



Hoke County Schools Title I Plan FY25

LEA Name	Hoke County Schools
LEA #	470
School Name	Sandy Grove Middle School
School Website	www.hcs.k12.nc.us/sgms
School Grade span	6-8
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b style="color: red;">Number of PreK students:
Indicate subject area(s) of focus in this Schoolwide Plan.	<input type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input checked="" type="checkbox"/> All <input type="checkbox"/> Other (Specify)
School Principal Name	Dr. Franklin D. Bowden, Jr.
School Principal Email Address	fbowden@hcs.k12.nc.us
School Mailing Address	300 Chason Rd. Lumber Bridge, NC 28357
School Phone Number	910-875-3559
School Improvement Chair	(pending)
Superintendent Name	Dr. Kenneth Spells
Superintendent Email Address	kenneth.spells@hcs.k12.nc.us
Confirm that the Schoolwide/Targeted Assistance Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>		Titles of those on Planning Team	
<u>Dr. Franklin Bowden, Jr</u> <u>Ms. Tiffany Tyler</u> <u>Mr. Kelvin Bibbs</u> <u>Ms. Andrea Cherney</u> <u>Ms. Shanna Parker</u> <u>Ms. Shawanna Sturgill</u> <u>Ms. Debra Crump</u> <u>Ms. Rebecca Barkley</u> <u>Ms. Sarah Meadows</u> <u>Mr. Brent White</u> <u> </u> <u> </u>		<u>Principal</u> <u>Asst. Principal</u> <u>Asst. Principal</u> <u>Instructional Facilitator-ELA</u> <u>Instructional Facilitator-Science</u> <u>Instructional Facilitator-Social Studies</u> <u>EC Representative</u> <u>Parent</u> <u>ELA Representative</u> <u>Science Representative</u> <u> </u> <u> </u>	

School Information
(Use the month of May)

Enrollment: 621	Average Class Size: 27	Number of Certified Instruction Staff: 43	
Race and Ethnicity Percentages			
White: 25.3%	Hispanic: 22.5%	Asian: 0.08%	
Black/African American: 29.1%	American Indian/Alaskan Native: 11.1%		
Native Hawaiian or Other Pacific Islander: 0.005%	Two or More Races: 10.6%		
Other Demographics Percentages			
Poverty: %	English Learner: %	Exceptional Children: %	

Assessments/Data used to complete Comprehensive Needs Assessment	
NC EOG	NC EOC
NCTWCS	Title 1 Survey Results
NC PowerSchool Data: Attendance/Grades	iReady & District Benchmarks

1. Comprehensive Needs Assessment

(INSERT Plan or Link)

2. Schoolwide reform strategies

2.1	<i>Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs.</i>
<p>This year has been unparalleled; our faculty and staff realized more than ever that our students must be exposed to digital teaching and learning to be successful academically, thus, ensuring future success in the workplace.</p> <p>Technology integration allowed our teachers to personalize instruction better, differentiate classroom assignments, scaffold activities, and develop small groups. Platforms such as Canvas and Google Suites give students multiple ways to learn. Teachers also engage students in whole and small group lessons, utilizing technology within the classroom. Smartboards allow teachers to project Interactive lessons such as Smart Exchange, Freckles, NewsELA, and Quizizz, providing sequential lessons that guide instruction, increase vocabulary, and engage students. A recurring cost for us each year is projector bulbs for our SmartBoards. This is very costly. However, the Interactive Touch Panels is a valuable tool for our teachers.</p> <p>Sandy Grove Middle School is an innovative leader in providing a high-quality education infused with global perspectives and technology enhancements that allow our students to connect to real-world applications and prepare them for college and career readiness. The mission is for Sandy Grove Middle School staff and students to work collaboratively with the community to create a SAFE and SUSTAINABLE learning environment.</p> <p>Sandy Grove strives to provide data-driven, targeted instruction to all students consistently. We continued to focus on our core instruction, Tier 1 of MTSS. Here, we provide classroom instruction and interventions that meet students where they are and integrate College and Career-Readiness Standards. Our school-wide plan requires using our student data to make better-informed decisions about teaching and learning here at Sandy Grove. We have our weekly grade-level PLC (Professional Learning Community) meetings on Tuesdays. Teachers focus on student data during these meetings to create standards-based and high-quality instruction. Our School Improvement Team (SIT) meets twice monthly and serves as our MTSS/PBIS team. This valuable group monitors students' data to ensure that our students continually grow and learn. Individualized Instruction Plans (IIP) are created for individual students who are identified as Supplemental (Tier 2) or Intensive (Tier 3) students to ensure their specific needs are being met. In these plans, teachers begin by creating differentiated support in the classroom. When students need additional academic help, there are intentional processes such as in-school and after-school tutoring, small group instruction, and progress monitoring of skill sets and standards. If the data collected shows the strategies from the IIP are working, the teacher continues to implement those differentiated strategies for their student. However, when a student does not progress on an IIP after 6 to 8 weeks, the teacher</p>	

can refer the student to the Student Assistance Team (SAT). The Student Assistance Team comprises a group of teachers and is facilitated by the school counselor. Once the teacher and parents complete the necessary documents, the team meets monthly to provide the teacher with the most up-to-date research-based strategies to address the student's specific areas of concern. The teacher implements the strategies with fidelity for eight weeks and collects data. After that time frame, if the student progresses on those strategies, they stay in place, and the student is monitored. If a student does not progress with SAT strategies, the team will make a referral to the Exceptional Children's Department. This child would be a good candidate for testing for a learning disability. Several layers of support are embedded into the daily schedule. All students receive on-grade-level instruction focusing on core instruction in small and whole groups and unique learning opportunities. Using data and resources such as unpacking documents and district pacing guides, teachers collaboratively plan engaging lessons designed to target every student where they are to grow every student to be on or above grade level. Weekly monitoring is conducted in PLCs with teachers, displaying data, discussing student mastery, and planning for the upcoming learning targets and standards. Students identified as below level or struggling are engaged in small group learning and digital-based assignments focusing on specific standards and areas for improvement.

Our master schedule includes a school-wide Intervention time and does not substitute for core instruction. Here, students are grouped by mastery. The team works together to schedule students identified in the EL, EC, and AIG programs, providing additional support based on their academic needs. Moreover, Scurlock ensures that students identified as gifted (AIG) are provided with opportunities for enrichment through a daily intervention block, differentiated assignments, and independent projects in their classrooms. Additional enrichment opportunities at Sandy Grove include participation in the Robotics Club, Debate Club, Dance, Battle of the Books, and Beta Club. The inclusion of robust STEM-based assignments provides opportunities for all students to explore and engage in collaborative activities that support engineering design and college careers. and life-readiness. The school's master schedule shows the time-protected blocks for each content area, specifically for literacy. All students are exposed to grade-level standards and differentiated instruction in the core blocks.

Data is used to determine the most effective teaching styles. Core and tiered instructional support are fluid, meaning that as the teams collect data, plans are monitored and changed based on student data. For small group instruction within the regular content area time, teachers use flexible grouping to homogeneously group students for teacher-led small group instruction focused on providing targeted "right now" support needed for the students. Small groups are fluid, so students are pulled into small group teacher-led instruction, as the data shows the student needs support.

Our students take a field trip to different colleges in North Carolina and learn about the special programs and majors, exposing them early to the wide variety of careers and majors available when they make college choices. Last year, our students visited the museums in Raleigh, Greensboro, and the zoo at Ahola Safari Park.

The faculty works together to schedule and implement Individualized Educational Plans for students with exceptionalities while providing core instruction with regular education teachers. In weekly PLCs, teachers work with the academic coach and administrators to identify the overall grade-level goals using the TIPS problem-solving process and content/subject area goals for standards. Teachers and support staff meet in weekly PLCs to monitor and create/revise plans based on student data. The School Improvement Team (SIT), also MTSS and PBIS, meets twice per month with sessions for SIT and sessions for PBIS/MTSS, meaning that the team meets at least twice a month to monitor and revise, as data shows. Quarterly data meetings are held and reported to ensure that all staff members know where the students and grade levels are performing and review the goals we are working toward. Throughout the year, we keep our eyes focused on the yearly goals, breaking the goals down student by student to ensure we are growing all levels of students. Intentional systems have to be in place for any school to effectively meet the needs of their students and address their subgroup populations. Demographic, academic, and behavioral data typically identify subgroups. To address the gap between the household income of the neighborhoods that feed into our school and potential food disparities that may inhibit a child's education, all students here receive free breakfast and lunch. Research shows a direct correlation between child nutrition, healthy development, student behavior, and academic performance (Centers for Disease Control and Prevention, 2014).

The school Social Worker addresses chronic absences (10 days or more) issues and works directly with homeless students. The social worker also schedules meetings for DSS/Foster care placement students to determine the best placement for the child, considering their academic standing, family history, needs, and behavior concerns. Moreover, our school also has a full-time counselor who wears several hats but mostly engages in responsive services to support mental health. Teachers refer students to the school counselors based on social, emotional, or behavioral concerns. Depending on the student's needs, the school counselor monitors the child, shares concerns with the parents, and involves other stakeholders, such as the administration of community support is required.

A deeper look shows that 47.2% our students are proficient but not achieving growth. To improve and sustain improvement, we will utilize MTSS, integration of social-emotional learning, effective research-based interventions, effective differentiation, intentional use of technology, and student enrichment strategies to create equity for every Sandy Grove Middle School student. Quarterly data meetings are held and reported to ensure that all staff members know where the students and grade levels are performing and review the goals we are working toward. Throughout the year, we will focus on the yearly goal, breaking it down student by student, to ensure we are growing all levels of students. Moreover, we will continue our school-tutoring program with an increased emphasis on deficit standards and personalized instruction, thus, providing small-group sessions and student incentives for participation. AYPYN teachers will maintain an accurate data notebook to track students' academic achievement who consistently attend after-school tutoring. Sandy Grove Middle School's testing results show that our subgroups are not showing growth as anticipated. As current data is provided by the Hoke County Schools Testing and Accountability Office, smart goals will be created from teams to meet the needs of those subgroups. The school's data trend revealed that Sandy Grove has gradually decreased from exceeding growth

to not meeting growth.

With a focus on curriculum and instructional alignment, teachers will meet twice weekly in their professional learning communities to share strategies and ideas. When this objective is fully met, teachers will have developed, implemented, and regularly utilized plans that communicate clear goals to their colleagues and students on achievement targets according to what data (student artifacts, benchmarks, etc.) implies. Instructional facilitators will work with our BTs and other teachers to ensure that instruction, particularly related to our subgroups, is at the highest level. Effective co-teaching, reflections, walkthroughs, and consistent data dives will enhance our teacher accountability. Additionally, the instructional unit guides are set by the County. The mathematics department will develop Five E lesson plans that are aligned to the individual subject area. All other content areas will create highly effective, engaged lessons by integrating powerful literacy practices. The teams provide pacing guides and state standards guidelines to help build curriculum plans for each subject. Alignment meetings are done monthly. We need a full-time academic coach to support our educational climb.

Using programs such as Performance Matters will help teachers address the individual students' needs during instructional alignment days, common planning, and EOG Planning sessions. Thus, looking at multiple data points at one time. Students will receive remediation during the school day and tutoring after school, and transportation will be provided for students who need it. Based on the budget, the school is hiring a tutor. MobyMax and iReady will be key tools in our daily remediation; however, it is not the focus for each day. Standard-driven lessons and mini-tasks should be the focus of remediation. Teacher modeling, test-taking strategies, and EOG/EOC stem questions will also drive instruction. All students (including sub-group targets) will exceed growth when this objective is fully met. Teachers will submit common planning meeting minutes with agendas to ensure conversations are occurring on students' data and how we can help our students succeed. Teachers meet monthly for instructional alignment to ensure that effective learning is being done across grade levels. Each department will create smart goals during PLCs and consistently monitor the goals. Moreover, teachers meet with district PLCs every quarter to learn strategies that support personalized instruction. This includes evidence-based instruction aligned with the individual needs of students. When this objective is fully met, the student's overall CCR and GLP performance will increase, and subgroup targets will be met. Classroom assessment, county benchmark, and state testing data will prove that the objective has been met. Administrative walk-throughs, observations, vertical alignment meetings, and weekly PLCs will continue to provide the school with a strong academic framework for purposeful teaching and learning. School-wide and district-wide training will take place on how teachers can effectively co-teach to help our EC student population grow. In addition, the administration will assist with planning standards-driven lessons consistently and making data-informed decisions when planning for student success.

To continue implementing student support services, all teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange support and interventions when necessary. Fly Five during our health and PE classes helps to inform students of how to address their emotional challenges. When this objective is fully met, all

students will feel sure and confident that their emotional and mental well-being is maintained. Students will feel confident in managing their emotions. The school develops and implements consistent, intentional, and ongoing plans to support student transitions from grade to grade and level to level. Currently, The school develops and implements plans to support student transitions from 5th to 6th grade through our Transitional Program, in which teachers devote their time during the summer to allow students time to adjust to middle school life. Eighth-grade students also take tours of the high school to allow students to look at how things run. However, we do not have a current practice for the transition from sixth to seventh to eighth grade. Students transitioning to middle school have various developmental needs and must deal with procedural, social, and academic changes. Effective programs should foster communication and be responsive to students' needs when this objective is fully met. Teachers should monitor incoming students for early warning indicators and appropriately support rising first-year students. We should also ensure students access effective faculty support structures for this transition.

Teacher leaders, instructional facilitators, the administrative team, and the Hoke County C&I and District Instructional Facilitators of Technology will lead professional development and follow up with teachers on implementing and integrating practices that lead to student success. High-quality professional development is a focus this year. We will regularly look at school performance and aggregated classroom observation data to determine school improvement and professional development needs.

The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). Sandy Grove Middle communicates with parents through the parent portal, Blackboard Messenger, Class Tag, Title I, and Curriculum Nights.

Sandy Grove will create a culture of progress, reform, and high expectations from everyone by integrating evidence-based research as a guide. With frequent reflections and progress discussions, smart goals will drive our policies and decisions. The intended outcome is to increase proficiency and growth as we continue to *"Prowl for Perfection."*

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements.</i>
<p>Following ESSA requirements, teacher assistants (TAs) here (instructional paraprofessionals) at Sandy Grove Middle School must have a high school diploma or equivalent as well as 48 hours of college credits or an Associate's Degree or higher to be qualified for the position. The TA must complete an application on Teacher Match, complete a cleared background check, provide copies of college transcripts that meet the ESEA requirements of 48 hours of college credits or an AA or above, and provide a resume and cover letter.</p>	

The building principal and assistant principal, as well as Human Resources (HR) for Hoke County Schools, ensure that the candidate meets all requirements for ESEA before interviewing the candidate and calling three references, one of which must be the most recent supervisor. After all, documentation is completed at the school level, the administration sends it to Human Resources. HR reviews all paperwork and then asks for more information or sends the packet to the school board for approval.

4. High quality and ongoing professional development

4.1

Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school.

Our district initiatives, teacher surveys, and student data drive our professional development (PD) activities. The sessions are tiered to help teachers get the individualized PD they need most to succeed in their classrooms and increase student achievement. Beginning teachers (BT) participate in monthly PD that covers various topics such as guided reading, coordinating math tasks, and classroom procedures and management. During the teacher's resource time, grade-level PD sessions support a smaller setting with a clearly defined group. Again, the PD topics are determined based on data, teacher needs, and results from the North Carolina Teacher Working Conditions Survey (NCTWCS). Our Leadership Team notes the teacher's lesson plans to indicate where teachers use skills learned or could have used those new skills. Our teachers analyze data and use it to guide instruction daily.

For the 2023-2024 school year, Sandy Grove's professional development (PD) will focus on hybrid instruction, ensuring equity and equality for all learners, and strategies for effective communication between the school and our families. Conversely, we will continue improving our Professional Learning Communities (PLCs). Improved student literacy by better understanding the Science of Learning will also be a large part of our ongoing professional development. Attending sessions such as the NC Middle School Conference, WIDA and ESSA Conference, NC TIES, ISTE, and the NC School Law Symposium.

Teachers will continue to meet weekly in PLCs and follow the TIPS process to identify areas of need based on the data, develop improvement plans, implement plans, and revisit and revise plans. Teachers are offered training on the best using SchoolNet, MobyMax, iReady, and other instructional tools to analyze data and learn information. We will have quarterly data meetings to analyze classroom assessments, benchmarks, and Check-In data. Teachers complete individual and grade-level reflections on the data to celebrate and help determine needs and next steps. Every student on campus is tracked, which includes subgroup information and reading and math scores from the past two years. We will continue to build the historical testing information as students move up. Teachers use this data to notice trends and project student growth. Teachers were also trained on understanding and utilizing their EVAAS data, such as student projections and teacher effectiveness. We regularly include EVAAS data in all our meetings, now tracked in the student data results form.

With support from our Instructional Alignment PLC, professional development is also used vertically to support teachers and students across different grade levels. Teachers are given opportunities to look at academic standards and resources used by the grade levels below and above. The teachers can share engaging, meaningful, and purposeful ideas so that students performing below grade level have support for growth and students performing above grade level have advanced engagement.

The resource teachers who teach music, art, and physical education (PE) are involved in schoolwide PD sessions throughout the year. Additionally, we will continue to provide opportunities for a tiered individual approach to our PD sessions to meet each resource teacher where they need to be and address our subgroup discrepancies.

The staff will continue to participate in professional development sessions sponsored by the North Carolina Association of School Administrators (NCASA), Southern Regional Education Board (SREB), Sandhills Regional Education Consortium (SREC), and other training to support student literacy across disciplines, hence, impacting all students' ability to have high literacy success, especially within our subgroup populations.

5. Strategies to increase parental and family engagement

5.1 *Please provide a narrative explaining how the school-parent compact is jointly developed with parents.*

In the compact, teachers suggest ways for parents to help students at home and give feedback about the child's social, emotional, and educational needs.

In our bi-weekly SIT meetings, components of the school-parent-student compact are reviewed and examined for suggestions on strengthening the relationship between home, school, and the community. The school-parent-student compact explains how the parent(s), teachers, and students will work together to ensure the student is working toward meeting or exceeding grade-level standards. The compact:

- is linked to the goals of the school improvement plan
- focuses on student learning and achievement
- describes how teachers will help students develop those skills using high-quality instruction.
- explains how teachers and parents will communicate about student progress.

supports buy-in from all stakeholders for student success

5.2 *Please provide a narrative explaining how the school-level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input.*

At Sandy Grove Middle School, we encourage parents to participate in their child's education actively. Sandy Grove Middle values parent and family engagement. This year, our Title I will be held on Tuesday, September 19, at 6:00 pm. Each family is given a survey to complete at the beginning and end of each program or activity. During their monthly meetings, the parent engagement SIT-PLC uses the survey results to understand better how to serve our parents

and students. Throughout the year, several activities are planned to promote family engagement. Additionally, as we reflect on our parent surveys and conversations with families during events such as Curriculum Night, EOG prep events, or cultural arts performances, we use these conversations to adjust our programs for parent and family engagement and ensure that we are meeting the needs of our families. As feedback was given, meaningful collaborations were done between all key stakeholders to develop our school's Title I Parent and Family Engagement.

5.3 Please provide a narrative below explaining how, when, and where the annual Title I parent meeting is/was held informing parents of the school's participation in Title I.

This year, our Parent and Family Engagement Nights will be scheduled for Thursday, September 7, at 6:00 pm. The school will prepare an interactive Zoom presentation for the parents, explaining to the families that Sandy Grove Middle School is a Title I school and what that means for their child's education. Goals for the students and school will be addressed during the presentation and an explanation of the parent's rights because we are a Title I school. A brief survey will be sent to parents after the presentation for feedback.

6. Transition Plan

6.1 Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. *(Not required for middle or high school programs)*

N.A.

6.2 Please provide a narrative below explaining the school's transition plan from elementary to middle school. *(Not required for high school programs)*

In the spring, fifth-grade students from our district visit Sandy Grove Middle School. Students arrive in the morning and receive a tour of the campus and classrooms. They can speak with the student tour guides and teachers about middle school. During their visit, students and teachers share with our entering students what they can expect as they become a *Proud Panther- Prowling for Perfection*.

Students are excited about the tour and learn about a typical day in middle school. Transition Day will be held the first week of August. Parents are invited and can ask questions as well. To help ensure a smooth transition, sixth-grade teachers use the first ten days of school to be successful. This includes effective study habits, homework completion, transition times, and Sandy Grove's Behavior Matrix (PAWS).

In April, our incoming sixth graders visit our campus. They are given a tour, and our staff and teachers share the expectations for being a Sandy Grobe Middle School student. Additionally, our band performs, and student artwork is on display, thus sharing with our future students some of the elective classes that are available to them.

6.3 Please provide a narrative below explaining the school's transition plan from middle school to high school. *(Not required for elementary)*

In conjunction with the local high school and early college, rising eighth-grade students tour the high schools in the spring. In August, the entering high school students are invited to a two-day transition program. During this time, students see their schedules and meet with counselors to ensure their classes are in order. Again, they tour the school and learn more about the extracurricular activities. SGMS also holds an eighth-grade parent night, and the school administrative teams visit and communicate with students and their parents.

7. Strategies to address areas of need

7.1

Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

Sandy Grove Middle strives to make the most of every minute of the school day. This begins with the creation of our master schedule. Each year, we work to create a schedule that maximizes instructional time, especially in literacy. The schedule minimizes block interruptions so that instructional time is not lost in multiple transitions. Time is built into the intervention schedule, allowing for regrouping students based on their needs. As students get the right instruction at the right time, the quality of instruction and growth increase.

Our core instructional time is protected. Phone calls to classrooms are minimal, and parents are sent to voicemail during the school day. Teachers follow the instructional framework with guidelines for timing the content area, including whole group, guided practice, and small group instruction. Teachers balance whole group instruction on grade level and small group instruction based on the specific needs of individual students. This allows us to individualize instruction and dig deep into the specific needs.

Our school offers two tutoring sets to encourage continuous learning and assist students with academic needs. Several teachers are available throughout the school year to support students with increased learning time (EL, EC, and Intervention) throughout the instructional day. Students struggling with a particular reading or math standard are given intervention sessions based on that standard. This is done on a grade-level basis. Teachers meet during PLC time to discuss students' concerns or topics that need more emphasis. To increase reading strategies and skills, our students are encouraged to participate in reading programs; grade levels are recognized for meeting their goals.

While implementing our breakfast in the classroom program, we hope to improve homework and build on the teacher/student relationships. From 8:00- 8:30 am, teachers will use this time for homeroom. During homeroom time, teachers will support the student's social and emotional needs, addressing any areas that may impede the student's learning and achievement. Lesson plans are created weekly in Canvas. Plans are monitored for standards alignment and content. Instructional time is monitored through information walkthroughs and observations from Administration and peer tutors. Programs such as Study Jam, the Juice, and Gimkit will be used to promote student growth and achievement, making learning personalized and purposeful.

We also intentionally chose tutors and students for our after-school tutoring sessions. We matched student needs with teacher strengths to provide the most practical instruction on those afternoons.

8. Coordination & integration of Federal, State and local services & programs

8.1

Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning.

Sandy Grove Middle uses in-school and after-school tutoring to further address our students' needs. During the school day, teachers are focused on core instruction with chunks of time spent on grade-level standards, texts, problems, information, etc. Teachers also integrate individualized learning through assignments and collaborative, digital, and small-group instruction. An intervention block is incorporated into the master schedule to provide instruction to meet the needs of each student. For example, AIG and above grade level students work at their level in a group while on grade level are being taught in another room what they need. At the same time, our struggling learners receive strategic and targeted instruction on standards where they are below grade level. If Title I funds are available, our school will use the funds to lessen class sizes and for in-school tutoring. After-school tutoring will be provided by certified teachers and chosen based on their effectiveness in teaching small groups of students below grade level. Groups meet after school for 1.5 hours, focusing on explicit teacher instruction, teacher modeling, and student practice of standards/skills. Monies are used for teacher compensation for working 1.5 hours after school hours. If additional money is available, the team will assess what is needed to help students grow to an on-grade level or above. Resources include teaching and learning materials for reading, math, and science and digital teaching and learning resources. Explicit teacher instruction and modeling are crucial for growing students' proficiency. Therefore, Smart Board projector bulbs (which blow out and need to be replaced), document cameras, and other Chromebook and laptop needs are necessary.

Working closely with the district and our School Improvement Team (SIT), there is a system of reviewing current resources, discussing student needs, and deciding if additional resources are needed. Professional development plans are in place for the district and the school. If available, Title I monies will be used for in-house PD during the day, by which we will need substitute teachers. There are several state conferences for professional development. These conferences and sessions will focus on improving learning for all students here at Sandy Grove Middle, including our subgroups, exceptional children, EL, and multicultural education. Participation in professional development sessions such as blended teaching and learning, reading, math, and science will also be supported. The SIT will decide which conferences and team members would best meet our student's needs if funds are available. The discernment of what to spend money on for instructional supplies is reviewed similarly, including reviewing what resources we already have available. The review will include people and materials, what our student data tells us, and what is needed to grow all students, emphasizing struggling learners. Throughout the process, the Administrative team, staff, and

parents will collaborate to ensure that the funds are being used most effectively for our students and school—the coordination and integration of Federal, State, and local funds to support student learning. The Finance and Human Resource departments work closely with the Principal to share teacher allotments to ensure class size and teacher ratio are within state mandates. When assessing the number of funds made available versus the number of teachers needed, finance and human resources will inform the principal of how many teachers they must buy using Title I funds. Any remaining funds from Title I are then used to address student needs further. The SIT team, which includes a group of parents, will meet to discuss student and school needs. The goal is to use resources wisely to grow all students in areas of need and target struggling learners below and below grade level. Depending on the available amount, the team ensures students receive instruction during and after school.

9. Title I Budget (FY25)

(INSERT)