



FURMAN L. TEMPLETON PREPARATORY ACADEMY
LEARN * LOVE * LIVE

Virtual Community Town Hall

“Start strong, finish stronger!”

Monday, January 8, 2024
5:00 pm

Serving Children First

School-Wide Norms for Parents and Families

- Be courteous when communicating and always assume positive intention.
- Recognize the value of instructional time and activities during the school day.
- Demonstrate respect for the learning environment and school property.
- Promote the dignity and self worth of others.
- Demonstrate respect for the rights, property and feelings of others.
- Avoid confrontations, profanity, and aggressive behavior.

Mission and Vision

Mission: To accelerate the opportunities and outcomes for our children by demanding nothing but excellence from the students, staff, and the community.

Vision: To accelerate the academic achievement of all students, in partnership with the entire community, to ensure that students have the attitudes, skills, and proficiencies needed to succeed in college and the 21st century global workforce.

School-wide Goals

Academics

- At least 30% of students achieve proficiency or above as measured by end of the year school and state literacy assessments (Amplify, ANET, MCAP).
- By June 2023, increase reading proficiency for students in the special education population from 0% to 5% as measured by the end of the year assessment and schoolwide assessments.
- At least 15% of students achieve proficiency or above as measured by end of the year school and state math assessments (Amplify, ANET, MCAP, NWEA)
- By June 2023, increase math proficiency for students in the special education population from 0% to 5% as measured by the end of the year assessment and schoolwide assessments.

Communication and Engagement

- Increase the yearly attendance average rate from 86% to 90%.
- Decrease the chronically absent rate from 62% to 45%.
- Each family should participate in at least 20 points of contact throughout the year, totaling 7,720 or more points of contact for the school community.

Student Wholeness

- Ensure a safe and secure learning environment by decreasing office referrals from 253 to 240.
- Ensure a safe and secure learning environment by decreasing school suspensions from 24 to 21.

Furman L. Templeton's Beliefs

- All children can learn at high levels, regardless of their race, socioeconomic background, language, or family situation.
- For children from a diverse spectrum to learn at high levels, they need to be taught and supported by people in schools and homes who believe they can learn, who approach teaching with the idea that students will learn if taught well, and who take seriously an ongoing effort to improve their practice in line with the best thinking and examples in the field.
- For teaching of this kind to be realized across the whole school, leadership at the school needs to be squarely focused on supporting the improvement of teaching in an ongoing and routine way.

Objectives

By the end of this meeting participants will:

- Receive school-wide updates and information related to the 2023-2024 School Year including but not limited to:
 - *Upcoming events*
 - *Schoolwide initiatives to address learning*
 - *School related information and updates*

Community Town Hall Agenda

- School Information
- Data and Initiatives
- School-Wide Updates
- Upcoming Events
- Questions and Comments
- Dismissal

Administration's Opening Statements

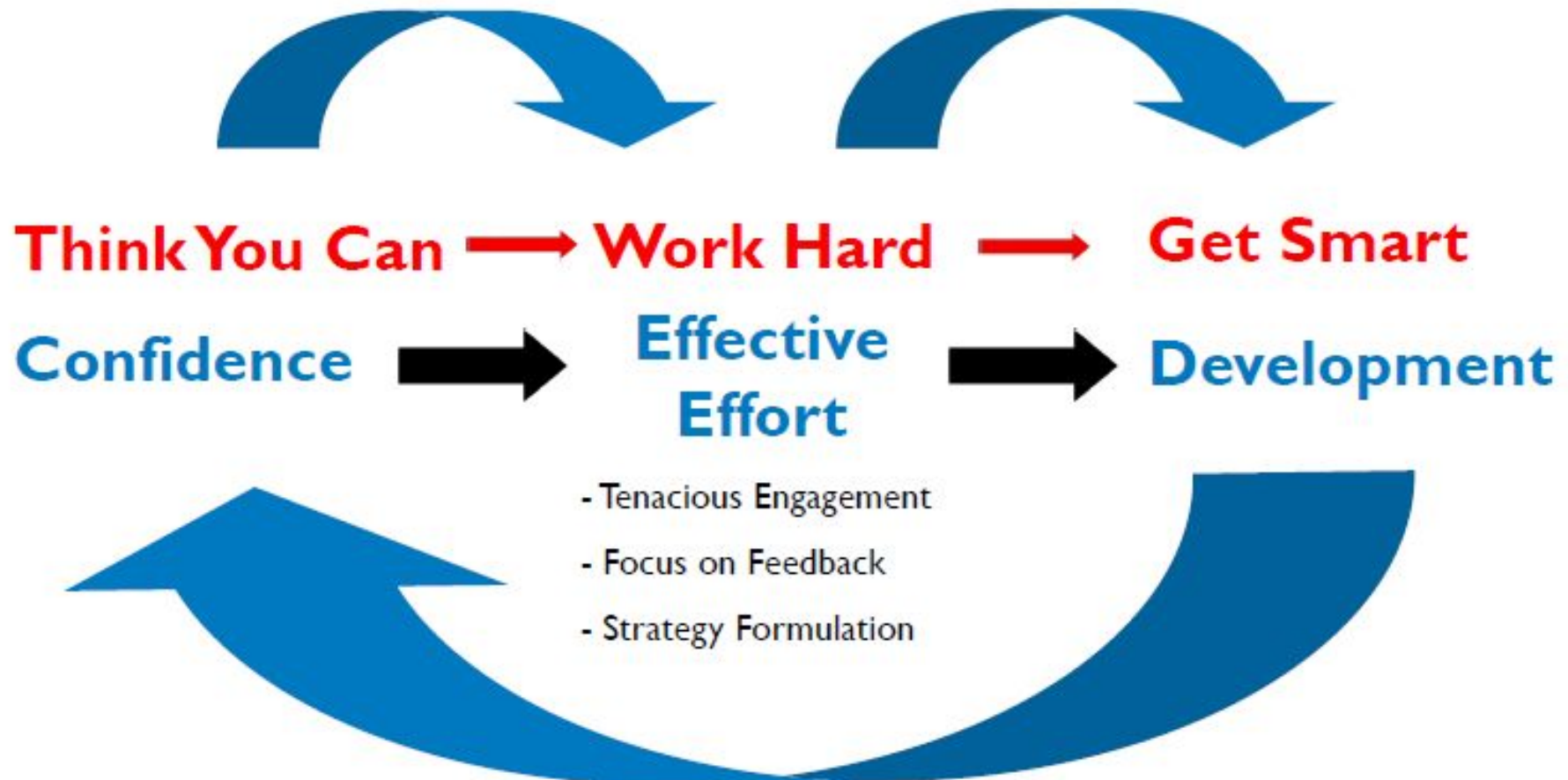
Our goal is for 90% proficiency in 5 years. We need everyone's help to make this happen.

- Administrators
- Teachers
- Parents and guardians
- Students
- Community members



Academic Strategy of the Month

Efficacy's Get Smart Model of Development



Schoolwide Data

	2022-2023	2022-2021	2021-2020	2020-2019	2018-2019
MCAP ELA	22%	21.5%	N/A	N/A	9%
MCAP Math	11%	6%	N/A	N/A	4%
MISA	15%	9%	N/A	N/A	2%
Enrollment	391	369	419	417	419
Attendance	88%	81.18%	75.35%	91.53%	88.66%
Climate	229 Referrals 23 Suspensions	327 Referrals 32 Suspensions	5 Referrals 5 Suspensions	749 Referrals 32 Suspensions	476 Referrals 57 Suspensions

Attendance Strategy of the Month

Attendance						
	Target/Goal	Aug	Sept	Oct	Nov	Dec
Pre K	94%	94.30%	90.40%	89.32%	84.48%	83.33%
K	94%	93.53%	91.46%	93.10%	89.90%	88.00%
1st	94%	89.26%	90.36%	90.09%	87.70%	86.67%
2nd	94%	91.35%	88.88%	90.71%	86.22%	85.33%
3rd	94%	90.06%	90.86%	92.68%	90.26%	87.33%
4th	94%	88.80%	89.51%	92.00%	88.17%	83.67%
5th	94%	92.98%	92.85%	91.98%	91.55%	83.00%
Total Average	94%	91.24%	90.59%	91.47%	88.37%	84.67%

Attendance Tips for Parents:



Set a regular bed time



Lay out clothes the night before



Develop backup plans



Schedule medical appointments for non-school days

Core Value of the Month

Office Referrals												
	Max Target	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Pre-K	34/240	0	3	0	1	1						
K	34/240	0	0	0	0	0						
1st	34/240	0	1	0	0	1						
2nd	34/240	0	1	0	0	1						
3rd	34/240	3	12	5	9	10						
4th	34/240	0	0	3	2	2						
5th	34/240	1	0	1	4	10						
Students with Disabilities	N/A		1	3	3							
Total	240	4	17	9	16	25						

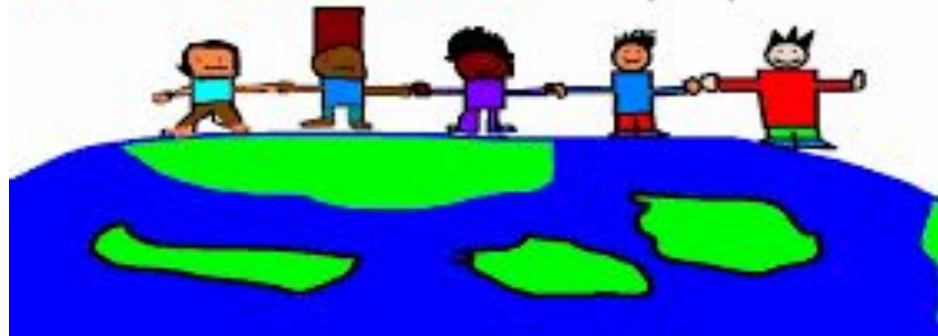
Tolerance means...
 appreciating and respecting
 differences in people.



Core Value of the Month

Suspensions												
	Max Target	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
K	0	0	0	0	0							
1st	0	0	0	0	0							
2nd	0	0	0	0	0							
3rd	7/21	0	1	1	1							
4th	7/21	0	0	0	0							
5th	7/21	0	4	0	0	6						
Students with Disabilities	n/a	0	0	0	0							
Totals	21/21	0	5	1	1	6						

Tolerance means ...
 appreciating and respecting
 differences in people.



Engagement Strategy of the Month

1. Build your child's frustration tolerance level.
2. Be a stress reducer.
3. Be a role model.
4. Value education.
5. Communicate.
6. Be an advocate for your child.
7. Use your resources wisely.

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Seven Ways Parents Can Promote Learning

- 1. Build your child's frustration tolerance level**
Be supportive
Homework

- 2. Be a stress reducer**
Listen to them

- 3. Be a role model**
work Play

- 4. Value education**
Promote the importance of learning

- 5. Communicate**
Talk to them often

- 6. Be an advocate for your child**
Get to know their issues
Stressed

- 7. Use your resources wisely**
Teach what you know
Hire a tutor


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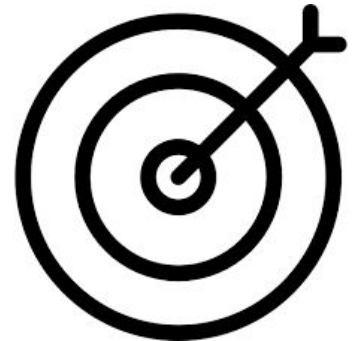
Completing MOY Data and Next Steps

We want as many students as possible to meet proficiency and/or growth targets in order to meet this cycle's goals?

Climate and Culture Goal: By January 31, 2024, 60% of students will earn qualifying PBIS points in order to participate in the end of the month celebration, Scholar's Tournament, and Winter Holiday Celebrations.

Instructional Goal: By January 31, 2024, 30% students will meet proficiency and/or increase the number of items scored correctly on reading and math assessments by, improving reading fluency and basic fact knowledge, successfully answering multi-type questions including open response, and actively using problem solving skills/strategies to determine meaning.

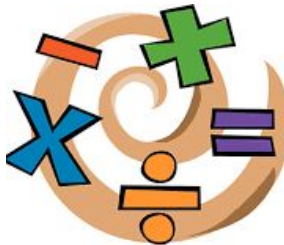
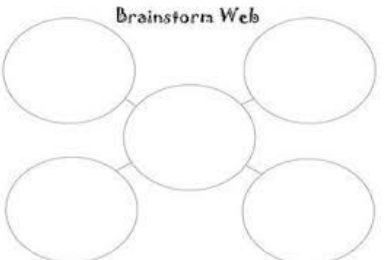
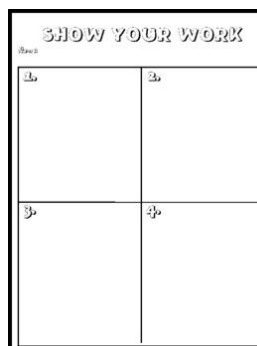
Goal attainment will be determined by Amplify and NWEA MAP assessments.



Focus Strategies to Address Learning Needs

Key Action Steps

- Continue daily practice of reading and math fluency
- Study question types
- Structure RDW and maximize using work paper

Fluency	Question Types and Academic Vocabulary	Effective Use of Work Paper		
<p style="text-align: center;">The Gift</p> <p>Grace had been saving for a month. She put all of her allowance right into her piggy bank. She watched the sidewalk for coins. She even stopped buying a candy bar on the way home from school.</p> <p>Each Saturday, Grace counted her money. Each Saturday, she was a little closer to her goal. Now she had only one week left. Her mother's birthday was only seven days away. Grace counted her money again. She had \$32.54. Grace was thrilled. Her mother collected music boxes. She had picked out a lovely music box that played her mother's favorite song. It cost \$30.00. After next week's allowance, she could pay the \$30.00 plus tax. She could even reward herself with a candy bar. Grace was proud and excited.</p> <p>The big day finally arrived. Grace had purchased the music box the day before. She had carefully wrapped it in pink and white striped paper and stuck a ribbon on top. Her heart pounded as she handed her mother the gift. She bit her lip as her mother unwrapped it. Her mother was so surprised.</p> <p>"Grace, it is the most beautiful music box I have ever seen," her mother</p> <div style="text-align: center;">  <p>Practicing Math Fluency Skills</p> </div>	<div style="border: 1px solid gray; padding: 5px;"> <p>Item Type</p> <p>Machine-Scored</p> <p>Evidence Based Selected Response ⌵</p> <p>2 points</p> <p>Multiple Select ⌵</p> <p>1 point</p> <p>Selected Response ⌵</p> <p>1 point</p> <p>Technology Enhanced ⌵</p> <p>2 points</p> <p>Teacher-Scored</p> <p>Prose Constructed Response ⌵</p> <p>Short Answer ⌵</p> </div> <div style="font-size: small; margin-top: 10px;"> <p>MOST PREVALENT TERMS ON WHICH PARCC QUESTIONS AND PROMPTS ARE BASED</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>ACTION</p> <p>Analyze (To break down into its constituent parts)</p> <p>Identify (To recognize or establish as particular by noting individual features or characteristics)</p> <p>Describe (To tell or show with written or spoken words; point out facts or details)</p> <p>Summarize (To state or express in concise form the essential components of something, usually in chronological order)</p> <p>Support (To back up, justify with evidence)</p> <p>Compare (Examine in order to note likenesses)</p> <p>Contrast (Examine in order to note differences)</p> <p>Determine (To decide or conclude through reasoning or observation)</p> <p>Infer (To deduce, conclude, to derive by reasoning; to guess, figure out or surmise from evidence; the answer is, "why is that there?")</p> </td> <td style="vertical-align: top;"> <p>TARGET</p> <p>Main/Central Idea (The author's most important idea or the cognitive catalyst for the creation of his work)</p> <p>Key Details (The specifics that are explicitly written in a text that support or expand the main/central idea)</p> <p>Theme (A unifying or dominant idea or motif; what did you learn?)</p> <p>Structure (The relationship of component parts that constitutes a whole)</p> <p>Claims (To assert as fact)</p> <p>Meaning (The significance of something)</p> </td> </tr> </table> <p style="text-align: center;">*****</p> <p style="font-size: x-small;">If students do not understand the meanings of terms on which PARCC prompts are based, it is unlikely that they can do well on a PARCC ELA assessment. Thus, it is a good idea to determine how well they comprehended the meanings of the terms above. On the following page is a set of guidelines that could be considered when constructing a qualitative, diagnostic pre-assessment that simply requires students to define, in their own words, the most significant terms embedded in the Common Core and PARCC assessments. The teacher can then juxtapose the students' understanding to the definitions referenced above in order to evaluate what students do and do not comprehend.</p> </div>	<p>ACTION</p> <p>Analyze (To break down into its constituent parts)</p> <p>Identify (To recognize or establish as particular by noting individual features or characteristics)</p> <p>Describe (To tell or show with written or spoken words; point out facts or details)</p> <p>Summarize (To state or express in concise form the essential components of something, usually in chronological order)</p> <p>Support (To back up, justify with evidence)</p> <p>Compare (Examine in order to note likenesses)</p> <p>Contrast (Examine in order to note differences)</p> <p>Determine (To decide or conclude through reasoning or observation)</p> <p>Infer (To deduce, conclude, to derive by reasoning; to guess, figure out or surmise from evidence; the answer is, "why is that there?")</p>	<p>TARGET</p> <p>Main/Central Idea (The author's most important idea or the cognitive catalyst for the creation of his work)</p> <p>Key Details (The specifics that are explicitly written in a text that support or expand the main/central idea)</p> <p>Theme (A unifying or dominant idea or motif; what did you learn?)</p> <p>Structure (The relationship of component parts that constitutes a whole)</p> <p>Claims (To assert as fact)</p> <p>Meaning (The significance of something)</p>	<div style="text-align: center;"> <p>Brainstorm Web</p>  </div> <div style="text-align: center; margin-top: 20px;"> <p>SHOW YOUR WORK</p>  </div>
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Most Effective Ways to Support Your Scholar's Achievement

Establish a Positive Attitude Toward Education: Encourage a positive attitude towards learning and education. Show enthusiasm for your child's achievements and be supportive during challenges.

Create a Structured Environment: Establish a routine at home that includes dedicated time for homework, studying, and reading. Ensure there's a quiet and organized space for studying.

Communicate and Show Interest: Maintain open communication with your child and their teachers. Attend parent-teacher meetings, ask about their progress, and show interest in their school activities.

Assist with Homework: Offer guidance and assistance with homework without doing the work for them. Help them understand the tasks and encourage independent problem-solving.

Support a Healthy Lifestyle: Ensure your child gets enough sleep, eats nutritious meals, and exercises regularly. A healthy lifestyle positively impacts concentration and academic performance.

Celebrate Achievements: Acknowledge and celebrate your child's successes, whether big or small. Positive reinforcement boosts confidence and motivation.

Upcoming Events

- January 8, 2024
 - *Virtual Community Town Hall at 5:00 pm*
- January 16, 2024
 - *Parent Chat and Chew at 8:00 am*
- January 19, 2024
 - *Achievement Assembly and Science Fair*
- January 22, 2024
 - *Parent Appreciation Week*
- January 31, 2024
 - *100th Day of School*
- February 22, 2024
 - *Excellence Gala*

Parent Feedback and Share-Out





Questions, Comments, Clarifications, and Next Steps