

Title I School Wide Plan Checklist

Junaluska Elementary School

Year 2019-2020 (updated 9-20-19)

School Methods and Instructional Strategies - Junaluska Elementary School is implementing the following methods and instructional strategies that strengthen the academic program in our school:

- I Can Statements
- Guided Reading
- Reading with Meaning (all grades except K and 2)
- Strategies that Work (1st, 4th, and 5th grades)
- Primary Comprehension Toolkit (K-2)
- Comprehension Toolkit 3-5
- Systematic Sequential Phonics Program: Foundations and EC staff use Sonday and Wilson
- Secret Stories
- Stemscoopes (grades 3 and 5)
- LLI (Leveled Literacy Intervention) – implemented by Title I staff
- Units of Primary Writing (K-1)
- Writer’s Workshop
- Reader’s Workshop (K-2 and 3rd uses appropriate parts of the program)
- Math Pacing Guide
- Math Investigations
- FCRR Resources
- Formative Assessment
- Speech Inclusion
- Title I Inclusion (as appropriate)
- Other: EC – Number Worlds, 4th – Flocabulary, Storyworks, Social Studies Weekly, and NewsELA

What Strategies will you use to meet these instructional goals?

Goals are met by following the pacing guides. In the past, pacing guides are updated during the summer and are given or sent to teachers at the beginning of school for the next school year. New teachers at the school are provided opportunities to attend training so they know how to implement the program. Teachers use lessons from the toolkits in shared reading and write lesson plans for each guided reading group based on student levels according to Istation data, running records, teacher observations, and/or teacher’s college assessments. Third grade teachers integrate toolkit strategies throughout all reading lessons and focus on standards with RTA selections as well. Fifth grade teachers teach strategies using materials above. Teachers meet in meetings, PLC’s, and planning to discuss how and when to use the programs.

What materials will you purchase and how is it related to your plan?

Studies weekly, Storyworks, and Flocabulary are purchased for fourth grade. Online resources from Math Investigations will be used as well. Secret Stories will be purchased for second grade teachers and Title I teachers. Two primary Comprehension Toolkits will be purchased for the two new second grade teachers at the school.

Instruction by Qualified Teachers and Paraprofessionals

Documentation from Human Resource Department provides documentation of compliance with ESSA requirements for teacher and staff qualifications.

High Quality and Ongoing Professional Development – High quality and ongoing staff development opportunities are provided for teachers, principals, and paraprofessionals. These staff development opportunities are designed to meet the needs of all students and staff as identified in the *needs assessment*. Some staff development is continued to meet the needs of new teachers and those new to a grade level. Others cover new topics for all teachers. The professional learning opportunities that our teachers are participating in are:

- Math Foundations (K, 1, and 4)
- Units of Study for Primary Writing (K)
- Writing Across the Curriculum (K)
- Writer's Workshop (K and 2)
- Istation Training
- Guided Reading (K)
- The Primary Comprehension Toolkit (K)
- Comprehension Toolkit (Grades 3-5)
- Book Study – Reading Strategies Book by Jenifer Serravallo
- Book Study – Writing Strategies Book by Jenifer Serravallo
- Reading Foundations (K)
- K-2 Assessment Training (K)
- Formative Assessment (K)
- Developing Mathematical Ideas (K and 4)
- Reading Workshop (K and 4)
- Investigations Training (all but second grade)
- Stemsco Training (K)
- Foundations (K-2)

What Strategies will you use to attract qualified teachers to high need schools?

The family oriented staff atmosphere attracts qualified teachers to our school. Offering professional development and paying for subs encourages teachers to seek current research based training to use in the future.

What materials will you purchase and how is it related to your plan?

If we add teachers to a grade level we will need to purchase materials needed for all areas. We plan to purchase Serravallo Writing Strategies books and Reading Strategies books for new staff and teachers who did not receive one previously.

Strategies to Attract Qualified and Highly Effective Teachers to High Need Schools –

- Assigning a mentor to BT 1 and BT 2 teachers
- Providing a supplement to some teachers
- Allowing teachers to visit and observe other teachers
- Scheduling common planning time

- Allocating funds to teachers to support classroom activities
- Lead teacher offers support and guidance in curriculum, with resources, etc.
- Fostering a welcoming atmosphere
- Having an attractive and inviting facility
- Coaching and modeling in the classroom

What Strategies will you use to attract qualified teachers to high need schools?

We provide mentors for new teachers and they meet together for at least one hour per week. **These are district level strategies. We provide several common planning blocks weekly.**

What materials will you purchase and how is it related to your plan?

Including Teachers in Decisions Regarding the Use of Assessments – Junaluska Elementary School includes teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and our overall instructional program. We have:

- Representatives on the system level curriculum council
- Teacher use of Formative Assessment
- Input into the revision of the HCS Spring Benchmark Assessments
- A lead teacher who facilitates discussions regarding the use of student assessments for refining teaching, determining additional instructional and professional learning needs
- Professional Learning Communities (PLCs)
- EC suggestion – student self-reflection/goal setting
- Grade level or PLC meetings to provide our staff with updates on current issues in curriculum and assessments
- Input into the K-2 Literacy and Math assessments
- Representatives on the district-level committee that reviews Curriculum Pacing Guides
- Opportunities to disaggregate student performance data to make appropriate educational decisions and track student data
- MTSS teams

What Strategies will you use to include teachers in decisions regarding the use of assessments?

A representative for grade levels shares a checklist for 18 week testing and teachers make decisions based on taught curriculum. Assessments for the spring are cumulative in order to prepare students for the end of grade assessments. SIT team to have an open environment so that everyone has a voice. This all depends on the principal too. Decisions are made in grade level PLC's.

What materials will you purchase and how is it related to your plan?

Benchmark assessments are purchased for the 18 and 27 week assessments. Other materials are purchased as needed during the year.

Strategies to Increase Parent and Family Engagement– Junaluska Elementary School recognizes the value of parent and family engagement in their child's success. We strongly encourage parents to be involved in **all** school activities. We utilize a written parent and family engagement policy that is revised annually with input from our stakeholders. We also revise annually our Home/School Compact which is

distributed to all families at the beginning of each school year. **No more than 20% of the budget can be spent for food.** Some additional strategies used to increase parent and family engagement are:

***REQUIRED ACTIVITIES**

- Promoting a climate and philosophy that values parental engagement
- Designating a school Parent Engagement Coordinator (Title I Full Time Staff Person)
- Telephoning parents of struggling students to keep them informed of upcoming opportunities, meetings, etc.
- Utilizing Blackboard Connect, a computerized phone system, to contact parents
- Having a Spanish/English interpreter at some parent activities (if needed), IEP meetings, etc.
- *Conducting at least 2 Family Training/Learning (Night) Sessions – topics which are aligned to our SIP and based on the needs assessment (List Topics: Reading, Math, and/or Science)
- Other: Use Remind App
- Include parents of all backgrounds/cultures on our School Improvement Team
- *Convening an Annual Public Meeting to explain Title I services
- *Surveying parents to determine preferences for times and topics for workshops, meetings, and other useful gatherings
- *Explaining the state standards and assessments
- *Conducting parent-teacher conferences with each family
- Providing limited refreshments at some parent engagement activities (MAX: 20% of the budget)
- Sending home appropriate activities for the summer months (Example: speech activities, RAZ Kids, Library schedule, Prodigy information for math, List of community events – museums, library, etc.)
- Other: Provide opportunities for parents and family members to volunteer

What materials will you purchase and how is it related to your plan?

If we receive the science night grant for next school year, supplemental materials will be purchased for science stations. Research based materials will be purchased for reading and math materials. Copies and materials needed for parent events and training. Refreshments should be purchased as well.

Preschool Transition Activities – Junaluska Elementary School emphasizes and focuses on building and implementing effective transitional strategies to promote a positive transition from pre-K to kindergarten classrooms. System staff and kindergarten teachers are working with local childcare providers, parents and community leaders to develop a Kindergarten Transition Plan. Some of the goals and strategies included within the plans are:

- Increasing the percentage of students registering during the county-wide Kindergarten registration process
- Providing parents with literature and trade books about Kindergarten
- Sharing behavior intervention information between schools and centers (K)
- Informing the school nurse ASAP regarding student health problems
- School visits with parents prior to beginning Kindergarten
- Other: Transition EC meetings
- Arranging two-way visits between preschools/daycares and kindergarten classrooms
- Providing learning packets to promote Kindergarten readiness
- Providing Kindergarten orientation with preschool children and teachers visiting Kindergarten classrooms
- Staggered Kindergarten enrollment
- Scheduling a “Meet-the Teacher” event prior to the beginning of school (called Meet the Teacher Picnic)

What materials will you purchase and how is it related to your plan?

Kindergarten teachers give each student a folder with materials including a book. Books and other materials are purchased in order to put the folders together. Decorations such as balloons and cupcakes can be served.

Activities for Children Experiencing Difficulty - Procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective, timely assistance. Students are provided with a variety of opportunities for additional assistance/programs. These include

- Transportation for foster students
- MTSS referrals and interventions
- Vision, hearing, and dental screenings
- Assessment by/consultation with the school nurse as needed
- Before and/or after school remediation for upper grade students
- Psychological assessments
- Speech and language therapy
- Small group literacy instruction
- After school tutoring/homework assistance during after school care (some students)
- Services to homeless students
- Other: Imagine Learning (Language and Literacy)
- Other: Imagine Learning (Math)
- Appropriate accommodations (Section 504)
- Classroom modifications
- One on one literacy and math tutoring for some students
- Peer tutoring as needed
- Incentives for attendance, academic achievement, and good behavior
- ESL instruction
- Exceptional Children's Program consideration and placement
- Counseling services
- Summer school (academic and/or attendance)
- Other: Boys and Books

What materials will you purchase and how is it related to your plan?

If money allowed Title I instruction for all grade levels would be great. Incentives and materials needed for instruction should be purchased. These materials should be based on needs assessment. A better common assessment for math and progress monitoring would be helpful. For the Boys and Books program, we would like to continue with the third graders moving into fourth grade for the month of February. New books will need to be purchased and snacks for each session. If possible, we would like to begin a new group of third grade students for a month long fall program. We would use the books from last school year that we used for our third grade students. **We will use Imagine Learning for targeted ELL students. We will purchase Imagine Math as a Tier 2 Math Intervention.**

Coordination and Integration of Federal, State, and Local Services – In Junaluska Elementary School, all federal, state and local services are coordinated. Funding sources are blended to ensure that all children have significant opportunities for quality learning and academic success. We assess the needs of students and design appropriate personal educational plans for those who need additional support. All personnel funded from various sources are utilized to promote student learning and success. Funds from all sources are used to purchase needed supplies and materials to meet the needs of our students. Personnel

from all funding sources serve on school level MTSS teams. We also blend funds to maximize professional learning opportunities for all school staff and parent involvement activities for all families. We view the SIP as a working document and all available resources are utilized to implement our SIP.

What Strategies will you use to meet these goals?

Meeting in PLC's and using the needs assessment to guide instruction. Being a part of the community and having staff always read to be a leader and example everywhere they go.

What materials will you purchase and how is it related to your plan?

Resources Used in Programs - Resources under Title I, Part A and other federal, state, and local government funds and local organizations are used to implement our schoolwide programs. All funds are combined to address the components of the schoolwide plans to ensure that all students reach, at a minimum, proficiency on the challenging North Carolina academic standards and the Haywood County academic assessments. Title I funds do not supplant activities that are funded from state and local sources. Resources include, but may not be limited to:

- Federal Safe Schools Funds
- Federal Migrant – Title I Part C
- Local civic clubs grants: Elks, Kiwanis, Lions, Rotary (we receive dictionaries from the Kiwanis for our third grade students)
- Haywood County Public Education Foundation Grants
- United Way of Haywood County
- Local PTA/PTO funds
- DARE Drug Resistance Education program 5th
- Haywood County Parks and Recreation Funds
- Federal Professional Funds – Title II Part A
- Boy and girl scouting programs
- Local business partnerships
- Soil and water conservation programs
- Local faith-based funds
- Private donors
- Arts council funding
- Arc grants

What Strategies will you use to meet these school reform strategies?

? Scholarships given to high school students. School playground for K?

What materials will you purchase and how is it related to your plan?

Funds from PTA/PTO are used to purchase needed materials each year.