

Title I School Wide Plan Checklist

School: Clyde Elementary

Year: 2019-2020

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

Please check all that apply

X	Essential Questions and Instructional Pacing Guide	X	Writer's Workshop
X	Guided Reading	X	Units of Primary Writing
	Reading With Meaning	X	Math Pacing Guide
	Strategies That Work	X	Math Investigations
X	Comprehension Toolkit (Grades 3-5)	X	FCCR-Strategies and Materials
X	Primary Comprehension Toolkit	X	Formative Assessment
X	Systematic Sequential Phonics Program Please specify: Foundations	X	EC Inclusion: 5 th Grade
X	Istation	X	Title I Inclusion/Pull out
X	StemScopes		Reader's Workshop
X	LLI-Leveled Literacy Intervention	X	Other: Foundations

What Strategies will you use to meet these instructional goals?

We are continuing a book study with "Designing Literacy Focused Schools" to aide in designing essential questions and instructional pacing guides. By incorporating this into our literacy block daily, we will be using Guided Reading and the Comprehension Toolkits during this time. We learn about and implement Istation to assess students in Kindergarten through Third Grade. We will buy the StemScopes program for the school to boost our science curriculum and to foster more hands on learning. The Title 1 and EC departments as well as teacher assistants will use the LLI program to "double dip" students who are performing below grade level. All classroom teachers will hold a Writer's Workshop 3-4 times per week. Each grade level is responsible to follow a math pacing guide aligned to the NC Standard Course of Study and the Math Investigations 3 program. Each teacher is responsible for conducting some type of formative assessment daily to hold students accountable and to allow them to track student progress. Title I will push into classrooms or pull students out to conduct Guided Reading groups using the LLI program as well as other research based methods. Title I will use the Consortium of Reading Excellence (CORE) Literacy Library resources to conduct assessment surveys with students. These will be used to help cater instruction to where students need it most. We will refer to the CORE source book to gather research based strategies to use. Title I will push into classrooms during math to either co-teach or teach a small group of students. We will also pull students out to hold strategic math sessions. Classroom teachers in grades Kindergarten - 2nd grade will use the Foundations program to guide phonics instruction.

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

Max Thompson will be coming to continue educating teachers using his book, "Designing Literacy Focused Schools." This year we are working to implement inclusion with regular ed teachers using the EC and Title 1 departments. A select group of teachers will be sent to a training with Rick Welsh. We will need to purchase the StemScopes program for the school. We would like to use funds to purchase additional books for classrooms as well as our school wide book room. For nonfiction we would like to purchase news magazines such as Scholastic News and News ELA. In addition, we would like to purchase a school wide subscription to Flocabulary and MobyMax. The MobyMax program to allow students to have access to leveled math and reading activities both inside and outside school. We will purchase Foundations materials as needed to supply to students. We will purchase a new Foundations kit to

accommodate our fifth Kindergarten classroom. We need to purchase more math manipulatives to supplement our Investigations program. We specifically need to purchase tens-frames for Kindergarten.

Instruction by Qualified Teachers and Paraprofessionals

 X 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:

Please check all that apply

X	Math Foundations	X	Reading Foundations
	Writer’s Workshop Training	X	K-2 Assessment Training
	Units of Study for Primary Writing	X	Formative Assessment
X	Writing Across the Curriculum		Developing Mathematical Ideas
X	Istation Training		Reading Workshop
X	Guided Reading	X	Investigations Training
X	The Comprehension Toolkit (Grades 3-5)	X	StemScopes Training
X	The Primary Comprehension Toolkit	X	*Other: Writing training with Jennifer Seravello
			(*Briefly describe the proposed activity)

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

We will send teachers who are new to our school or new to a grade level to any of the selected professional development opportunities above. We plan to host our countywide literacy coach throughout the year to strengthen our Guided Reading practices as well as the implementation of the literacy block components in grades Kindergarten through 5th grade. We will bring Max Thompson to teach our faculty strategies and techniques for increasing student achievement in reading. We will be using the Reading and Writing Strategies books by Jennifer Seravello to help guide instruction. We will purchase books for teachers who do not have copies currently.

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

We will purchase any materials needed for staff to attend any of the above selected trainings. We will pay the literacy coach and Max Thompson for their time at our school. Teachers will be sent to Jennifer Seravello workshops to better our understanding and abilities to teach the strategies listed in her text.

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

Please check all that apply

X	Assigning a mentor to BT 1 and BT 2 teachers	X	Fostering a welcoming atmosphere
	Providing a supplement to all teachers	X	Having an attractive and inviting facility
X	Allowing teachers to visit and observe other teachers	X	Coaching and Modeling in the classroom
X	Scheduling common planning time		Other:

	Allocating funds to teachers to support classroom activities		Other:
X	Lead teacher offers support and guidance in curriculum, resources and etc.		

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

This year we have three BT 1 or BT 2 teachers. Each has been assigned a mentor within our school. At Clyde we welcome the chance to invite other teachers to observe our classrooms by conducting Studio Classrooms, etc. Each grade level is provided with a 45 minute daily common planning time. The lead teacher is available daily to meet, plan, etc. with teachers. She is willing to plan, model teach, and coach in any academic area needed. We work to make Clyde Elementary an aesthetically pleasing environment from the front door to the classrooms. We want to foster a welcoming "feel" for all who enter our school.

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

The county provides a monthly set amount for mentors to serve their mentees. At times we may pay for substitutes to cover classes while teachers observe other teachers, are involved in a studio classroom, or participate in grade level planning days. At times the lead teacher may need to purchase supplies to enhance the learning in a classroom as well as to help create an aesthetically pleasing environment.

Including Teachers in Decisions Regarding the Use of Assessments – Clyde 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:

Please check all that apply

X	Representatives on the system-level curriculum council	X	Grade level meetings to provide our staff with updates on current issues in curriculum and assessments
X	Teacher Use of Formative assessment	X	Input into the K-2 Literacy and Math Assessments
X	Input into the revision of the HCS Spring Benchmark Assessments	X	Representatives on the district-level committee that reviews Curriculum Pacing Guides
X	A lead teacher who facilitates discussions regarding the use of student assessments for refining teaching, determining additional instructional and professional learning needs	X	Opportunities for our teachers to disaggregate student performance data to make appropriate educational decisions and track student progress
X	Professional Learning Communities	X	MTSS Teams
X	Online Testing		Other:

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

We have representatives who serve on the system-level curriculum councils as well as the committees who review the Curriculum Pacing Guides. Our lead teacher is a part of the team who revises the HCS Spring Benchmark Assessments as well as the K-2 Literacy and Math Assessments. She will invite others as necessary to participate in these reviews and revisions. Our lead teacher holds meetings both whole-staff and in grade levels to inform us of upcoming dates, assessments, new teaching instruments, etc. Each week every grade level hosts a Professional Learning Community meeting. Once per month administration holds a grade level specific meeting to update teachers on any curriculum or school needs. After benchmark assessment data is given teachers are provided with half-days to disaggregate data and to plan to achieve student growth and proficiency. **We will be taking all benchmark and EOG assessments online in grades 3-5.**

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

Substitutes will be needed to pay for half-day planning for teachers to disaggregate data after assessments. The lead teacher may need to purchase materials to assist teachers in their classrooms. In order to accommodate the needs of online testing materials such as document cameras, computers, etc. will be purchased to help train teachers and students and to conduct online testing

Strategies to Increase Parent and Family Engagement- Clyde 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:

Please check all that apply

* Required Activities

X	Promoting a climate and philosophy that values parental involvement	X	Including parents of all backgrounds/cultures on our School Improvement Team
X	Designating a school Parent Involvement Coordinator	X	* Convening an annual public meeting to explain Title I services
X	Telephoning parents of struggling students to keep them informed of upcoming opportunities, meetings, etc.	X	* Surveying parents to determine preferences for times and topics for workshops, meetings, and other useful gatherings
X	Utilizing Blackboard Connect, a computerized phone system, to contact parents	X	* Explaining the state standards and assessments
X	Offering childcare for parent training sessions	X	*Conducting parent-teacher conferences with each family
X	Having a Spanish/English interpreter at all parent activities (if needed);	X	Providing limited refreshments at all parent involvement activities (Max. 20% of budget)
X	* Conducting at least 2 Family Training/Learning Night sessions. Topics, which are aligned to our SIP and based on the needs assessments are:	X	Sending home appropriate activities to complete and books to read during the summer months
	Other: Reading Under the Stars while Learning about our Night Sky	X	Use of Agenda books to be used as a communication tool with parents and teachers
	Other: TBD		Other:

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

We will buy materials needed for Family Training/Learning sessions. We will purchase limited refreshments for all parent involvement activities. We will continue to build and promote our Parent Resource Center with materials that

parents can check out and use at home with their child. We will purchase Agenda books for students to use as a daily communication tool from home to school and school to home.

Preschool Transition Activities – Clyde 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:

Please check all that apply

X	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	X	Providing learning packets to promote kindergarten readiness
	Sharing behavior intervention information between schools and centers	X	Providing kindergarten orientation with preschool children and teachers visiting kindergarten classes
X	Informing the school nurse ASAP regarding student health problems	X	Staggered kindergarten enrollment
X	School visits with parents prior to beginning of kindergarten	X	Scheduling a “Meet the Teacher” event prior to the beginning of school
	Other:		Other:
	Other:		Other:

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

We will purchase materials for a Kindergarten Registration day to be held in the spring of 2020. We will buy materials for Kindergarten readiness packets to give out at our Kindergarten Registration day and our Kinder Camp days.

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	X	Appropriate accommodations (Section 504)
X	MTSS referrals/interventions	X	Classroom modifications
X	Vision, hearing, and dental screenings	X	One-on-one literacy and math tutoring
X	Assessment by/consultation with the school nurse		Peer tutoring
X	Before and/or after school remediation	X	Incentives for attendance, academic achievement, and good behavior
X	Psychological assessments	X	ESL instruction
X	Speech and language therapy	X	Exceptional Children’s program consideration and placement
X	Small group literacy instruction	X	Counseling services
X	Referral for Title I Reading and/or Math	X	Summer learning packets
X	After school tutoring/homework assistance during after school care	X	Summer school (academic and/or attendance)
X	Services to Homeless students		Other:
X	Other: Second Step Program		Other:
	Other:		Other:
	Other:		Other:

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

We will pay teachers an hourly fee of \$20 to conduct before or afterschool remediation (outside of their regular daily work hours). Students who will participate in this will be students who are performing below grade level. We will continue our Cardinal Kids program. This program is designed as an incentive program for attendance, academic achievement and behavior. Kids will take field trips and have special activities in which they are rewarded for their behavior. We are implementing a social/emotional program called Second Step in each grade level. The purpose of this program is to transform our school into a supportive, successful learning environment that is uniquely equipped to help children thrive.

Coordination and Integration of Federal, State, and Local Services – In Clyde 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?

At Clyde Elementary our Lead Teacher is our coordinator for our MTSS sessions. We hold them as necessary. A lead teacher, school psychologist, EC teacher, Title 1 teacher, classroom teacher, and sometimes student are present at each of these meetings. Together we develop an intervention plan to help the student and determine when these interventions will be implemented. Parents are notified if their child is a part of the MTSS process. If their child transitions to the CARE team process, parents are invited to attend meetings to help establish the best way to meet their child's academic needs. Each grade level holds a weekly Professional Learning Community where we plan, look at assessments, etc. to help our students grow. Administration attend these meetings in an effort to support our students and teachers. We have a School Improvement team in which we develop a plan for a two year cycle focusing on growing our school. We have members of administration, the Title I department, EC department, parents, and grade level chairs at each meeting. Meetings are held monthly and at other times when needed. During these meetings we work to execute our plan and to check the completion progress of our plan.

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

We will use funds to purchase needed supplies to carry out MTSS interventions and strategies. Each item will be bought and used according to the students personal needs. We may use funds to carry our goals and strategies from our School Improvement 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:

Please check all that apply

X	Federal Safe Schools funds	X	Federal Professional Development funds-Title II, Part A
X	Federal Migrant-Title I, Part C	X	Federal and State Exceptional Children's funds
X	State LEP funds	X	State accountability funds
	4-H programs	X	<u>Haywood</u> Foundation funds
X	Local civic clubs' grants: Elks, Kiwanis, Lions, Rotary	X	Boy and Girl scouting programs
X	Local law enforcement funds	X	Local business partnerships
X	Haywood County Public Schools Education Foundation grants	X	American Heart Association, Jump Rope and Hoops for Heart program
X	United Way of Haywood County	X	Soil and Water Conservation program
X	Haywood County Health Department	X	Local faith-based funds
X	Local PTA/PTO funds	X	Private donors
	Town of _____ funds	X	Boys and Girls Club of Haywood County
x	DARE, drug resistance education program	X	Arts Council funding
	Haywood County Parks and Recreation funds	X	Haywood Waterways
	Haywood County Recycling program		
	Other:		Other:
	Other:		Other:
	Other:		Other:
	Other:		Other:

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

We will use the Federal Migrant-Title I, Part C and State LEP funds to provide assistance to our LEP students and their families through our ESL teacher. The local law enforcements assists in arrival each day as well as patrols our campus multiple times each day. Local civic clubs assist in services projects throughout the year such as providing dictionaries for our third grade students. Teachers write grants to the Haywood County Education Foundation each year to provide materials in our classrooms. Our PTA is a huge asset to our school. They host a community Fall Festival, Water Day, etc. each year as well as provide \$100 to each teacher to purchase classroom supplies. Each year our fifth grade students participate in the DARE program. We use the Federal Title I funds to run our Title I school. Clyde Elementary is over 70% free and reduced lunch so the need is high. We house the Intensive Intervention students for the county as well as have 3 full time EC teachers for Clyde Elementary. They are working to meet IEP goals for each student daily. We use State Accountability Funds to assess students throughout the year using Istation, EOG testing, etc. We partner with local businesses to fund student needs, sponsor teacher activities, etc. Each winter all students participate in Hoops for Heart school wide. Local faith-based funds are used to provide clothes and supplies for our needy fund. Private donations are taken to sponsor students for field trips, after school care, etc. as needs arise. Each year we participate in activities hosted by the Boys and Girls Club of Haywood County, the Arts Council, and the Haywood Waterways Association,

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

As of now we do not need to purchase any materials related to this plan as we are very fortunate to be given donations to carry out the above listed activities.

