

Title I School Wide Plan Checklist

Junaluska Elementary School

Year 2021-2022 (Updated August 2021)

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
- Writer's Workshop
- Guided Reading
- Units of Primary Writing (K and 1st)
- Comprehension Toolkit (Grades 3-5)
- Math Pacing Guide
- Primary Comprehension Toolkit (K-2)
- Math Investigations
- Systematic Sequential Phonics Program
- Please specify: Foundations, EC- Soudy Wilson
- FCCR-Strategies and Materials
- Secret Stories
- Formative Assessment
- LLI-Leveled Literacy Intervention (Title I)
- Title I Inclusion (As needed)

What Strategies will you use to meet these instructional goals? Goals are met by following the Haywood County Schools pacing guides. Beginning Teachers at the school are provided opportunities to attend training so they know how to implement the program during the first semester of school. Teachers use lessons from the toolkits in shared reading and write lesson plans for each guided reading group based on student levels according to mClass 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 , and Flocabulary are purchased for our school. Online resources from Math Investigations will be used as well.

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
- Reading Research to Classroom Practices
- Writer’s Workshop Training
- Investigations Training
- Units of Study for Primary Writing
- StemScopes Training
- Writing Across the Curriculum
- Foundations Training
- mClass Training
- Guided Reading
- The Comprehension Toolkit
- The Primary Comprehension Toolkit

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 substitutes 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.

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

- Please check all that apply
- Assigning a mentor to BT 1 and BT 2 teachers
- Fostering a welcoming atmosphere

- Providing professional development to beginning and new to school teachers
- Having an attractive and inviting facility
- Allowing teachers to visit and observe other teachers
- Coaching and Modeling in the classroom
- Scheduling common planning time
- Allocating funds to teachers to support classroom activities
- Lead teacher offers support and guidance in curriculum, resources and etc.

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. Continue to provide Professional Learning Community times to discuss curriculum.

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
- Grade level or PLC meetings to provide our staff with updates on current issues in curriculum and assessments
- Teacher Use of Formative assessment
- Representatives on the district-level committee that reviews Curriculum Pacing Guides
- A lead teacher who facilitates discussions regarding the use of student assessments for refining teaching, determining additional instructional and professional learning needs
- Opportunities for our teachers to disaggregate student performance data to make appropriate educational decisions and track student progress
- Professional Learning Communities
- MTSS Teams

What Strategies will you use to include teachers in decisions regarding the use of assessments? Teachers meet with grade levels and administration to review assessment data. 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.

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. Some additional strategies used to increase parent and family engagement are:

- Promoting a climate and philosophy that values parental engagement
- Including parents of all backgrounds/cultures on our School Improvement Team
- Using the “remind” app to help parent/teacher communication.
- Convening an annual public meeting to explain Title I services
- Telephoning parents of struggling students to keep them informed of upcoming opportunities, meetings, etc.
- Surveying parents to determine preferences for times and topics for workshops, meetings, and other useful gatherings
- Utilizing Blackboard Connect, a computerized phone system, to contact parents
- Explaining the state standards and assessments
- Offering childcare for parent training sessions
- Conducting parent-teacher conferences with each family
- Having a Spanish/English interpreter at some parent activities (if needed); IEP Meetings X
Providing limited refreshments at some parent involvement activities (Max. 20% of budget)
- Conducting at least 2 Family Training/Learning Night sessions. Topics, which are aligned to our SIP and based on the needs assessments are: (List topics: Reading, Math, and or Science)
- 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.)

What materials will you purchase and how is it related to your plan? 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
- Arranging two-way visits between preschools/ daycares and kindergarten classrooms
- Providing parents with literature and trade books about kindergarten
- Providing learning packets to promote kindergarten readiness
- Sharing behavior intervention information between schools and centers (K)
- Providing kindergarten orientation with preschool children and teachers visiting kindergarten classes
- Informing the school nurse ASAP regarding student health problems
- Staggered kindergarten enrollment
- School visits with parents prior to beginning of kindergarten
- Transition EC Meetings

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.

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:

Please check all that apply

Transportation for Foster Students

Appropriate accommodations (Section 504)

MTSS referrals/interventions Classroom modifications

Vision, hearing, and dental screenings

One-on-one literacy and math tutoring for some students

Assessment by/consultation with the school nurse as needed

Peer tutoring as needed

Before and/or after school remediation for upper grade students

Incentives for attendance, academic achievement, and good behavior

Psychological assessments

ESL instruction

Speech and language therapy

Exceptional Children's program consideration and placement

Small group literacy instruction

Counseling services

Referral for Title I Reading and/or Math

Summer learning packets

After school tutoring/homework assistance during after school care (some students)

Summer school (academic and/or attendance)

Services to Homeless students

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

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 Professional Development funds-Title II, Part A
- Federal Migrant-Title I, Part C
- Federal and State Exceptional Children's funds
- Haywood County Recycling program
- ARC Grants
- Local civic clubs' grants: Elks, Kiwanis, Lions, Rotary (we receive dictionaries from the Kiwanis for third grade students)
- Local business partnerships
- DARE, drug resistance education program (5th)
- American Heart Association, Jump Rope and Hoops for Heart program
- Haywood County Public Schools Education Foundation grants
- Soil and Water Conservation program
- Local PTA/PTO funds
- Local faith-based funds
- Private donors

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

Use grants and other funding sources to increase materials for classrooms. Also, if needed, technology for classrooms. There could be times where we use various funding to support teachers who want to go to professional development.

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, when needed.