



Title I

School Improvement Plan

Approval Date 9/24/2024

School	Temple Elementary School
Principal	Courtney Rogers
Year	FY 25
Superintendent	Mr. Scott Cowart

Schoolwide Components

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

The Comprehensive Needs Assessment was conducted with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were Courtney Rogers, Brent Vohun, Brady Cook, Lisa Weaver, Katie Lopez, Kim Cargal, Kayla Collins, Taylor Hunnicutt, Rachel Marshall, Amber Wilburn, Macala Martin, Hollie Williams, Amber Thompson, Katie Watson, Dawn Price, Missy Calas, Deanna Holloway, Valeetia Ogletree, Savannah Day, Kim Hamilton, Ashley Adair, Jennifer Gravley, Crystal Reed, and Angie Terrell. These individuals make up the TES Leadership Team. This team was responsible for the planning and writing of the School Improvement Plan, soliciting feedback from their teams and sharing, revising and making additions, and communicating the planning process and the school wide plan with their respective teams.

The Leadership Team met for Leadership Advance during the summer, on June 13, 2024, to analyze achievement, demographic, and perception data from the previous year, discuss the previous School Improvement Plan (SIP), consider feedback from stakeholder survey data, brainstorm, and begin revisions for the SIP. At the summer meeting, Monica Rainwater and Gretta Harris, instructional coaches for Carroll County Schools, assisted the team in reviewing the previous SWP and SIP and in developing a new comprehensive SWP and SIP. The Leadership Team specifically reviewed data related to the four goal areas of Student Achievement and Continuous System and School Improvement, while identifying goals and action steps to best meet the needs at TES. Additionally, the team continues to meet at least once monthly, after school, to continue the process. Each Leadership Team member is responsible for cascading information to their grade level teams, documenting in grade level minutes, and returning to the leadership team with any suggestions/feedback from individuals/groups. During monthly whole Faculty Meetings, administrators and grade level team leaders will also provide updates regarding the SWP/SIP and the work of the Leadership Team.

Grade Level	Name
PreK	Katie Lopez

Kindergarten	Kim Cargal
First	Kayla Collins
Second	Amber Wilburn
Third	Taylor Hunnicutt, Rachel Marshall
Fourth	Amber Thompson, Hollie Williams
Fifth	Dawn Price, Katie Watson
Sped	Savannah Day & Kim Hamilton (ISC)
Gifted	Missy Calas
Exploratory	Brittany Dixon, Valeetia Ogletree
Media Specialist	Lisa Weaver
Title I Parent Engagement	Deanna Holloway
Data & MTSS Support	Macala Martin
Registrar	Ashley Adair
Counselor	Angie Terrell
Instructional Coach	Brady Cook
Assistant Principal	Brent Vohun
Principal	Courtney Rogers
Parent Liaison	Crystal Reed

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 need additional support.

To conduct our Comprehensive Needs Assessment, the TES Leadership Team used the following instruments, procedures, or processes to obtain this information used to develop our school-wide/School Improvement Plan: review of the previous school-wide/School Improvement Plan, review of FY23 achievement data, the results of the 2024 perception surveys for all stakeholders, results of student attendance data, input from staff and parents, and brainstorming for FY25. To inform achievement data, the Leadership Team members analyzed a variety of sources such as District Common Assessment and Benchmark results, STAR Reading and STAR Math, and GMAS scores from FY24. The Leadership Team members wrote a draft of the plan and then shared the draft School Improvement Plan with the staff during pre-planning. Faculty members gave input to the plan and brainstormed ideas for improvements at TES, and the plan was revised to include those additions. In addition, grade level teams met and discussed how they would be directly involved in the plan and reviewed it to ensure that it would meet the needs of all their students. Revisions were then made. Parental input for the school improvement plan was encouraged at parent meetings, and the parent representative actively participated in the revision process and provided a variety of ideas concerning her perceptions of TES and specific needs. Temple Elementary parental input plays a vital role in the SIP revision process. A complete copy of the School Improvement Plan is available to LEA, parents, and the public through the school website, in the front office, and in the school data room. A translated copy of the School Improvement Plan will be in the data room, as needed.

A root cause analysis was completed using STAR Reading performance data. At risk students, including economically disadvantaged, were identified through STAR Reading as having phonics deficits. We then administered a differentiated phonics assessment to determine the root cause for underperformance in reading. Once the phonics assessment was completed, we split students into groups based on achievement levels. The strategies used to address these deficits are differentiated phonics lessons. These lessons are targeted to address specific areas of phonics. Formative assessment data is collected biweekly and summative data is collected after the lessons are completed. The time each lesson takes varies based on the phonics skill.

a. Academic Achievement Data

*Insert your school profile data, including demographic data, GMAS results, STAR and any other data used to determine strengths and weaknesses. Make sure to include subgroup information.

[FY24 TES STAR Reading & Math Data](#)

[FY24 P&D Percentages](#)

[TES vs. State GMAS 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.

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.

Social Studies & Science

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)

A list of Title I funded programs are listed below. These programs are used to address deficits and achievement gaps in reading and math for students in grades K-5. We utilized subgroup data to determine groups of students who have the greatest need within our building. The subgroups include: Economically disadvantaged, English language learners, and students with disabilities.

Pear Assessment

Edulastic (Pear Assessment) is utilized in all content areas for grades 2-5 to provide continuous spiral support in all content areas. This program helps teachers create assessments and activities that identify gaps and measure growth. This supports teachers in planning effective lessons.

Class Size Reduction

Class size reduction is used in third grade to address deficits in reading and math for economically disadvantaged, English language learners, and students with disabilities.

Instructional Supplies

Instructional supplies are utilized for all content areas by all grade level teachers. These supplies include items such as copy paper, toner, etc. to support students' academic achievement.

Title 1

Math

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)
<p>A list of Title I funded programs are listed below. These programs are used to address deficits and achievement gaps in reading and math for students in grades K-5. We utilized subgroup data to determine groups of students who have the greatest need within our building. The subgroups include: Economically disadvantaged, English language learners, and students with disabilities.</p> <p><u>Pear Assessment</u> Edulastic (Pear Assessment) is utilized in all content areas for grades 2-5 to provide continuous spiral support in all content areas. This program helps teachers create assessments and activities that identify gaps and measure growth. This supports teachers in planning effective lessons.</p> <p><u>Class Size Reduction</u> Class size reduction is used in third grade to address deficits in reading and math for economically disadvantaged, English language learners, and students with disabilities.</p> <p><u>Instructional Supplies</u> Instructional supplies are utilized for all content areas by all grade level teachers. These supplies include items such as copy paper, toner, etc. to support students' academic achievement.</p>	Title 1

ELA

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)
<p>A list of Title I funded programs are listed below. These programs are used to address deficits and achievement gaps in reading and math for students in grades K-5. We utilized subgroup data to determine groups of students who have the greatest need within our building. The subgroups include: Economically disadvantaged, English language learners, and students with disabilities.</p> <p><u>Class Size Reduction</u> Class size reduction is used in third grade to address deficits in reading and math for economically disadvantaged, English language learners, and students with disabilities.</p> <p><u>Pear Assessment</u> Edulastic (Pear Assessment) is utilized in all content areas for grades 2-5 to provide continuous spiral support in all content areas. This program helps teachers create assessments and activities that identify gaps and measure growth. This supports teachers in planning effective lessons.</p> <p><u>Demco</u> Demco is utilized for small group furniture. Due to rapid growth in student enrollment, we needed furniture for our small group tutoring center. This center is utilized by our Paraprofessional, Jaffnie Defriese.</p> <p><u>Instructional Supplies</u></p>	Title 1

Instructional supplies are utilized for all content areas by all grade level teachers. These supplies include items such as copy paper, toner, etc. to support students' academic achievement.	
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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.

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

The TES Golden Pearls club was established in August 2022 to empower, encourage, and motivate 3-5th grade girls, while focusing on social well-being and promoting leadership abilities and opportunities. This program is led by Meschelle Rickett and Tequila Thurman. This club will meet monthly. Members will participate in community service programs and opportunities.

The Counselor will conduct lunch bunch groups two to three times per week with the topics focusing on areas that are determined by staff input, data, and perceived need. Furthermore, the counselor is expanding an eleven week small girls' group titled "Lifting Ourselves by Valuing Everyone (L.O.V.E)". The purpose is to help teach girls lessons in accepting themselves and others. Topics to be discussed will include self-esteem, diversity, friendships, acceptance, caring for yourself, respecting yourself, communication, and dressing for success. The goal is to have all 5th grade girls participate. In addition to these small groups, the counselor will conduct small groups throughout the school year as time allows with students determined by staff input, behavior data, perceived need, and parent request on various topics, such as grief/loss, coping skills, social skills, anger management, etc.

Male volunteers will be recruited within the community to come read to individuals or small groups of boys in an effort to encourage reading and create positive relationships with our male students, especially those who may not have a positive male figure in their life.

The Counselor will see students individually as needed and those students who have more serious and ongoing issues will be referred to the school based therapist.

Temple Elementary also partners with a local church to provide snack-pack backpacks on the weekends for our most at risk students.

For additional academic support, our at-risk students will be eligible to receive tutoring through Title I funding. Two full time tutors will serve students in K-2 and 3-5 in reading and math. Students who are eligible to receive tutoring services will be identified through our universal screener, STAR, and will receive intensive interventions to help close the learning gaps.

All TES students will benefit from our reduced class size model through Title I funding.

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).

TES is future focused. We expose the students to various careers that are available through our career day, but our future focus is more ingrained than just a day. Our teachers weave STEM careers into our STEM activities to help ALL students understand that they can have careers in these areas. STEM lessons will be conducted monthly within each grade level. Additionally, our students will participate in "Future Focused Fridays," where students will have opportunities to learn about various careers through community volunteers. The community volunteers will provide presentations during students' exploratory time. These presentations will showcase various components of careers and service opportunities. Our Social Emotional Wellness Initiative also helps prepare our students for middle school and beyond by focusing on teaching them to collaborate, communicate, and think critically.

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.);

The faculty of TES is committed to providing students with premier opportunities for educational and social success. Teachers practice having consistency and high expectations in regard to our behavior management system. Our school PBIS committee strives to lead a positive initiative to create a sustainable framework of consistent language, expectations, and positive school culture. Our PBIS Committee has established the ROAR expectations. ROAR expectations are displayed throughout all classrooms and hallways as a constant reminder for students to view. Expected behaviors are rewarded through the use of Tiger Bucks. Tiger Bucks are provided to students by all staff members daily through the PBIS Rewards App. The PBIS Rewards app allows teachers to reward students digitally. Students and parents can log into their PBIS account and view rewards. Tiger Buck goals are established by our PBIS committee and students are rewarded by spending their Tiger Bucks on various items and opportunities. The items are housed in our ROAR Store, which is located in the media center. Additionally, our PBIS Committee plans, promotes, and hosts PBIS celebrations each nine weeks. Students are able to use their Tiger Bucks to attend each celebration. TES strives to teach students how to make conscious choices to positive behavior that are in the best interest of themselves and others.

Temple Elementary School utilizes the Multi-Tiered Support System (MTSS) process. This process is utilized in all grade levels to ensure that all students are provided with necessary instructional strategies and research-based interventions that promote measurable, academic progress and success in order to meet students' individual needs. These interventions are addressed through small group tutoring as well. The small group tutoring area includes supplies purchased from Demco to ensure that students are provided with appropriate resources and a learning environment that supports their needs.

A variety of instruments are used to identify students needing intervention. These tools are STAR Reading and Math. The first step in the process is to clarify whether student performance on specific standards is reaching 80% mastery. If not, then steps are taken to develop the instruction as it is an instructional issue. When a student is not performing in an area, whether it is academic or behavioral, the student is placed in Tier 2. Tier 2 requires 12 weeks of data using an intervention tailored to the student's instructional level.

This can be 12 consecutive weeks or 2 different interventions maintained for 6 weeks each. If the student is successful and showing growth, the student may remain in Tier 2 or move back to Tier 1. If the student is not making progress, then the student is referred to our MTSS Team. The team looks at all the data and interventions. A team decision is then made. One of two things will happen: the student's intervention will change or the student will be placed in Tier 3. Tier 3 interventions are more intense and are done in a smaller group or one on one. This process continues. The team for each student is the teacher(s), an administrator, and the parent. If the counselor, social worker, nurse or other team member is needed when addressing the needs of the whole child, then that person is invited to be a part of the team as well. Each 9 weeks, the team meets to look at student progress. If the student fails to make adequate growth, then the team decides whether to change the intervention or involve the school psychologist. If the student is making growth, they may be referred back to Tier 2.

Temple Elementary has decided that the best way to serve our EIP students is to serve them through the reduced class size model. Students are identified through universal screeners, formative and summative assessments, checklists, and teacher recommendations.

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,

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

Professional Development is an integral part of consistently improving the skills of our school personnel. Temple Elementary provides multiple opportunities to always focus on a growth mindset for all school personnel. All professional learning is linked within our school improvement plan. Substitutes will be provided through Title I funding for teachers who attend these professional development opportunities. Professional Learning opportunities will include:

- Science of Reading Initiatives
- HB 538 & SB48 dyslexia initiatives
- Hello Literacy
- Critical Reading Series
- Eureka Math
- Saxon Phonics
- IXL
- WriteScore
- Social Emotional Wellness
- MTSS & PBIS Protocols including PBIS Rewards App
- Teacher Keys Effectiveness System (TKES)
- ELEOT Ratings
- School Improvement efforts
- Edulastic (Pear Assessment)
- Instructional Supplies for Literacy and Math

These trainings are provided mainly to teachers; however, the Social Emotional Wellness is provided to all staff. Professional Learning is also offered weekly on a variety of topics based on the current needs of the school.

Our instructional coach, Brady Cook, works alongside each team to facilitate continuous instructional support through the use of the collaborative planning model. This model allows teachers to plan within teams as well as vertically. Title I funding will be utilized to provide the school leadership team with an opportunity to work collaboratively on our school improvement efforts. During the collaborative planning days, teams will spend the day with the instructional coach planning their instruction based on student data and determining next steps for the upcoming semester and next steps for addressing our SIP needs.

Additional data is collected and evaluated from the following programs:

- Illuminate (Reading & Math)
- Edulastic/Pear Assessment (Reading & Math)
- IXL (Reading & Math)
- Write Score (Writing)
- Hello Literacy (K-2 Literacy)
- Saxon Phonics (K-2 Phonics)
- Morheme Magic (3-5 ELT)

The data collected from these programs is analyzed by teachers weekly during their team collaborative planning. The data is analyzed to ensure the following weeks' instructional needs are met.

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

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

Temple Elementary knows the value of effective teachers and the impact they have in the life of a student. Therefore, recruiting and retaining these teachers is of great importance. Temple Elementary recruits new teachers by developing relationships and seeking out those teachers that are connected to the community and have a proven history of effectiveness. Mentors are also used to support new hires as they learn the TES way of instruction and transition to the team.

In the 2024-2025 school year, our instructional coach, Brady Cook, will lead and facilitate the new mentor program. This program includes one member from each team who will support the new teacher on their team. Our instructional coach will meet once a month with mentors and new teachers. Mentors and mentees will meet once a week to discuss mentorship. New teachers will participate in two peer observations during this school year. These observations include observing members on their team as well as observing teachers in another grade level. By providing opportunities for peer observations, new teachers have opportunities to learn new strategies from their peers. Additionally, these opportunities allow new teachers to meet other teachers within our building, while building relationships with them.

Temple Elementary has a targeted plan to support and continuously improve the climate of our school. Teachers are regularly celebrated in monthly staff meetings.

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

Our Pre-Kindergarten team holds Pre-K parent orientation prior to the beginning of school. The agenda includes logistical information regarding school policies and procedures along with suggestions for supporting your child as they begin school.

Temple Elementary works with local day care facilities to arrange and provide guided tours to students who are rising prospective Pre-K or kindergarten students.

The Temple Elementary administrative staff offers both scheduled and unscheduled tours of our facilities to prospective students and their families. Newly enrolled students are provided with an information packet that includes various school documents. These documents include:

- School Compact Form
- Youtube Agreement
- Family/Parent Engagement
- Access to our communication app Remind
- Infinite Campus Parent Portal login
- PBIS Rewards app login
- Renaissance (STAR) login
- IXL Student Login
- Copy of our school's calendar of events
- Copy of our grade level instructional calendars

The teachers and staff of TES strongly believe in effective communication between school and home. We strive to provide all families with the necessary documentation and information needed to maintain a successful school year.

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**.

Temple Elementary partners with Temple Middle School to provide our students with opportunities for a smooth transition into middle school. In May, students take a field trip to Temple Middle School, where they get to participate in a campus tour, meet various teachers and administrators, and participate in engagement activities provided by the TMS staff. This opportunity is considered middle school orientation. In addition to the TMS visit, our fifth graders will also visit Temple High School for a school tour as well. During this tour, students will learn about additional future focused initiatives. Both opportunities are also celebrated by parents and other stakeholders.

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.

Temple Elementary School strives to provide opportunities for acceleration within our daily instruction. TES has one gifted facilitator who provides weekly instruction for qualified gifted students. Additionally, TES uses a gifted cluster/advanced content model for acceleration within each grade level. This model includes all K-5 teachers who hold a gifted endorsement. Gifted students are placed in these teachers' classrooms as well as other non-gifted students. The non-gifted students are provided with advanced content, which extends beyond the average rigor level of our daily curriculums. These curriculums include:

- Wit & Wisdom
- Eureka
- Concise Curriculum
- Saxon Phonics
- Differentiated Phonics
- Morpheme Magic
- Critical Reading Series
- WriteScore

TES teachers collaboratively plan to determine instructional strategies to promote advanced content. Advanced content is also continued throughout our Extended Learning Time which includes all 2-5 teachers, learning loss tutors, and special services staff. These staff members utilize Critical Reading Series for their daily instruction and advanced content sessions.

Temple Elementary also provides opportunities for students to be exposed to a variety of careers through our Future Focused Fridays and our Literacy Immersion Lab. Additionally, TES provides a Career Day in May to expose students to various career options in the area. Our students also participate in field trips to local colleges to promote being future focused.

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 TES Schoolwide Plan is utilized as a guiding document for all instructional, parental involvement, and extra-curricular decisions that are made. When making instructional decisions, the TES Leadership Team utilizes the Georgia Milestones data to determine areas of weakness with Tier I instruction. Once GMAS data has been evaluated, our team then evaluates our benchmark data from STAR reading and math. We review the yearly benchmark growth and determine next steps based on state and benchmark assessment data. In addition to these assessments, teachers also administer weekly Friday Formative assessments in all content areas. Friday Formative assessments are given through Edulastic (Pear Assessment) and Illuminate. These assessments include a cumulative review of skills taught within each week and nine weeks. We review this data weekly during collaborative planning sessions to determine areas of growth and areas for remediation.

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 TES Schoolwide Plan has been effective in increasing student achievement because we determined best practices and research-based strategies to utilize last school year. In some grade levels, students outperformed expected expectations, while some grade levels did not meet the predicted outcomes, according to STAR. As a leadership team, we evaluated our current practices in the underperforming grade levels and made instructional changes based on individual grade level needs.

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

The TES Schoolwide Plan is monitored weekly by the TES administrative team. The administrative team evaluates current practices and determines areas that are completed, in progress, and not started. The administrative team then facilitates discussions with our leadership team each month to determine how we can begin incomplete areas. We also evaluate our current practices to ensure alignment across grade levels in order to meet the needs specified on the Schoolwide 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.

Parents are provided copies of the Family Engagement during open house and at all parent Title I events throughout the school year. Some Title I events include literacy night, math night, fine arts night, beginning of the year Title I overview night, and more. Parents are updated on any changes to the plan during each night. Hard copies of the plan are provided to parents throughout the school year as changes are made. Our plan is also linked on our school website, available in our front office, and included in students' Tiger Tracker folders.

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

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

At the summer meeting, Courtney Rogers, Principal of Temple Elementary, assisted the team in reviewing the previous SWP and SIP and in developing a new comprehensive SWP and

SIP. The Leadership Team specifically reviewed data related to the four goal areas of Student Achievement, Stakeholder Engagement and Loyalty, Efficient and Effective Organizational Processes, and Continuous System and School Improvement, while identifying goals and action steps to best meet the needs at TES. Additionally, the team continues to meet at least once monthly, after school, to continue the process. Each Leadership Team member is responsible for cascading information to their grade level teams, documenting in grade level minutes, and returning to the leadership team with any suggestions/feedback from individuals/groups. During monthly whole Faculty Meetings, administrators and grade level team leaders will also provide updates regarding the SWP/SIP and the work of the Leadership Team.

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;

Temple Elementary School's Leadership Team consists of teachers, paraprofessionals, and parents. On June 13, 2024, the leadership team met to discuss our School Improvement Plan as well as our Title I Schoolwide Plan. District office representatives including Gretta Harris and Monica Rainwater provided support in the decision-making process. Our leadership team analyzed survey data collected from members within our community. The data was used as an influence for our plan.

Faculty members gave input to the plan and brainstormed ideas for improvements at TES, and the plan was revised to include those additions. In addition, grade-level teams met and discussed how they would be directly involved in the plan and reviewed it to ensure that it would meet the needs of all their students. Revisions were then made. Parental input for the school improvement plan was encouraged at parent meetings, and the parent representative actively participated in the revision process and provided a variety of ideas concerning her perceptions of TES and specific needs. A complete copy of the School Improvement Plan is available to LEA, parents, and the public through the school website, in the front office, and in the school data room. A translated copy of the School Improvement Plan will be in the data room, as needed.

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 plan is developed each year based on the needs of our school as revealed through current data. The plan is developed as a group through our Leadership Team. It is reviewed monthly. Prior to an amendment or if there is a shift in student academic needs, the Leadership Team meets to discuss and collaborate.

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

Our Title 1 plan is available to our school system, parents, and the public via the internet. It is posted on both the county site as well as our school site. Additionally, hard copies are available in our parent resource center and are discussed at our annual Title 1 meeting. This meeting is open for parents and stakeholders.

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.

Our Title 1 plan is available and utilized by parents and various stakeholders. TES provides a Title I parent resource center for students to utilize, as needed. This resource center contains various Title I resources, student manipulatives, and activities parents can use with their children at home. In addition to the various resources, parents can also utilize Chromebooks to login to websites and use at TES ,as needed.

This center is also utilized alongside our school counselor and school social worker for parent support. This includes housing programs, Head Start programs, nutrition programs, hospital homebound programs, and more.

Evidence-based Strategies

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

		<p>Statistically significant effect on improving student outcomes or other relevant outcomes based on:</p> <p>Check one</p>	<p>Resource</p> <p>(Attach)</p>
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Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Strong Evidence	Moderate Evidence	Promising Evidence	Rational Evidence	
Reduced Class Size - Allison West & Anna Shank	All Content Areas		x			What Works Clearinghouse https://eric.ed.gov/?id=ED398644
Small Group Tutoring Instruction - Hailey Perrine & Jada Parrish	All Content Areas			X		What Works Clearinghouse https://ies.ed.gov/ncee/WWC/Study/74207
Edulastic (Pear Assessment)	All Content Areas			X		https://digitalcommons.cs.umb.edu/cgi/viewcontent.cgi?article=1660&context=caps_thes_all
Demco (Small group instruction)	Reading/Writing			X		https://ies.ed.gov/ncee/WWC/Study/74207
Small group instructional supplies	All content areas		X			https://ies.ed.gov/ncee/WWC/Study/74207
Instructional Coach - Brady Cook	All Content Areas		x			When examining understanding instructional coaching through the lens of the 5 empirically predictive elements of effective PD, the model presents itself as a powerful tool for improving teacher knowledge, skills, and practice. It is imperative that future researchers define the next set of questions to further refine the understanding of coaching and how it can and should be executed to leverage professional learning." https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_123.asp

PBIS Rewards Software	Behavioral Support	X				This program supports schools' PBIS school-wide plan by providing rewards digitally through the use of the PBIS Rewards Software. Additionally, students and parents can view rewards in real-time through the student/parent account. https://nwcommons.nwcio.wa.edu/cgi/viewcontent.cgi?article=1375&context=education_masters#:~:text=Research%20proved%20that%20when%20PBIS,just%20to%20name%20a%20few
Collaborative Planning - School Leadership Team	All content areas	X				K-5 teachers will be provided with collaborative planning opportunities to increase their effectiveness and alignment of their instruction. This includes various opportunities such as in house collaborative planning sessions, weekly professional development sessions, and summer instructional planning. https://ies.ed.gov/ncee/wc/InterventionReport/711

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 24 Title I Budget.

Expenditure	Page in SWP	Level of Evidence
PBIS Software	8, 9, 11, 18	Strong
Class Size Reduction	5, 6, 7, 9	Moderate

Instructional Coach	10, 17	Moderate
Collaborative Planning (Leadership Advance and Collaborative	10, 12, 13, 18	Strong
Instructional Supplies	5, 6, 17	Moderate
Small Group Tutoring Instruction - Hailey Perrine & Jada Parrish	6, 7, 8, 17	Promising
Edulastic (Pear Assessment)	5, 6, 9, 10, 13, 17	Promising
Demco (Small group instruction)	6, 8, 17	Promising

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.

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

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

<u>Courtney Rogers</u>	<u>9/24/2024</u>
Principal	Date
<u> </u>	<u> </u>
Title I Specialist	Date of Approval
<u> </u>	<u> </u>
Director of Federal Programs	Date
<u> </u>	<u> </u>
Superintendent	Date