive an informal orientation. Invitations are issued and publicized to Little Tigers Daycare and other childcare programs to visit the school prior to enrollment. PES offers a one-day **KinderCamp** in August before school begins to help students transition to kindergarten and get acclimated prior to the first day of school.

Additionally, all rising 6th grade students are given an opportunity to attend an orientation at the middle school, along with their parents. During this orientation, students and parents will get to hear and ask questions about all of the academic and extracurricular programs and activities. Additionally, rising 6th graders visit the middle school during May field trips.

Students entering from private schools, home schools, or other public schools are given a tour of the school by our registrar, counselor, or a student leader. They are given registration packages that contain information from the first day of school.

vii. 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**.

From Elementary to Middle School -

Students transitioning to middle school, tour Temple Middle School facilities during a designated day prior to the end of their 5th grade year. Students are given the opportunity to meet teachers, administrators, counselors and coaches. They are informed of the academic, athletic and art opportunities available to them. A Parents' Night is scheduled at Temple Middle School to formally orient parents and students to middle school expectations and practices. The PES counselor provides guidance lessons to 5th graders pertaining to middle school transitioning. The departmentalization approach used in grades 3 – 5 at PES is designed to prepare students for increasing levels of responsibilities leading up to middle school. Organizational and study skills are emphasized in these grades.

viii. Middle Schools: Discuss opportunities for students to take high school courses and career counseling opportunities for students. How are they informed about the various technical and dual-enrolment opportunities available in high school?

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

At Providence Elementary School, students are offered QUEST courses for acceleration into middle school content areas. Students who qualify for gifted services are provided 6 segments of accelerated courses a week in kindergarten through fifth grade. Additional extracurricular opportunities are offered before and after school to allow students to explore community service organizations, potential career fields, and interests.

For those students that are high achievers, but do not qualify for QUEST, we provide Genius Hour, facilitated by our QUEST teacher, once per week for acceleration.

At Providence Elementary School, the school counselor plans relevant, career-focused opportunities through advisement sessions as well as a Career Day at PES.

3. Evaluation of the Schoolwide Plan—34 CFR 200.26

a. 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.

The PES Annual Title I meeting was held online on August 11, 2025 to review the plan and the data, research, and input collected to develop the plan. The School Leadership Team will continually monitor the implementation and progress of the plan through monthly meetings, designating one meeting per month to discuss action steps and progress. All stakeholders will also have opportunities to continue to contribute and monitor this plan through scheduled Title I events. Additionally, grade-level teachers attend weekly meetings to monitor both grade level and individual student progress and reflect on strategies and interventions. These meetings will devote specific time to the improvement efforts of the school and parent/stakeholder input related to instruction, communication, and student performance. Revisions to the plan will be made based on the outcomes of discussions and regularly reviewing the data during the aforementioned meetings.

The focus priorities established during the CCS Leadership Kick-Off planning session (and with the Leadership Advance at Providence Elementary School) have been used as the foundation for the schoolwide plan. These priorities are reviewed, monitored and discussed at the beginning of each meeting (Leadership, Faculty, Dynamic Team, and Vertical Team Meetings) to ensure that we are consistently making progress on the areas in which we have determined the focus for the 2026-25 school year. **Focus Priority 1** - Increase the number of students reading at or above grade level by deepening our implementation of Science of Reading-aligned instructional practices across all grade levels. **Focus Priority 2** - Continue refining and strengthening PBIS practices at Providence Elementary School with a targeted emphasis on proactive behavior intervention strategies that promote positive student outcomes and maintain a safe, respectful, and inclusive learning environment.

b. 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 farther from achieving the standards. The Georgia School Report Card and the College and Career Readiness Performance Index (CCRPI) reports are available to the public on the website of the **Georgia Department of Education**- a link to which is on the school website. The School Improvement Plan is available to the public on the Carroll County School System e-board website. Providence Elementary participates with the Temple Cluster each year to host a Cluster Celebration Night and provide data overviews for all stakeholders. PES has a data room that displays disaggregated data from the state assessment to share with the School Council, parents, community members, and faculty and staff. Additionally, meetings are held in the data room to review and discuss data on a continuous basis. Teachers also view data vertically so that a better understanding of the

upcoming students can be achieved and planning for instruction can occur. The outcome of these data meetings is instructional plans that address the needs of students. These plans are communicated to parents and other stakeholders through Title I meetings, social media (for celebrations, large scale initiatives), MTSS meetings, and individual parent meetings.

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

PES developed the school-wide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Once the school needs were determined, the team worked collectively to research strategies to address the specific areas of weakness and select strategies and instructional plans to meet the needs of PES students. To gather input from stakeholders on the development of the plan, an input meeting was held on July 15, 2025 and the plan was reviewed throughout the year. Stakeholder involvement through School Improvement Planning Meetings, Grade Level Team Meetings, Faculty Meetings, the feedback window, and the Title I Parent and Stakeholder Input meetings allowed multiple opportunities and perspectives to be shared and discussed. The team met throughout the summer and on June 4, 2025 from 8:00 am - 4:00 pm, and the Title I Family Engagement Input Meeting was held on July 15, 2025 to review the school wide improvement plan.

An overview of the school wide improvement plan was presented and discussed with all staff members during our pre-planning meeting. Each team was guided through highlighting areas of responsibility and ownership. After which, each team met within grade levels to review the information from the meeting and to discuss additional strategies that could be implemented. Teachers and support staff were given the opportunity to provide feedback and additional strategies that could assist in bringing about the needed improvements. All necessary revisions were written into the plan.

The PES Annual Title I held on August 11, 2025 in the PES Media Center to review the plan and the data, research, and input collected to develop the plan. The School Leadership Team will monitor the implementation and progress of the plan through monthly meetings, designating one meeting per month to discuss action steps and progress. All stakeholders will also have opportunities to continue to contribute and monitor this plan through scheduled Title I events. Additionally, grade-level teachers attend weekly meetings to monitor both grade level and individual student progress and reflect on strategies and interventions.

School Leadership Team Responsibilities:

- Facilitate the development of the School Improvement Plan
- Monitor, assess, and amend the School Improvement Plan
- Implement and execute the School Improvement Plan

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

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

In support of strengthening student academic achievement, the Providence Elementary School (PES) has developed this parent and family engagement plan that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe PES's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals. When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions.

The Parent and Family Engagement Plan is jointly developed and revised annually. This year, Providence Elementary School invited all parents to attend an input session on July 15 at 5:30 p.m. in the PES Media Center to review and revise this parent and family engagement policy, as well as, the schoolwide plan, our school-parent compact, and our 1% parenting budget. Additionally, the plan is posted on our school website for parents to view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey online, or one can request a paper copy. This survey allows parents and family members an additional format to provide feedback to the school. The Title 1 Annual Meeting was held on August 12, 2025 at 4:30 p.m.

Parents and family members are also provided the opportunity to give feedback during several parent meetings and activities during the school year including our annual Curriculum Nights. Meetings are held at a variety of times throughout the school year or virtually in hopes to include those that may not be available to attend sessions at PES but can attend and give feedback virtually.

PES is afforded the ability to translate any document and request translators for parent events as needed. This has helped create a clear and open line of communication between the school and parents of English Learners. These resources are utilized on an on-going basis to ensure staff members can provide parents with the information they need to ensure student successes in the classroom. Google translate in addition to translator services has allowed for much quicker communication to occur between EL learners, parents, and community partners.

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

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

B. The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in The Title I Schoolwide Plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Providence Elementary utilizes a parent and community advisory council to help inform decision making throughout the school year. These members are responsible for providing feedback on the Schoolwide plan. Along with the parent and community advisory council, a copy of the school wide plan is made available to all stakeholders in a draft form on the school's website, in the school's Parent Center, the front office, and through social media where we ask for parent input. The final approved SWP is sent home with parents, posted on the school's website and available in the front office.

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

The schoolwide plan is kept electronically in a new format Y25-26 in the form of a balanced scorecard and school improvement plan. These guiding documents are direct translations of the schoolwide plan and serve as a way to monitor strategic initiatives and data to properly align them with the budget amendments. By utilizing this accountability measure, budget amendments can be allotted based on the clear outcomes of the implemented schoolwide plan prioritizing student needs first and foremost.

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

The comprehensive schoolwide program plan is made available to the LEA, parents, and the public in a variety of ways. The plan is posted on the school's website, made available to the LEA, posted in the Parent Center, provided in the front office, and made available to parents at family events. Notification of where the plan is made available is provided at the Annual Title I meeting which was held online beginning August 12, 2025 and through the use of social media.

When determining how best to communicate concepts and plans, Providence administration and teachers work to provide visual representation in addition to textual explanation to convey the need for change or improvement. Additionally, PES works to provide communication in multiple formats, including electronically, on paper, and through videos/phone calls. Documents translated into Spanish are available at the meetings. PES also ensures that all documents are available in the native language of the student/family of the student upon request.

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

Providence Elementary partners with community organizations including health departments to ensure the availability of information and resources for the families we serve. We communicate local resources for families in need, provide support during the holiday seasons for food and/or gifts for students through our Angel Tree program. Providence offers students the opportunity to serve in many ways through clubs at the school. For example, Golden Pearls is an exceptional group of 4th and 5th grade students who work to serve - not only as examples of giving back but also for collecting items for our families in need. We have a new mentorship club for boys - The Forge. Our students also have the opportunity to participate in the *Tigers of Tomorrow (TOT)* program which teaches skills, leadership, and encourages involvement. We partner with Farm Bureau to provide our students with a self-sustaining outdoor learning area including plants and animals.

Evidence-based Strategies

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

		Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	
Reducing Class Size	All Content Areas		X			What Works Clearinghouse
Tutoring/Extended Learning Time	All Content Areas	X				What Works Clearinghouse
<i>Lexia</i>	Reading			X		What Works Clearinghouse
<i>Renaissance Learning</i>	Reading and Math			X		Core Progress for Reading (CCS Purchased this School Year)
<i>ESGI</i>	Reading/ Math	X				https://files.eric.ed.gov/fulltext/ED609102.pdf?utm_source=chatgpt.com
<i>iXL</i>	Reading, Math		X			https://files.eric.ed.gov/fulltext/ED630555.pdf
<i>Eureka</i>	Math	X				Data Stories
<i>Generation Genius</i>	Math	X				https://files.eric.ed.gov/fulltext/ED660805.pdf?utm_source=chatgpt.com
<i>Saxon Phonics</i>	Reading			X		A Study of the Effectiveness of Saxon Phonics on Phonemic Awareness
<i>Simplify Writing</i>	All Grade Levels			X		http://gateway.proquest.com/openurl?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&res_dat=xri:pqm&rft_dat=xri:pqdiss:30569791
Paraprofessional	Reading		X			Effective Use of

Support	and math					Paraprofessionals as Early Intervention Tutors
Classroom Mosaic	Observation /All Content Areas	X				https://www.tandfonline.com/doi/full/10.1080/13803611.2024.2376832#abstract
RCA Professional Learning	All Content Areas	X				https://docs.google.com/document/d/1bsShWJH5rfjyGZ2DGIe4D5K4mqM8AsRb/edit?usp=sharing&oid=113197482007266666265&rtpof=true&sd=true; https://nepc.colorado.edu/sites/default/files/pb_-_class_size.pdf

Title I Budget Crosswalk

List all expenditures in your Title I Budget and specify the page where it is located. You should only include items you are purchasing with the FY 26 Title I Budget.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence
4th grade teacher - Ella Smith	3, 10,, 24-25, 28-29, 33	STRONG
Multi-grade Level para- Frankie Reece (.49)	3, 9, 11, 36	STRONG
Tutoring/Extended Learning Time - Tonya Crawford, Patti Saylor	10, 11-23	STRONG
Family Engagement Coordinator - Jill Lopez	3, 30, 31	STRONG
iXL	11-12, 15-19, 35	STRONG
Renaissance Learning, Renaissance A/R	8, 11-19, 23, 35	STRONG
ESGI	8, 35	STRONG
Generation Genius	9, 35	STRONG
Lexia	9, 11-12, 14-15, 25-26, 35	PROMISING
Simplify Writing (3-5)	4-6, 11, 35-36	PROMISING
Simplify Writing (K-2)	11, 21-23, 36	PROMISING
Pear Assessment	12-13	MODERATE
Lexmark Ink Cartridges (for parent meeting printing)	6, 30, 35	MODERATE
Classroom Mosaic	10, 12,26	STRONG
Ron Clark Academy Professional Learning (subs not paid by Title 1 Funding)	10, 26, 36	STRONG

Title I Carryover Budget Crosswalk

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

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence

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

APPENDICES

Appendix A: [STAR Reading Data](#)

Appendix B: [STAR Math Data](#)

Appendix C: [Georgia Milestones FY25 Data](#)

- [EOG Domain Data](#)
- [EOG vs State](#)
- [Lexile Stretch Bands](#)

Appendix D: [School Profile Sheet](#)

☐ 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.

Ashley McGill

9/5/2025

Principal

Date

Title I Specialist

Date of Approval

Director of Federal Programs

Date

Superintendent

Date