



# Title I School Improvement Plan

Approval Date: \_

<b>School</b>	Sharp Creek Elementary School
<b>Principal</b>	Mr. Robert Tolbert
<b>Year</b>	FY 26
<b>Superintendent</b>	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
Robert Tolbert	Principal
Amanda Eskew	Assistant Principal
Kaci Todd	MTSS coordinator and FEC
Lynda Bingham	ILSS
Jennifer Booth	Kindergarten Team lead
Bry Leatherwood	Parent
Julie Kelly	Media Specialist
Leslie Warren	3rd grade team lead
Anna Ellis	Exploratory team lead
Bertie Wilbanks	ISC
Betty Jo	paraprofessional
Angi Andrews	Bookkeeper
Crystal Jackson	Adaptive team lead

## 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.

The staff members listed above used the following processes to complete the needs assessment from the 2024-2025 school data to develop the 2025-2026 School Improvement Plan: disaggregating data, analyzing data, reviewing perception data, creating the plan, receiving feedback from the plan, revising the plan, team meetings, discussions, redelivery to teams, monitoring of the progress of the plan, posting/reviewing the data in the data room, continuous review of the plan, and communicating the plan to other stakeholders of SCE. The team met once during the summer (June 2nd, 2025) for an all day planning session, this day was under the direction of Mr. Matthew Huckeba. In addition, the team will continue to meet on the first Monday of each month throughout the school year to ensure we are progressing with the plan.

The result of the comprehensive needs assessment are:

**Reading/Writing:** Reading remains the greatest area of need for students at Sharp Creek Elementary School, but we did show a lot of progress in FY25. We were below the state average in GMAS in grades 3-5. The SGP scores were very high for 5th grade ELA and 3rd grade ELA saw double-digit gains in every ELA domain on the FY25 GMAS. All grade levels with the exception of 2nd grade had double digit gains in the reading on grade level measure from STAR and GMAS. We are continuing to see gains in the Science of Reading with the use of Hello Literacy, Saxxon Phonics, and Heggerty in lower grade levels. Some more online resources Sharp Creek utilizes to improve student achievement are: IXL, Pear Assessment, Flocabulary, and Edpuzzle. Root causes appear to be related to student transiency, attendance, high student population percentages in the area of students with disabilities, and the need for improved instructional strategies and resources relating to skill deficit areas.

**Math:** 5th grade math was top 3 in the district for SGP. 4th grade math was a struggle all year last year. 3rd grade math went up in P&D percentages. Math hurt our overall CCRPI scores due to the closing the gap section. In an effort to help mitigate many of these instructional needs, 2.5 teachers are being paid through the Title budget in order to reduce class size numbers. A 49% teacher

assists during math segments in grades 3-5 on Tuesday-Thursday. We have also purchased Reflex specifically for math to improve students basic fact knowledge.

**Science:** SCE had a 3% increase in P & D percentages in FY25. Flocabulary is a great resource for science vocabulary. We all seem to remember the lyrics of a song. Document cameras are another excellent resource for teachers to show the process of how certain science processes work.

**Discipline:** Behavior continues to be an area for improvement. We will address these concerns by using the PBIS rewards app for data tracking and communication. The updated PBIS handbook is updated to address the changes in procedures. In addition, Lesley Warren is a Capturing Kids Hearts ambassador for the district and provides PL's on CKH strategies.

**Survey Data:** Surveys were given to students, staff and parents during March 2025. Perception from all stakeholders were up, we plan to continue with the positive momentum.

**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.

\*Include GMAS and Star date from FY25 school year

**GMAS Results**

SCES	County Rankings	Proficient + Distinguished				State Average
		2022	2023	2024	2025	
3rd ELA	10th	31%	23%	17%	31%	35%
4th ELA	12th	44%	24%	20%	20%	40%
5th ELA	12th	40%	36%	31%	30%	43%
3rd Math	12th	46%	39%	37%	39%	44%
4th Math	12th	47%	49%	40%	30%	49%
5th Math	12th	37%	23%	43%	36%	43%
5th SC	11th	37%	33%	33%	36%	44%

**STAR Results**

	Beg	1st	2nd	3rd
1st	0.6	0.8	1.3	1.7
2nd	1.4	2	2.4	2.6

**Reading Growth**

**Math Growth**

**Reading GMAS Predictor**

**Math GMAS Predictor**

**STAR Reading SGP**

**STAR Math SGP**

**Subgroups Reading**

### **Subgroups Math (2nd Nine Weeks)**

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

- A. Provide opportunities **for all children**, including each of the **subgroups of students** (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards; We track subgroups using STAR predictors. Subgroup students on the cusp of moving up a domain will be identified by the teachers and will be invited to tutoring groups using local extended day funds.
- 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. We are adjusting our quest teachers schedule to co-teach with general education teachers to help provide accelerated activities and to assist with talent development. Students in need of enrichment have also been grouped accordingly during ELT and are focusing on closed reading, paired passages, and writing.

In addition to adding 2.5 Title teachers, supplemental work days will be added to our MTSS Coordinator (1) and Instructional Coach's (1) contract to allow for additional support for teachers and instructional and intervention needs. A family engagement coordinator will be compensated to provide general administration and communication of Title I engagement initiatives, schoolwide planning, implementation, and communication for all stakeholders.

Sharp Creek identified scientifically based strategies that have been effective in addressing our areas of weakness in ELA/Literacy, Math, Writing, and the academic performance of students with disabilities.

A. Sharp Creek Elementary is providing opportunities for all children including subgroups of students. At SCE, we will increase the amount and quality of learning time by providing extended day tutoring, implementing extended learning time segments of instruction, and implementing teaching strategies introduced/reviewed during professional development sessions designed to support teacher growth thus impacting the quality of instruction. 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 (co-teaching workshops). Skills and strategies identified within these learning opportunities will be expected to be utilized in planning and implementing instruction.

B. SCE plans to 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 opportunities for all students.

- **Class size reduction**- Smaller class size allows teachers to better meet the needs of students who are at risk.
- **Extended day tutoring**- Creates additional learning time focusing on specific areas of need for at risk students.
- **Tutoring during the school day**- provides immediate intervention based on student need.
- **Collaborative planning**- Allows teachers to analyze data and make instructional decisions to help students who are at risk.
- **Professional development** on best teaching practices and technology integration- Focused and strategic professional development on best teaching practices and technology integration.
- **Phonics instruction**- Heggerty, Differentiated Phonics, Saxon Phonics & Hello Literacy provides building blocks for students to learn how to sound out words and read fluently; Learning A-Z will be purchased to supplement this initiative.
- **Math manipulatives** –The use of manipulatives allows struggling students to visualize concepts. Graham Fletcher kits.
- **Walk to Interventions**- Students practice phonic skills missed based on where they scored on the phonics screener given to all 3rd, 4th, and 5th graders.
- **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, Pear Assessment, IXL, Flocabulary, Edpuzzle and other academic websites) - Provides practice and short lessons on curriculum topics. Many offer individualized learning paths.
- **ELA and Math Spiral Review**- Daily expectation using district modules, Pear Assessment, Illuminate, Mentor Sentences.
- **Targeted Skills**- Reading, Math, and Writing materials from Eureka math, and Wit and Wisdom - scaffolds instruction and student practice to help

students master Reading, Math, and Writing standards using Illuminate (ELA, Writing, and Writing) and Edulastic (math).

- **STEM** hands-on activities - providing a lab for opportunities for students to experience the integration of Science, Technology, Engineering, and Math in a nontraditional setting. We are also working on achieving National STEM certification in FY26.
- Use of **Eureka Math** and **Wit and Wisdom** - All grade level teachers have been provided with curriculum, lesson plans, and literature books that they will utilize with their students this year. Professional Development will be provided throughout the school year.
- **Goal Setting** - Teachers will be required to set goals with students in both reading and math every 9 weeks and teachers are expected to conference with every student every 2 weeks to see how the students are doing on their process goal commitments.
- **Flocabulary** - a general fluency software to improve mastery of all content areas.

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

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

The school counselor provides classroom guidance to all grade levels and addresses individual needs through one-on-one sessions and small social groups. The school counselors also facilitate implementation of career awareness lessons across grade levels, as monitored by administration. Willowbrooke, a local mental health facility, also has a therapist stationed at Sharp Creek to provide behavior guidance with identified students. 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, students with consistent behavior concerns may participate in check-in/check-out daily. Students identified for this intervention are assigned a caring adult in the building with whom they “check-in” each morning and afternoon to discuss behavior goals, responses to situations, and daily progress. Check-in/check-out procedures focus mainly on the PBIS structure in place in all classrooms in which students can earn points for shopping at the school store. Students checking in and out with an adult can speak the same language regarding behavior, expectations, and next steps. If this intervention is not effective, a more rigorous plan of support may be necessary. These plans are developed specifically for each individual student to support specific behaviors and guide the development of positive interactions through affirmation, clear expectations, and frequent and repeated reinforcement.

Another aspect of support is our behavior support paraprofessional, who in addition to every SPED teacher has time throughout their day where they are scheduled to check in/out

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 FY 26, 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." Additionally, these monthly lessons are designed to target college and career awareness, social skills for success, and positive climate. Sharp Creek also uses monthly future-focused skills to facilitate instruction and reinforcement of necessary habits, such as hand-shaking, punctuality, and collaboration. The student essentials are founded on the following 7 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 4C's (communication, collaboration, critical thinking, and creativity). A school-wide Career Day will be held in May of each year. Presenters from a variety of careers will be invited to Sharp Creek to teach students (Pre-K through 5th grade, including adaptive) about their careers.

3rd, 4th, and 5th graders will take visits to various educational institutes, varying on attendance lines and specific grade level events.

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.);

PBIS was implemented at Sharp Creek Elementary in 2018-19. Sharp Creek fully implemented the program by adding a school-wide behavior clip chart to the behavior matrices to help with classroom procedures, consistent incentives, clarified expectations, and clearly communicated parameters. We have moved from the clip chart to the PBIS Rewards App, where points are assigned and accumulate as the year progresses, allowing students to meet specific, predetermined goals. PBIS provides great support for academic and behavioral goals for all students and allows SCES to communicate progress daily. Students are able to spend their points in the "Sharpie Shoppette" (This is a store meant for teachers and students that allows them to shop for items they want according to their reward points).

Interventions and supports for students in need of academic and behavioral scaffolding are determined and managed through the Multi-Tiered System of Supports (MTSS). Because many of the students at Sharp Creek are in need of specific instructional intervention, the

school has designated a teacher on assignment to act as the MTSS Specialist, a teacher leader who organizes, manages, and monitors meetings and data to ensure fidelity to each plan and the progression of the process. Classroom teachers identify students in need of additional supports through multiple types of data (classroom performance, STAR data, etc.). Students determined to need intervention enter Tier 2. An intervention is selected, implemented, and monitored by the teacher. If no progress is noted, the MTSS Specialist 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 MTSS Specialist is integral to the organization and communication of the plan and meetings, and she offers expertise and non-partial recommendations to parents and teachers to help support students.

Beyond MTSS, students may also receive support through EIP, a program designed to help remediate students who have been unable to perform on grade level as evidenced on Georgia Milestones, grade-level assessments, or other forms of evaluation. Students who meet the criteria for EIP services are served in two models at Sharp Creek. Those two models are innovative and pull-out. Innovative is a model that reduces class sizes to give more of a beneficial student to teacher ratio. Pull-Out is where students are receiving 45 minutes in small group instruction in their served area.

For the 2025-2026 school year, Sharp Creek Elementary will be able to provide students with two Intervention Specialists to work with students on both behavior and academic progress.

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,

Sharp Creek provides multiple ways for teachers and staff members to learn and grow professionally. Many teachers seek out instruction through the local RESA or similar agencies who provide goal-related courses focused on individual needs. Most professional learning opportunities are directly related to the Needs Assessment and pertain to specific action steps developed in the plan. Opportunities for professional learning through outside agencies are ongoing and include topics such as:

[SCES Professional Learning Plan](#)

In an effort to support and assist all staff members, professional learning at Sharp Creek goes beyond external courses and is often job-embedded. Just-in-time professional development occurs often and helps develop sustainable improvement efforts. District-wide initiatives also help determine professional development activities and allow Sharp Creek 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. Topics for internal professional learning will include, but not be limited to, grade level content, collegial planning, direct instruction on planning, time management, high-impact strategies, and teaching in emotional poverty.

Beyond typical professional learning, Sharp Creek will be utilizing a 4-week data cycle in which to embed training on how to utilize data in real time to determine effective groupings, develop appropriate instruction, set goals, and monitor progress and program effectiveness. Teachers will be selecting the metrics with which to examine progress and learning how to analyze data with a solution mindset.

In addition to teacher professional learning, paraprofessionals will have a monthly meeting. The topics for instruction will be related to instructional issues or points of improvement with Sharp Creek.

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

Sharp Creek supports new teachers in a variety of capacities, in an effort to retain the most talented teachers while also allowing them to grow as educators. SCES partners with the University of West Georgia to place student teachers in classrooms throughout the school year. This partnership provides access to quality new teachers and input into their training. Once positions are available, Sharp Creek follows the district interview process and procedures including expressing to potential candidates the benefits of working at Sharp Creek and in 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.

#### vi. Strategies for assisting preschool children in the transition from early childhood education to elementary schools. N/A for middle 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 Sharp Creek to support the transition. Each Summer, all parents of upcoming Pre-Kindergarten students are invited to attend an orientation meeting. Pre-K Orientation for the 25-26 school year was scheduled for July 31st by appointment. 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 and Kinder camps are offered and scheduled prior to the first day of school for students to acclimate to their new environments

Students entering Kindergarten are called to schedule summer appointments to be screened for basic skills by Kindergarten teachers.

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.

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

Monthly students will learn about various careers during their exploratory segment with the guidance counselor and paraprofessional support for each grade level. Students will also attend future focus field trips to visit local businesses and schools as well as attend a school wide career day.

### **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 Comprehensive Needs Assessment Planning Committee and the School Leadership Team will meet on a quarterly basis (October, December, March, May) to discuss data, results, and the progress of the Title 1 Schoolwide Plan.

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.

Students reading on grade level measured by SOR, STAR, GMAS, and Formative data. These will be reviewed and monitored during data digs and collaborative planning. Additional staff paraprofessional staff assists with providing small group instruction to support students during Extended Learning Time and Science of Reading segments. However, there is still a targeted need to improve literacy mastery across all grade levels; the FY26 schoolwide plan has been designed to address these 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 schoolwide plan will be addressed during each monthly team leadership meeting and will be reviewed by the school improvement team. During these meetings, team members will discuss areas of concern, make necessary changes, and continue to monitor student mastery and progress.

#### **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.

Each year SCES surveys parents, students, and staff to gather information about Sharp Creek Elementary. This information is used to guide the School Improvement Team in developing a School-Wide Title One Plan. In addition, SCES holds a Parent and Stakeholder Input Meeting to gather direct feedback from parents on the School-Wide Title One Plan, Title One Budget, School Compact, and Parent and Family Engagement Plan. We also routinely survey parents about different opportunities for them to be involved in our school and continue family engagement activities to promote school/community partnerships. To match up parent involvement opportunities with our process for monitoring and adjusting our schoolwide plan, parents will have an opportunity to provide direct feedback throughout the year, with a particular emphasis on the weeks preceding the October, December, and March improvement meetings.

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

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;

Sharp Creek developed their school-wide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan and stakeholders impacted by the improvements planned. Those involved included the 25-26 School Leadership Team, parents, district office personnel, contracted experts in the field of school improvement, and school administrators. During the initial stages of planning, stakeholders were involved in summer meetings to review the school-wide improvement plan, review general data, and make broad suggestions. Input became more specific and detailed at the June administration team meeting in which a specific, intentional plan was developed.

The SCE Annual Title I meeting was released on September 26, 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.

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.

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.

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, and made available to parents at parent meetings, family events, and posted on the school Facebook page.

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 and Balanced Scorecards, which include disaggregated data, are available to the public on the Carroll County School System e-board website. Sharp Creek has a data room that displays disaggregated data from the state assessment to share with 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 meetings, social media (for celebrations, large scale initiatives), SST meetings, and individual parent meetings. Additionally, documents are translated and interpreters are engaged for meetings with non-english speaking parents.

When determining how best to communicate concepts and plans, Sharp Creek administration and teachers work to provide visual representation in addition to textual explanation to convey the need for change or improvement. Additionally, SCE works to provide communication in multiple formats, including electronically, on paper, and through videos/phone calls.

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.

The schoolwide plan is developed in coordination with the local School Improvement Plan, with instructional and operational priorities and initiatives that are aligned with all local, district, state, and federal expectations for school improvement. Sharp Creek partners with several local churches (Pleasant Ridge, Church of Carrollton, Catalyst, Verve) to assist with charity drives and provide resources for students and families in need. Sharp Creek also partners with The Optimist Club of Temple for essay contests,

debates, and local events. Willowbrooke is an excellent partnership that Sharp Creek utilizes for students dealing with a variety of difficult situations.

### Evidence-based Strategies

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

Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
		Strong Evidence	Moderate Evidence	Promising Evidence	Rational Evidence	
Class Size reduction <a href="#">Reading Data</a>	All areas	x				Brookings Institute <a href="https://www.brookings.edu/wp-content/uploads/2016/06/0511_class_size_whitehurst_chingos.pdf">https://www.brookings.edu/wp-content/uploads/2016/06/0511_class_size_whitehurst_chingos.pdf</a>
Extended Learning Time	All Content Areas	x				<a href="https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014061.pdf">https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014061.pdf</a>
Eureka Math	Math	x				<a href="https://mail.google.com/mail/u/0/#inbox/QgrcJHsBmGnhpGvWcVprdmJQmlcZKPGwwdg">https://mail.google.com/mail/u/0/#inbox/QgrcJHsBmGnhpGvWcVprdmJQmlcZKPGwwdg</a>
Renaissance Learning	Reading / Math			x		<a href="https://ies.ed.gov/ncee/wwc/Study/81989">https://ies.ed.gov/ncee/wwc/Study/81989</a>
Learning A-Z	Reading		x			<a href="https://www.readinga-z.com/helpful-">https://www.readinga-z.com/helpful-</a>

						<a href="https://ies.ed.gov/ncee/wwc/InterventionReport/211">tools/research/ https://ies.ed.gov/ncee/wwc/InterventionReport/211</a>
Pear Assessment	Math		x			<a href="https://library.oapen.org/bitstream/handle/20.500.12657/42910/2020_Book_AnticipatingAndPreparingForEmer.pdf?sequence=1#page=96">https://library.oapen.org/bitstream/handle/20.500.12657/42910/2020_Book_AnticipatingAndPreparingForEmer.pdf?sequence=1#page=96</a>
Saxon Phonics	Reading			x		<a href="https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2257&amp;context=etd">https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2257&amp;context=etd</a>
Wit & Wisdom	Reading		x			<a href="https://www.doe.mass.edu/odl/e-learning/curate/content/index.html#/lessons/ogjSZgPWgLA6G2Qg30UuJg5wgR087anC">https://www.doe.mass.edu/odl/e-learning/curate/content/index.html#/lessons/ogjSZgPWgLA6G2Qg30UuJg5wgR087anC</a>
IXL	All Content Areas	x				<a href="https://www.ixl.com/research/Impact-of-IXL-in-Beaverton.pdf">https://www.ixl.com/research/Impact-of-IXL-in-Beaverton.pdf</a>

### 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 SWP	Level of Evidence
Pear Assessment	3	Moderate
IXL	3	Strong
Flocabulary	4	Promising
Reflex	4	Moderate
Document Cameras	4	Moderate
Edpuzzle	3	Promising

Class size Reduction Teachers (2.5):	3	Strong
Supplemental Work Schedules: MTSS Coordinator (1) & Instructional Coach (1)	4	Strong
Family Engagement Coordinator		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.

\*\* 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.

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Principal

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Date

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Title I Specialist

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Date of Approval

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Director of Federal Programs

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Date

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Superintendent

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Date