



2021-2022

Temple Middle School

Title I Schoolwide Plan

Revision Date 8/23/2021

Approval Date _____



Carroll County Schools

Schoolwide Plan

COMPREHENSIVE NEEDS ASSESSMENT-Section 1114(b)(7)(A)(i-iii)(I-V)

- I. **The Comprehensive Needs Assessment—Sec. 114(b)(6)** is based on a comprehensive needs assessment of the entire school that takes into account information on **the academic achievement of children** in relation to the challenging State academic standards, particularly the needs of those children who are **failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

The comprehensive needs assessment must be conducted with teachers, principals, other school leaders, paraprofessionals, parents, and community. **Please make sure to have at least one parent and community representative.**

Provide an Overview of how your school's Needs Assessment was conducted to include the participants role as you reviewed student achievement data. How participants were chosen and your process for analyzing data.

Temple Middle School developed its school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement plan. A diverse committee was selected based on their grade level, content area expertise, and leadership skills. The committee consisted of David Clay, Remonica Stephens, Brent Vohun, Bethany Williamson, Diana Funderburke, Blair Cole, Tracie Cooper, Kelly Steele, Tanya Diedrich, Jill Johnson, Kelly Sharpe, Patti Martin, Kristin Limbaugh, Renee Cole, Dr. Jessica Ainsworth, and Katie Chamblee. An in-depth data review involving the 2021 Georgia Milestones assessment results, end of year STAR reading and math results, 2021 GMAS results, surveys from students, staff, and parents, and climate-related data was conducted on June 21, 2021, from 8:30 am – 4:00 pm, with David Clay Principal of TMS facilitating the meeting. A root-cause analysis was conducted to identify and understand the factors that contributed to the areas where we did not meet the established targets. A preliminary planning meeting was held on June 16, 2021 with the leadership committee. An additional planning meeting was held on July 28, 2021, with the entire staff and Principal David Clay facilitating, to review and provide an opportunity for input and complete a rough draft of the school wide plan and school improvement plan. The staff identified and highlighted areas where they were involved and/or were responsible for action to be taken in the improvement process. The plan was uploaded to the school website, placed in the parent resource center, and uploaded to the Teacher Resource Site on Google drive.

The comprehensive needs assessment resulted in the following determinations:

Based on the diagnostic, formative, and summative scores from the 2020-2021 school year, TMS has written a plan to focus on increasing the rigor, literacy, and Lexile expectations in all content areas across grades 6, 7, and 8. The data reflected a need for moving students up in performance bands to decrease the number of students in the beginning level and increase the number of students in the distinguished level. To meet the rigor in literacy across the curriculum, teachers will implement weekly readings on texts at the top of grade level Lexile stretch band. Programs such as Illuminate, USAtestprep, IXL, Wit and Wisdom, will be utilized in each content area on biweekly formative assessments to target priority standards and individualize instruction for students. This data-driven guidance will become the foundation for weekly collaborative planning with administrators, teachers, and instructional coaches.

The STAR reading and math assessments will be administered each nine weeks to guide teachers in making decisions for underachieving students in each subgroup. TMS will implement quarterly celebrations for students who show expected 3 months growth per nine

weeks on the STAR reading and math assessments. Teachers will conduct student conferences after each assessment to chart the growth and set goals. Progress monitoring charts and student assessment folders will be utilized to ensure achievement for every student. In STAR Reading as of March 2021, 6th grade had 38% proficient and distinguished, 7th grade had 32%, and 8th grade had 41%. In STAR Math as of March 2021, 6th grade had 23% proficient and distinguished, 7th grade had 37%, and 8th grade had 19%. There is a need for continued work in improving the students' literacy and vocabulary skills as evidenced by the low growth for the first semester on STAR. Rigor, Lexile, and growth in ELA in addition to math achievement are our areas of focus for the 2021-2022 school year.

Georgia Milestone data was as follows for the 2020-2021 school year.

6th grade ELA - 35% proficient and distinguished with 41% on/above lexile band which was a significant decrease from 2019 which was 64%. 6th grade math - 20% proficient and distinguished.

7th grade ELA - 32% proficient and distinguished with 51% on/above lexile band which was a significant decrease from 2019 which was 80%. 7th grade math - 38% proficient and distinguished.

8th grade ELA - 43% proficient and distinguished with 60% on/above lexile band which was a significant decrease from 2019 which was 73%. 8th grade math - 36% proficient and distinguished. 8th Science was 17% proficient with no students scoring distinguished. 8th Social Studies was 25%

The team conducted a root-cause analysis using the 2020-2021 formative assessment data from STAR reading and math diagnostic assessments and Georgia Milestones data along with stakeholder surveys. The findings indicated a need for reading intervention. TMS will use Marzano's research-based High-Yield Instructional Strategies to drive improvement in literacy and vocabulary in all content areas. The SRA reading recovery program will be used in the reading connections classes to remediate students reading below grade level. STAR assessments, IXL, USA Testprep, Wit and Wisdom, Freckle math, Kessler science, and STEMScopes programs will be used to provide continued guidance and support for academic achievement. Interactive notebooks will be utilized across all content areas to enhance academic vocabulary instruction. Teachers will administer biweekly assessments using the Illuminate program based on priority standards. This data will be reviewed in collaborative planning meetings to discuss who needs additional time and support for learning and the next steps for remediation or acceleration. The evidence of student learning will inform and improve our individual and collective professional practice.

Comprehensive Needs Assessment Planning Committee

Name	Role
David Clay	Principal
Remonica Stephens	Assistant Principal
Brent Vohun	Assistant Principal
Bethany Williamson	Counselor
Tracie Cooper	Math Department Head
Jill Johnson	Social Studies Department Head
Tanya Dietrich	Science Department Head/STEM
Diana Funderburke	ECS/ISC
Kelly Sharpe	ELA Department Head/7th grade Team Leader
Kelly Steele	8th Grade Team Lead/Gifted Coordinator
Pattie Martin	Connections Department Head/Band Director
Kristin Limbaugh	Media Specialist/Title I Parent Coordinator
Blair Cole	6th grade Team Leader
Jessica Ainsworth	Assistant Superintendent
Renee Cole	Instructional Coach
Katie Chamblee	Parent

Academic Achievement Data Collection
Add Documentation for the Data Tools in Appendix 3

Instrument Used	Content Area	Process/Procedure
EX: Star Reading	ELA	How it was used to determine at risk students
STAR Reading	ELA	Data is analyzed in collaborative meetings at both the school and district levels. At-risk students and standards are identified. Reteaching and remediation activities are developed to address the needs of specific students through classroom instruction, flexible or tutoring groups.
STAR Math	Math	Data is analyzed in collaborative meetings at both the school and district levels. At-risk students and standards are identified. Reteaching and remediation activities are developed to address the needs of specific students through classroom instruction, flexible or tutoring groups.
Georgia Milestones Assessment	Reading/ELA and Math	Data is analyzed in School Improvement meetings, Collaborative Planning meetings, and during the development of our school's Needs Assessment. Specific students are identified by their teachers for specific and focused instruction. Scores are also used to place students in Corrective Reading and Math Connections classes.
Georgia Milestones Assessment	8th grade Science and Social Studies	Data is analyzed in School Improvement Team meetings,

		Collaborative Planning meetings, Faculty meetings, and during the development of our school's Needs Assessment. The information is used to guide planning and instruction for the following year.
Formative Assessment: Short and Frequent Evaluations (SAFEs) and Common Assessments	ELA, Math, Science, and Social Studies	TMS does Short and Frequent Evaluations (SAFEs) over priority standards in each classroom. Teachers use this data to adjust instruction to meet academic needs and to determine students who are at risk of not meeting the standards or who may need remediation or acceleration. Additionally, Carroll County School District has worked with content leaders to develop Pulse Checks and Common Assessment which are used to measure student achievement upon completion of specific units of study. Data from these assessments are analyzed by teachers to identify students who need additional support at Tier I or Tier II level. Computer programs such as IXL, Lexia, and USA Testprep are also employed as a strategy for students to receive additional instruction on priority standards.
TMS Subgroup Data Tracking Document	All subgroups grades 6, 7, 8 in ELA, Math, Science, and Social Studies	TMS tracks assessments over standards in each classroom on Milestones, STAR, Pulse Checks, and Common Assessments. Teachers use the data to adjust instruction to meet students' academic needs and to determine students who are at risk of not meeting the standard or who may need remediation or acceleration on priority standards. Data from these assessments are analyzed by teachers to identify students who

need additional support at the Tier I or Tier II level. Computer programs such as IXL, Lexia, and USA Testprep are also employed as a strategy for students to receive additional instruction on priority standards.

Please insert your school profile data including demographic data and test results and any other data used to determine strengths and weaknesses below.

2021/22 Temple Middle School Profile Data Sheet

[Completion Guide](#)

Year	Enrollment	FR%	Mobility Rate	SWSS Target Met	BTO Y/N	CCR PI	CCR PI Content Mastery -30	CCR PI Progress -35	CCR PI Closing Gap -15	CCR PI Readiness -20	EOG +/- vs. previous year	EOG vs. GA	Math vs. GA	6th EOG Math	7th EOG Math	8th EOG Math	6th EOG Math % Dist.	7th EOG Math % Dist.	8th EOG Math % Dist.	6th STA R Math Growth	7th STA R Math Growth	8th STA R Math Growth	
2022																							
2021	561	69%	17.8%	ND	NA	NA	NA	NA	NA	NA	0/8	NA	NA	20%	38%	35%	5%	12%	12%	0.9	1.7	0.9	
2020	551	63%	NA	ND	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.5	0.8	0.6	
2019	488	70%	17.2%	Y	Y	82.1	20.43	31.96	13.76	15.94	7/8	6/8	2/3	37%	55%	56%	13%	15%	16%	1.1	2.3	1.6	
2018	436	68%	21.20%	WI	Y	69.6	18.5	31.6	3.4	16.1	1/8	4/8	2/3	27%	47%	45%	6%	13%	5%	1.0	2.1	1.1	
2017	438	67%	12.3%	Y	Y	77.3	31.5	36.3	6.7	1	4/8	4/8	1/3	27%	33%	51%	6%	8%	7%	1.0	1.3	0.9	
Year	8th EOG SS	8th EOG Dist.	ELA vs GA	6th EOG ELA	7th EOG ELA	8th EOG ELA	6th EOG ELA % Dist.	7th EOG ELA % Dist.	8th EOG ELA % Dist.	6th Lexile 997+	7th Lexile 1045+	8th Lexile 1097+	Writing +/-	6th STA R Read Growth	7th STA R Read Growth	8th STA R Read Growth	6th STA R Int. % Read	7th STA R Int. % Read	8th STA R Int. % Read	ELA All P & D	ELA Black P & D	ELA Hispanic P & D	
2022																	30%	38%	27%				

2021	26%	4%	NA	35%	32%	44%	5%	3%	10%	41%	51%	60%	NA	0.1	0.7	0.5	31%	29%	18%	NA	NA	NA
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	39%	42%	46%	NA	0.2	0.7	0.4	35%	33%	32%	NA	NA	NA
2019	35%	8%	3/3	48%	38%	49%	18%	7%	7%	48%	57%	60%	0/9	0.8	0.8	0.3	22%	29%	43%	45%	30%	33%
2018	30%	6%	1/3	37%	31%	49%	5%	4%	3%	46%	51%	70%	5/9	0.9	1.0	0.5	27%	34%	38%	35%	25%	22%
2017	41%	10%	1/3	31%	32%	53%	5%	5%	8%	52%	70%	76%	5/9	0.4	1.0	0.7	43%	26%	27%	NA	NA	NA
Year	Math All P & D	Math Black P & D	Math Hispanic P & D	Math Multi-Racial P & D	Math White P & D	Math ED P & D	Math ELL P & D	Math SW DP & D	Science All P & D	Science Black P & D	Science Hispanic P & D	Science Multi-Racial P & D	Science White P & D	Science ED P & D	Science ELL P & D	Science SW DP & D	Black Targets Met	Hispanic Targets Met	Multi-Racial Targets Met	White Targets Met	ED Targets Met	ELL Targets Met
2022																						
2021	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA						
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA						
2019	49%	36%	42%	41%	51%	42%	TFS	10%	40%	28%	TFS	TFS	44%	36%	TFS	5%						
2018	40%	31%	22%	33%	43%	34%	TFS	11%	37%	18%	TFS	TFS	43%	34%	TFS	6%						
2017	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA						
Year	Star Climate Rating	# Discipline Referrals	# Prohibited Acts Infractions	PBI S Certification	Student Attendance %	Student Attendance <= 10%	Staff 5 Days	Gifted Segments Served	% at Dist. on HS EOC Test	# of SST Flags	District STE M Cert.	Advise ment Sessions	# Comp. 1st or 2nd place	After School Clubs/ Activities	Chorus LGP E Scores	Band LGP E Scores	District Honor Bands	% of Stud. Org. Doing Service Projects	# Business Partners	# Adult Volunteer Hours	# Student Volunteer Hours	Audit Status
2022																						
2021	NA	510	3	Y			62%	472	NA	22	Yes	10	7	22	All 2s	All 1s	15	40%	75	900	600	3

2020	NA	221	12/30	Y	NA	NA	60%	368	NA	23	Yes	10	1	21	NA	NA	19	60%	75	900	760	2
2019	5	347	12/31	Y	94%	20%	62%	362	31%	21	Yes	10	1	19	1s&2s	All 1s	19	80%	74	1250	889	2
2018	5	368	1	IP	94%	21%	60%	381	12%	19	IP	10	1	13	All 2s	All 1s	20	NA	122	2674	3080	2
2017	4	435	0	NA	95%	14%	38%	349	21%	12	No	10	3	NA	All 2s	All 1s	20	NA	70	5030	4800	3
Year	3.1 Focus on Learning - Staff	3.1 Focus on Learning - Student	3.1 Focus on Learning - Parent	5.2 Student Behavior - Staff	5.2 Student Behavior - Student	6.2 Student Behavior - Parent	8.2 Rules & Policies Clear, Fair, Enforced - Staff	8.2 Rules & Policies Clear, Fair, Enforced - Student	9.2 Rules & Policies Clear, Fair, Enforced - Parent	9.2 Leaders Lead & Support Instructional Program - Staff	8.3 Leaders Communicate Effectively - Staff	8.3 Leaders Communicate Effectively - Student	4.3 Leaders Communicate Effectively - Parent	8.4 Leaders Manage School Operations - Staff	8.4 Leaders Manage School Operations - Student	9.3 Leaders Manage School Operations - Parent	3.2 Positive Climate - Staff	3.2 Positive Climate - Student	3.2 Positive Climate - Parent	12 I would recommend this school - Staff	9 I would recommend this school - Student	14 I would recommend this school - Parent
2022																						
2021	98%	97%	93%	98%	77%	92%	95%	88%	92%	97%	95%	90%	95%	98%			98%	93%	96%	98%	91%	96%
2020	100%	97%	98%	96%	89%	94%	100%	92%	94%	100%	100%	93%	93%	100%			100%	97%	97%	100%	94%	99%
2019	100%	94%	100%	100%	90%	98%	97%	80%	98%	94%	94%	87%	99%	97%			100%	88%	99%	100%	76%	100%
2018	100%	96%	96%	97%	60%	95%	100%	81%	97%	100%;	100%	84%	93%	100%			100%	83%	94%	100%	75%	95%
2017	100%	90%	95%	89%	56%	93%	96%	70%	95%	100%	98%	73%	95%	100%			96%	73%	94%	93%	66%	95%

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2022																									
2021	561	69%	17.8%	ND	NA	NA	NA	NA	NA	NA	NA	0/8	NA	NA	20%	38%	35%	5%	12%	12%	0.9	1.7	0.9		
2020	551	63%	NA	ND	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.5	0.8	0.6		
2019	488	70%	17.2%	Y	Y	82.1	20.43	31.96	13.76	15.94	7/8	6/8	2/3	37%	55%	56%	13%	15%	16%	1.1	2.3	1.6			
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Year	8th EOG SS	8th EOG SS % Dist.	ELA vs GA	6th EOG ELA	7th EOG ELA	8th EOG ELA	6th EOG ELA % Dist.	7th EOG ELA % Dist.	8th EOG ELA % Dist.	6th Lexile 997+	7th Lexile 1045+	8th Lexile 1097+	Writing +/-	6th STAR Read Growth	7th STAR Read Growth	8th STAR Read Growth	6th STAR Interv. % Read	7th STAR Interv. % Read	8th STAR Interv. % Read	ELA All P & D	ELA Black P & D	ELA Hispanic P & D			
2022																	30%	38%	27%						
2021	26%	4%	NA	35%	32%	44%	5%	3%	10%	41%	51%	60%	NA	0.1	0.7	0.5	31%	29%	18%	NA	NA	NA			
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	39%	42%	46%	NA	0.2	0.7	0.4	35%	33%	32%	NA	NA	NA			
2019	35%	8%	3/3	48%	38%	49%	18%	7%	7%	48%	57%	60%	0/9	0.8	0.8	0.3	22%	29%	43%	45%	30%	33%			
2018	30%	6%	1/3	37%	31%	49%	5%	4%	3%	46%	51%	70%	5/9	0.9	1.0	0.5	27%	34%	38%	35%	25%	22%			
2017	41%	10%	1/3	31%	32%	53%	5%	5%	8%	52%	70%	76%	5/9	0.4	1.0	0.7	43%	26%	27%	NA	NA	NA			
Year	Math All P & D	Math Black P & D	Math Hispanic P & D	Math Multi-Racial P & D	Math White P & D	Math ED P & D	Math ELL P & D	Math SW P & D	Science All P & D	Science Black P & D	Science Hispanic P & D	Science Multi-Racial P & D	Science White P & D	Science ED P & D	Science ELL P & D	Science SW P & D	Black Targets Met	Hispanic Targets Met	Multi-Racial Targets Met	White Targets Met	ED Targets Met	ELL Targets Met			
2022																									
2021	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA									

2021	98%	97%	93%	98%	77%	92%	95%	88%	92%	97%	95%	90%	95%	98%			98%	93%	96%	98%	91%	96%
2020	100%	97%	98%	96%	89%	94%	100%	92%	94%	100%	100%	93%	93%	100%			100%	97%	97%	100%	94%	99%
2019	100%	94%	100%	100%	90%	98%	97%	80%	98%	94%	94%	87%	99%	97%			100%	88%	99%	100%	76%	100%
2018	100%	96%	96%	97%	60%	95%	100%	81%	97%	100%	100%	84%	93%	100%			100%	83%	94%	100%	75%	95%
2017	100%	90%	95%	89%	56%	93%	96%	70%	95%	100%	98%	73%	95%	100%			96%	73%	94%	93%	66%	95%

SCHOOLWIDE REFORM STRATEGIES-Section 1115(b)(1)(A)

- 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;
 - 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
 - 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—

Please see the Appendix for CCRPI Report and CCSS Data Profile Sheet

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)
Economically Disadvantaged		
3rd or 6th	Use of Eureka curriculum for instructional methods to increase student mathematical understanding.	Local

	Use of Marzano’s 6-step Vocabulary Instructional Process.	Local
	STAR Math determines the math level of each student, measures individual and class growth, and forecasts results on standardized tests.	Title I
	Use of IXL comprehensive math practice site for skill practice to support and enhance student learning.	Title I
	Use of USA Testprep for skill practice to support and enhance student learning.	Title I
	Use of Renaissance Freckle for remediation of identified students in connections math.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of interactive notebooks to support instruction.	Local
4th or 7th	Use of Marzano’s 6-step Vocabulary Instructional Process.	Local
	STAR Math determines the math level of each student, measures individual and class growth, and forecasts results on standardized tests.	Title I
	Use of IXL comprehensive math practice site for skill practice to support and enhance student learning.	Title I
	Use of USA Testprep for skill practice to support and enhance student learning.	Title I
	Use of Renaissance Freckle for remediation of identified students in connections math.	Title I

	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
5th or 8th	Use of Marzano’s 6-step Vocabulary Instructional Process.	Local
	STAR Math determines the math level of each student, measures individual and class growth, and forecasts results on standardized tests.	Title I
	Use of IXL comprehensive math practice site for skill practice to support and enhance student learning.	Title I
	Use of USA Testprep for skill practice to support and enhance student learning.	Title I
	Use of Renaissance Freckle for remediation of identified students in connections math.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
White		
3rd or 6th	Use of Eureka curriculum for instructional methods to increase student mathematical understanding.	Local
	Use of Marzano’s 6-step Vocabulary Instructional Process.	Local
	STAR Math determines the math level of each student, measures individual and class growth, and forecasts results on standardized tests.	Title I
	Use of IXL comprehensive math practice site for skill practice to support and enhance student learning.	Title I

	Use of USA Testprep for skill practice to support and enhance student learning.	Title I
	Use of Renaissance Freckle for remediation of identified students in connections math.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
4th or 7th	Use of Marzano’s 6-step Vocabulary Instructional Process.	Local
	STAR Math determines the math level of each student, measures individual and class growth, and forecasts results on standardized tests.	Title I
	Use of IXL comprehensive math practice site for skill practice to support and enhance student learning.	Title I
	Use of USA Testprep for skill practice to support and enhance student learning.	Title I
	Use of Renaissance Freckle for remediation of identified students in connections math.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
5th or 8th	Use of Marzano’s 6-step Vocabulary Instructional Process.	Local
	STAR Math determines the math level of each student, measures individual and class growth, and forecasts results on standardized tests.	Title I
	Use of IXL comprehensive math practice site for skill practice to support and enhance student learning.	Title I

	Use of USA Testprep for skill practice to support and enhance student learning.	Title I
	Use of Renaissance Freckle for remediation of identified students in connections math.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
Black		
3rd or 6th	Use of Eureka curriculum for instructional methods to increase student mathematical understanding.	Local
	Use of Marzano’s 6-step Vocabulary Instructional Process.	Local
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	Use of Renaissance Freckle for remediation of identified students in connections math.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
Hispanic		
3rd or 6th	Use of Eureka curriculum for instructional	Local

	methods to increase student mathematical understanding.	
	Use of Marzano’s 6-step Vocabulary Instructional Process.	Local
	STAR Math determines the math level of each student, measures individual and class growth, and forecasts results on standardized tests.	Title I
	Use of IXL comprehensive math practice site for skill practice to support and enhance student learning.	Title I
	Use of USA Testprep for skill practice to support and enhance student learning.	Title I
	Use of Renaissance Freckle for remediation of identified students in connections math.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
4th or 7th	Use of Marzano’s 6-step Vocabulary Instructional Process.	Local
	STAR Math determines the math level of each student, measures individual and class growth, and forecasts results on standardized tests.	Title I
	Use of IXL comprehensive math practice site for skill practice to support and enhance student learning.	Title I
	Use of USA Testprep for skill practice to support and enhance student learning.	Title I
	Use of Renaissance Freckle for remediation of identified students in connections math.	Title I

	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
5th or 8th	Use of Marzano’s 6-step Vocabulary Instructional Process.	Local
	STAR Math determines the math level of each student, measures individual and class growth, and forecasts results on standardized tests.	Title I
	Use of IXL comprehensive math practice site for skill practice to support and enhance student learning.	Title I
	Use of USA Testprep for skill practice to support and enhance student learning.	Title I
	Use of Renaissance Freckle for remediation of identified students in connections math.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I

American Indian/Alaskan		
3rd or 6th	N/A	
4th or 7th	N/A	
5th or 8th	N/A	
Asian/Pacific Islander		
3rd or 6th	N/A	
4th or 7th	N/A	
5th or 8th	N/A	
Multi-Racial		

3rd or 6th	Use of Eureka curriculum for instructional methods to increase student mathematical understanding.	Local
	Use of Marzano’s 6-step Vocabulary Instructional Process.	Local
	STAR Math determines the math level of each student, measures individual and class growth, and forecasts results on standardized tests.	Title I
	Use of IXL comprehensive math practice site for skill practice to support and enhance student learning.	Title I
	Use of USA Testprep for skill practice to support and enhance student learning.	Title I
	Use of Renaissance Freckle for remediation of identified students in connections math.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
4th or 7th	Use of Marzano’s 6-step Vocabulary Instructional Process.	Local
	STAR Math determines the math level of each student, measures individual and class growth, and forecasts results on standardized tests.	Title I

	Use of IXL comprehensive math practice site for skill practice to support and enhance student learning.	Title I
	Use of USA Testprep for skill practice to support and enhance student learning.	Title I
	Use of Renaissance Freckle for remediation of identified students in connections math.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
5th or 8th	Use of Marzano’s 6-step Vocabulary Instructional Process.	Local
	STAR Math determines the math level of each student, measures individual and class growth, and forecasts results on standardized tests.	Title I
	Use of IXL comprehensive math practice site for skill practice to support and enhance student learning.	Title I
	Use of USA Testprep for skill practice to support and enhance student learning.	Title I
	Use of Renaissance Freckle for remediation of identified students in connections math.	Title I

	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
English Learners		
3rd or 6th	N/A	
4th or 7th	N/A	
5th or 8th	N/A	

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 or 6th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I

	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of USA Testprep Software program with questions aligned to the content areas to help master the curriculum.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of Lexia, a blended learning program, in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional support.	Title I
4th or 7th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I

	Use of USA Testprep Software program with questions aligned to the content areas to help master the curriculum.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of Lexia, a blended learning program, in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional support.	Title I
5th or 8th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I

	Use of USA Testprep Software program with questions aligned to the content areas to help master the curriculum.	Title I
	Use of Lexia, a blended learning program, in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional support.	Title I
White		
3rd or 6th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of USA Testprep Software program with questions aligned to the content areas to help	Title I

	master the curriculum.	
	Use of Lexia, a blended learning program, in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional support.	Title I
4th or 7th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of USA Testprep Software program with questions aligned to the content areas to help master the curriculum.	Title I

	Use of Lexia, a blended learning program, in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional support.	Title I
5th or 8th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of USA Testprep Software program with questions aligned to the content areas to help master the curriculum.	Title I
	Use of Lexia, a blended learning program, in reading connections classes grades 6-8 that includes independent, student-driven learning	Title I

	with embedded progress monitoring and offline teacher delivered lessons for additional support.	
Black		
3rd or 6th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of USA Testprep Software program with questions aligned to the content areas to help master the curriculum.	Title I
	Use of Lexia, a blended learning program, in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional	Title I

	support.	
4th or 7th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of USA Testprep Software program with questions aligned to the content areas to help master the curriculum.	Title I
	Use of Lexia, a blended learning program, in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional support.	Title I

5th or 8th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of USA Testprep Software program with questions aligned to the content areas to help master the curriculum.	Title I
	Use of Lexia, a blended learning program, in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional support.	Title I
Hispanic		
3rd or 6th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with	Title I

	interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	
	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of USA Testprep Software program with questions aligned to the content areas to help master the curriculum.	Title I
	Use of SRA in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional support.	Title I
4th or 7th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I

	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of USA Testprep Software program with questions aligned to the content areas to help master the curriculum.	Title I
	Use of Lexia, a blended learning program, in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional support.	Title I
5th or 8th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Georgia Ready Books and Lexia to support student learning.	Title I

	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of USA Testprep Software program with questions aligned to the content areas to help master the curriculum.	Title I
	Use of SRA in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional support.	Title I

American Indian/Alaskan		
3rd or 6th	N/A	
4th or 7th	N/A	
5th or 8th	N/A	
Asian/Pacific Islander		
3rd or 6th	N/A	
4th or 7th	N/A	

5th or 8th	N/A	
Multi-Racial		
3rd or 6th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of USA Testprep Software program with questions aligned to the content areas to help master the curriculum.	Title I

	Use of SRA in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional support.	Title I
4th or 7th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks to improve vocabulary development and literacy.	Local
	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I
	Use of USA Testprep Software program with questions aligned to the content areas to help master the	Title I

	curriculum.	
	Use of SRA in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional support.	Title I
5th or 8th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Georgia Ready Books and Lexia to support student learning.	Title I
	STAR Assessment includes new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Reading Enterprise helps improve instruction.	Title I
	Use of IXL comprehensive ELA practice site for skills practice to support and enhance student learning.	Title I
	Use of support programs: Gimkit Live, Breakout EDU, to support identified struggling learners.	Title I

	Use of USA Testprep Software program with questions aligned to the content areas to help master the curriculum.	Title I
	Use of SRA Reading program in reading connections classes grades 6-8 that includes independent, student-driven learning with embedded progress monitoring and offline teacher delivered lessons for additional support.	Title I
English Learners		
3rd or 6th	N/A	
4th or 7th	N/A	
5th or 8th	N/A	

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 or 8th	Use of Gizmos to support student understanding of concepts and provide instructional support for experiments and simulations.	Title I
	Use of Legends of Learning and Gimkit Live to reinforce learning of concepts and to provide content instructional support.	Title I

	Use of USA Testprep for skills practice to support and enhance student learning.	Title I
	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
White		
5th or 8th	Use of Gizmos to support student understanding of concepts and provide instructional support for experiments and simulations.	Title I
	Use of USA Testprep for skills practice to support and enhance student learning.	Title I
	Use of Legends of Learning and Gimkit Live to reinforce learning of concepts and to provide content instructional support.	Title I
	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
Black		
5th or 8th	Use of Gizmos to support student understanding of concepts and provide instructional support for experiments and simulations.	Title I
	Use of Legends of Learning and Gimkit	Title I

	Live to reinforce learning of concepts and to provide content instructional support.	
	Use of USA Testprep for skills practice to support and enhance student learning.	Title I
	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
Hispanic		
5th or 8th	N/A	
American Indian/Alaskan		
5th or 8th	N/A	
Asian/Pacific Islander		
5th or 8th	N/A	
Multi-Racial		
5th or 8th	N/A	
English Learners		
5th or 8th	N/A	

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 or 8th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Gimkit Live to reinforce learning of concepts and to provide content instructional support.	Title I
	Use of USA Testprep to support instruction in social studies content in grades 6-8.	Title I
White		
5th or 8th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I
	Use of Gimkit Live to reinforce learning of concepts and to provide content instructional support.	Title I
	Use of USA Testprep to support instruction in social studies content in grades 6-8.	Title I
Black		
5th or 8th	Use of Marzano’s 6-step Vocabulary Instructional Process in conjunction with interactive/vocabulary notebooks Flocabulary to improve vocabulary development and literacy.	Title I

	Use of Gimkit Live to reinforce learning of concepts and to provide content instructional support.	Title I
	Use of USA Testprep to support instruction in social studies content in grades 6-8.	Title I
Hispanic		
5th or 8th	N/A	
American Indian/Alaskan		
5th or 8th	N/A	
Asian/Pacific Islander		
5th or 8th	N/A	
Multi-Racial		
5th or 8th	N/A	
English Learners		
5th or 8th	N/A	

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;

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

All students receive CCS grade-level appropriate Advisement and Guidance lessons throughout the year related to mental health, academics, personal/social issues, and career exploration. The focus on student Social Emotional Wellness and the Carroll County Student Essentials will also be incorporated into advisement lessons. The students identified as needing more assistance are invited to participate in small group activities during the school year. Students, parents, and teachers, are able to refer students to the school guidance counselor for individual sessions. We utilize the Willowbrooke referral process to address the mental health needs of students identified as needing extra assistance, and we also partner with the PASS (Partners Advancing Student Success) and Mentoring Village to provide mentoring services. We connect those identified as at-risk with our PASS representative who

is able to work with students from middle school through the end of high school. We are also working to bring outside resources into the school so that students and families with limited resources are still able to take advantage of opportunities offered at school. A local healthcare provider comes to TMS to offer sports physicals to students in hopes of getting more students involved in athletics. In addition, TMS offers a mobile dentistry service to provide free of charge dental services to students.

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

Provide a summary if applicable of how you prepare students for the next level, postsecondary education, and workforce.

Temple Middle School encourages our students to be “Future Focused.” Students who have met certain academic requirements have the opportunity to take 9th grade classes and earn high school credit as eighth graders. All students receive career counseling through GCIS each year of middle school and have the opportunity to attend college and career related field trips. In an effort to help transition 6th grade students to the middle school, TMS provides a summer camp incorporating key processes and provides literacy instruction that students need prior to the first day of school. Teachers are paid for services using Title 1 funds for this service. In addition, TMS provides transportation so all students have the opportunity to attend. They start in 6th grade by taking a Career Cluster Inventory Survey designed to help them think about possible career areas of interest and visiting a technical college. In 7th grade, they take the Interest Profiler which matches their interests with careers they may enjoy and visit a 4-year university. Our 8th Graders explore and save at least three specific careers the surveys have identified and complete an individual graduation plan by selecting the courses they will take at Temple High School. They also visit the College and Career Academy and attend the Career Expo to learn about three careers of interest. All 8th graders learn about the Dual Enrollment opportunity available to them in high school, and their parents are invited to attend a separate meeting on the same subject. In an effort to prepare students for the 21 century career market TMS utilizes various technology devices to enhance student learning and instruction. In our advisement sessions, we focus on the Carroll County Schools Student Essentials to help guide and develop our students so they will either be enrolled in post-secondary schools, employed, or enlisted. Individual career counseling is available as needed or requested.

3. 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.);

Discuss PBIS or other behavioral program being implemented at your school. Discuss the RTI Process at your school. Discuss your EIP program.

PBIS

PBIS at Temple Middle School is a behavior management process used to create a safe positive school environment. TMS has identified the three expectations of respect, responsibility, and safety and these should be pervasive across the school in the areas of: classroom, hallways, cafeteria, restrooms, and buses. In each of these areas achievable expectations were developed and are posted throughout the building in the designated areas. Teachers instruct, demonstrate, and communicate these expectations during monthly advisement mini lessons. Students who adhere to these expectations are rewarded with incentives given weekly, monthly, quarterly, bi-annual, and annually. TMS uses PBIS Rewards to reward students. Those homeroom winners at the end of each 9 weeks will be rewarded with special prizes. The annual winner in each grade level receives an IPAD. In addition to a reward system, TMS created a school-wide behavior discipline plan. All teachers adhere to this multi-step behavior modification process that outlines consequences for misbehavior.

MTSS

Temple Middle School provides a multi-tiered system of support for our students. This consists of three tiers to support students and a final tier of intensive intervention through Exceptional Children's Services. In tier one teachers provide a robust data driven instructional program based in the Georgia Standards of Excellence. At this, tier teachers provide "standards plus" with the plus being STEM (science, technology, engineering, and math) learning opportunities for our students. At tier two students are given a more intensive individual, small group, and pull out models to support student success in learning. Students are identified based on historical, diagnostic, formative, and summative assessment data. Teachers utilize researched based instructional strategies to provide a second layer of support to individual and small groups of students. In addition, students are identified and scheduled into reading support classes using Lexia Power Up as a reading intervention program. At tier three, again based on student performance data, students are provided individual and small group intensive intervention research based strategies to address student learning needs. Finally, students not showing growth or improvement may be referred for further testing with our school psychologist to identify any learning disabilities. If learning disabilities are identified, an IEP (individual Education Plan) is developed and the appropriate services are put in place.

4. **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:

TMS has included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our professional learning that addresses the root causes of our identified needs. Teachers establish professional learning communities based on identified areas that are determined by assessment data, which indicate a need for improvement to increase instructional effectiveness in the classroom. These areas of need will be addressed through multiple methods of professional development such as peer observations and study groups, vertical and horizontal collaborative planning, and coaching with educational consultants, system academic coaches, and school based Instructional Lead Support Specialists on effective and innovative teaching strategies. To enhance the professional development of our faculty and staff, TMS will provide release time for collegial planning to analyze student data, receive in house professional learning, and to research and develop implementation of appropriate instructional strategies to address student deficits. This release time will be coordinated through the Instructional AP and School Based Instructional Coaches. A classroom camera system is used to record classroom instruction for feedback, peer observation purposes, and sharing effective instructional practices. In addition, professional learning is provided at the system level for teacher specific needs. New staff are provided mentoring opportunities with veteran staff members to clarify school and system expectations on teaching and learning and to provide local support and development. We also provide monthly professional learning sessions to teachers on topics identified as needs by the staff.

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

Temple Middle School is focused on recruiting and retaining effective teachers in high need content areas including ELA, math, science, and social studies. Temple Middle cooperates with the University of West Georgia for teacher candidates to make observations and intern in the school. In addition, efforts are made at Temple Middle to attract highly effective teachers by providing a strong induction and mentoring program to support new teachers, as well as embedding in-house professional learning communities to develop a culture of instructional best practices throughout the school, along with collaborative planning. For additional support, the Carroll County School System holds a Teacher Induction Program (TIP) prior to pre-planning of the new school year for first year teachers and for teachers new to the

county. Also, competitive tutoring salaries are provided to establish the level of expectations for the tutoring sessions.

We have aligned professional development with the State’s academic content and student academic achievement standards through multiple learning opportunities for all content teachers. For example, Carroll County Schools is providing instructional support in both Math and ELA, intervention curriculum specialists, who work with the teachers on instructional strategies for differentiating instruction and implementing best practices in ELA and math. The Instructional Lead Support Specialist provides classroom support to all teachers, professional learning on best practices, modeling, feedback, and data analysis. The ILSS leads and directs collaborative planning. Vertical planning in all content areas will include a focus on formative and summative data to assess progress and adjust instructional methods. District instructional coaches for math and ELA have been provided to work with teachers individually through observation, feedback, and modeling sessions and help identify specific professional learning needs. Collaborative vertical professional learning opportunities across the cluster elementary, middle and high schools are provided.

TMS has included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways: Teachers are involved in grade level sessions to review the annual Georgia Milestones data and plan the unit lessons accordingly to accommodate the needs of students. The district created common assessments and interim assessment data are analyzed with teachers at grade level meetings to determine overall strategic plans for remediation and acceleration. Weekly grade level data talks and professional learning are conducted to review and establish plans based on the weekly Short and Frequent Evaluations (SAFE’s) with a focus on identifying effective strategies to address individual student needs. In essence, there is an intentionality of alignment among curricula, instruction, and assessments. In addition, new teachers are coached by assigned mentors regarding the use of academic assessment data to guide instruction.

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

N/A

EVALUATION OF SCHOOLWIDE PLAN -34CFR /200.26

III.

A. Address the regularly monitoring and the implementation of, and results achieved by the schoolwide program, using data from the States’ annual assessments and other indicators of academic achievement.

Temple Middle School reviews, revises, and creates the Title I Schoolwide Plan yearly with a team of administrators, teachers, parents, and community members. An in-depth review of the data from state and local assessments and parent and staff surveys. and this data was used to identify our school’s specific areas of need, establish goals for improvement, and identify action steps to be taken to meet the identified needs. This resulted in the revision and development of the FY 22 Schoolwide Plan.

B. Determining whether the schoolwide program 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 Title I School-wide Plan for Temple Middle School will be the guiding faction for the Title I program for the 2021-2022 school year. Implementation of the school-wide plan will be regularly monitored through discussions at leadership team meetings, faculty meetings, and school council meetings. Following any budget amendments, the plan will be revised to reflect the changes, along with the aligned data disaggregation to support the changes and adjustments to meet Temple Middle School students’ academic needs. Temple Middle school will have STAR data digs to review the STAR data quarterly to monitor progress. TMS teachers and staff will also review the data from Common Assessments to monitor progress.

C. Describe how the Schoolwide Plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

The plan is reviewed monthly at Leadership Team meetings and monthly grade level meetings. The plan is posted on the Teacher Resource Site, and staff members are encouraged to provide input throughout the school year as areas of need are identified. The plan is available to all community stakeholders in the Title I resource area in the front office of the school, as well as being posted on the school website. Parents and community members are invited to provide feedback at any time throughout the year. Feedback received from faculty, staff, parents, or community members is relayed to the leadership team and discussed further at grade level meetings.

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

a). Is developed during a 1-year period; 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;

Temple Middle School reviews, revises and creates the Title I School-wide Plan yearly with a team of administrators, teachers, parents, and community members. A meeting was held on June 21, 2021, from 8:30 am – 4:00 pm, with David Clay Principal of TMS facilitating the meeting through an in-depth review of the data from state and local assessments and parent and staff surveys, and this data was used to identify our school's specific areas of need, establish goals for improvement, and identify action steps to be taken to meet the identified needs and codified in our school improvement plan and the Title I school-wide plan. This resulted in the development and revision of the FY 22 School-wide Plan.

The plan is reviewed monthly at Leadership Team meetings and quarterly at faculty meetings to determine effectiveness. The plan is posted on the Teacher Resource Site, and staff members are encouraged to provide input throughout the school year as areas of need are identified. The plan is available to all community stakeholders in the Title I resource area in the front office of the school, as well as being posted on the school website. Parents and community members are invited to provide feedback and suggestions for improvement at any time throughout the year. Feedback received from faculty, staff, parents, or community members is relayed to the leadership team and discussed further at grade level meetings.

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 Middle School developed its school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement plan. A diverse committee was selected based on their grade level, content area expertise, and leadership skills. An in-depth data review June 21, 2021, from 8:30 am – 4:00 pm, with David Clay Principal of TMS facilitating the meeting involving the Georgia Milestones assessment results, end of year STAR reading and math results, surveys from students, staff, and parents, and climate-related data was conducted on facilitating the meeting. A root-cause analysis was conducted to identify and understand the factors that contributed to the areas where we did not meet the established targets. An additional planning meeting with the TMS staff to provide input was held on June 16, 2021 , with David Clay, principal, facilitating the meeting to complete a rough draft of the school wide plan and school improvement plan. The staff identified and highlighted areas where they were involved and/or were responsible for action to be taken in the improvement process. On August 16, 2021 from 10:00 am to 11:00 am, a parent input meeting was offered to solicit parent input on this plan. The plan was uploaded to the school website, placed in the parent resource center, and uploaded to the Teacher Resource Site on Google Drive.

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 Title I School-wide Plan for Temple Middle School will be the guiding faction for the Title I program for the 2021-2022 school year. Implementation of the school-wide plan will be regularly monitored through discussions at leadership team meetings, faculty meetings, and school council meetings. Following any budget amendments, the plan will be revised to reflect the changes, along with the aligned data disaggregation to support the changes and adjustments to meet Temple Middle School students' academic needs.

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.

Temple Middle School's comprehensive school-wide program plan is made available to the LEA, parents, and the public by posting it on the school website, providing a copy to the LEA, having a copy available at the front desk/parent center at TMS, and making copies available at all family engagement sessions and academic parent meetings. The school-wide plan is available for parents at the quarterly School Advisory Council meetings, the Annual Title I Meeting, Academic Parent meetings, parent informational meetings, Facebook, Twitter, and the school website. The Parent Right to Know letters and School/Parent Compacts are sent home to parents/guardians with all students. These documents are also continually located in the Parents' Resource Center and are available to parents and the public during office hours. At the current time Temple Middle School does not have a significant percentage of parents whose primary language is a language other than English. Temple Middle School will provide this school-wide plan translated into a language at the request of any parent/guardian or other community stakeholder. All documents are written in parent friendly language with input from parents used to guide development.

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 Temple Middle School School-wide Plan is developed with coordination and integration of other Federal, State, and local services, resources, and programs such as the The West Georgia Prevention & Advocacy Resource Center, an organization that strives to end sexual violence in

our community through prevention and awareness. Another is the Anti-Defamation League’s program “No Place for Hate” a self-directed program helping all members of your school community do just that, combating bias and bullying as a means to stop the escalation of hate. Locally through the Carroll County School System’s College and Career Academies, TMS partners with these organizations to create an environment of success.

V. 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	Rationale Evidence	
Reducing Class Size	All Content Areas		x			https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel136.asp What Works Clearinghouse
Tutoring/Extended Learning Time	All Content Areas	x				https://ies.ed.gov/ncee/pubs/20124053/
IXL	ELA/Math	x				https://www.ixl.com/research/Beaverton-Study-of-Student-Achievement.pdf
USA Test Prep	All Content Areas	x				https://www.usatestprep.com/proven-results/
Renaissance STAR	6, 7, and 8th grade math and ELA classes	x				https://www.renaissance.com/resources/research/
Parent and Family Engagement	All Content Areas		x			https://www.ecs.org/wp-content/uploads/High-Impact-Family-Engagement.-A-Core-Strategy-for-School-Improvement.pdf
Reading/Literacy Consultant Carla Simpson	ELA/Literature	x				Improving Adolescent Literacy: Effective Classroom and Intervention Practices
Explore Learning Gizmos	Science		x			https://www.explorelearning.com/index.cfm?method=cRes

						earch.dspResearch#2
Instructional Coach	All Content Areas	x				http://www.bestevidence.org/csr/k12_meta_borman/K12_meta_borman.htm
6th Grade Virtual Academic & Orientation Camp (Extended Learning Time)	All Content Areas	x				https://chalkboardproject.org/sites/default/files/Extended-Learning-2.pdf
	6,7,8 grades ELA and Reading Connections Classes	x				
Freckle for Math content	6,7,8 Connections Math Classes	x				Freckle's Research-Based Differentiation Methodology
Legends of Learning for Science content	6,7,8 Science classes		x			https://www.tandfonline.com/doi/full/10.1080/10508406.2017.1333431?scroll=top&needAccess=true https://www.legendsoflearning.com/research/
Gimkit Live	6,7,8 Content Classrooms	x				https://eric.ed.gov/?q=using+technology+games+in+the+classroom&id=EJ1182356
Flocabulary	6,7,8, Content Classrooms	x				https://www.flocabulary.com/results-state-tests/
Classroom technology to enhance instruction	All Content Areas	x				https://ies.ed.gov/ncee/edlabs/regions/midwest/blogs/new-report-examines-rural-school-tech-use.aspx
Collaborative Teacher Planning	All Content Areas			x		https://files.eric.ed.gov/fulltext/EJ773253.pdf

- 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 format and to the extent practical, 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 school.

B.

When parent conferences or telephone calls are used to communicate with parents, qualified interpreters are in attendance to ensure that we are able to communicate effectively and accurately. Informational documents are translated to accommodate parents in their native language using Google Translate or using a translator as needed to ensure accuracy. The district level ESOL family engagement sessions will be publicized on the TMS school website, Facebook, Twitter, and the weekly school messenger callout/email.

B. 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** including, if applicable—

1. Through coordination with institutions of higher education, employers, and other local partners;

Discuss transition activities for parents and students from elementary to middle or from middle to high school.

Temple Middle School has a plan for transitioning and connecting with rising 6th grade students. The guidance counselor conducts a 6th grade orientation for the 5th grade students of the feeder elementary schools during the spring. Fifth grade students have an opportunity to tour the school and receive an informational brochure about TMS. A 6th grade Open House was provided during preplanning to support the students' transition to TMS, with parents attending the entire session on July 22 and 23 where information was provided about the curriculum, academic expectations, arts, activities, school improvement, Title I program, and ways that parents can partner with teachers in supporting their children's academic progress.

Every year, students take career assessments through the Georgia Career Information System (GCIS), which help them match their interests with possible future careers. All students complete two career related assessments/inventories and an Individual Graduation Plan before transitioning to high school.

Each year, students from all three grade levels have the opportunity to participate in college and career field trips. Our 6th graders travel to West Georgia Technical College, our 7th graders to the University of West Georgia, and our 8th graders to the College and Career Academy. Our 8th graders also participate in the Annual 8th Grade Career Expo, travelling to either West Georgia Technical College or the University of West Georgia to hear from career speakers of their choice. Temple Middle School presents a Dual Enrollment lesson to 8th grade students each spring as part of the Carroll County Advisement Program, and we offer a separate Dual Enrollment meeting for 8th grade parents. This year, we have plans to partner with Communities in Schools to offer a

manufacturing career field trip to 8th graders who are currently uninterested in college as a post-secondary option. Each spring, counselors from Temple High School visit eighth grade students at TMS to assist with pre-advisement for scheduling of high school classes. Students and their parents are also invited to the High School for Open House in order to visit their Ninth grade classes and to meet their assigned advisor. The guidance department provides a career aptitude test to eighth grade students, which is used for student advisement and registration at the high school. Our Special Education Department also collaborates with the high school teachers to conduct transition meetings for our students with disabilities.

2. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

Middle Schools: Discuss opportunities for students to take high school courses and career counseling opportunities for students.

Elementary Schools: Discuss opportunities for students to take advanced courses and career counseling opportunities for students.

Students who have met certain academic requirements have the opportunity to take 9th grade classes and earn high school credit as eighth graders. All students receive career counseling through the school counseling department each year of middle school and have the opportunity to attend college and career related field trips. They start in 6th grade by taking a Career Cluster Inventory Survey designed to help them think about possible career areas of interest and visiting a technical college. In 7th grade, they take the Interest Profiler, which matches their interests with careers they may enjoy and visit a 4-year university. Our 8th Graders explore and save at least three specific careers the surveys have identified and complete an individual graduation plan by selecting the courses they will take at Temple High School. They also visit the College and Career Academy and attend the Career Expo to learn about three careers of interest. All 8th graders learn about the Dual Enrollment opportunity available to them in high school, and their parents are invited to attend a separate meeting on the same subject. Individual career counseling is available as needed or requested.

Title I Budget Crosswalk

List all expenditures included in Title I 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.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence
IXL		Strong
USA Test Prep		Strong
Renaissance STAR Reading & Math		Strong
Flocabulary		Strong
Legends of Learning		Strong
GimKit Live		Strong
Parent and Family Engagement		Moderate
Explore Learning Gizmos		Moderate
Instructional Lead Support Specialist		Strong
Reading/Literacy Consultant		Strong
6th Grade Academic Camp/Transportation (Extended Learning Time)		Strong
Classroom technology to enhance instruction		Strong
Collaborative Teacher Planning		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 in your Carryover Budget that are not included in the Title I Budget.

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

Principal

Date

Title I Specialist

Date of Approval

Title I Coordinator

Date

Superintendent

Date