



Hoke County Schools Title I Plan FY24

LEA Name	Hoke County Schools
LEA #	470
School Name	Upchurch Elementary School
School Website	https://www.hcs.k12.nc.us/ues
School Grade span	Pre K- 5
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Number of PreK students: 60
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	Devona McPhatter-Graham
School Principal Email Address	dmcphatter@hcs.k12.nc.us
School Mailing Address	730 Turnpike Rd Raeford, NC 28376
School Phone Number	(910) 875-1574
School Improvement Chair	Bianca Wooten
Superintendent Name	Dr. Rodney Shotwell (Interim)
Superintendent Email Address	rodney.shotwell@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

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>LaShonda Renfrow</u> <u>Talesia Hammonds</u> <u>Cathy Nonvignon</u> <u>Phyllis Williams</u> <u>Ravonda Showers</u> <u>Stephanie Johnson</u> <u>Debra Sinclair</u> <u>Clinton Boone</u> <u>Devona McPhatter-Graham</u> <u>Jessica Shaw</u> <u>Hazel Boatwright</u> <u>L. Marshall</u> <u>Bianca Wooten</u> <u>Jasmine Emanuel</u> <u>Vonetta Cunningham/Farrah Blue</u> <u>Melachi Mendoza</u> <u>Danaya Simmons</u> <u>Megan Brown</u> <u>PTO Representatives (alternates) -</u> <u>Stratford/Burnett/Harjala</u>	<u>PreK Teacher</u> <u>Kindergarten Teacher</u> <u>1st grade Teacher</u> <u>2nd grade Teacher</u> <u>3rd grade Teacher</u> <u>4th grade Teacher</u> <u>5th grade Teacher</u> <u>Resource Teacher</u> <u>Principal</u> <u>Assistant Principal</u> <u>School Social Worker</u> <u>School Counselor</u> <u>Academic Coach/SIT Chair</u> <u>Exceptional Children Teacher</u> <u>Teacher Assistant</u> <u>ESL Teacher</u> <u>BETA/AIG Advisor</u> <u>Media Coordinator</u> <u>Parents</u>

School Information
(Use the month of May)

Enrollment: 651	Average Class Size: 18	Number of Certified Instruction Staff: 34
Race and Ethnicity Percentages		
White: 15 %	Hispanic: 22 %	Asian: 1 %
Black/African American: 48 %	American Indian/Alaskan Native: 2 %	
Native Hawaiian or Other Pacific Islander: 1 %	Two or More Races: 11 %	
Other Demographics Percentages		
Poverty: 65 %	English Learner: 20 %	Exceptional Children: 28%

Assessments/Data used to complete Comprehensive Needs Assessment	
End of the Grade Assessments- Reading, Math, and Science - Grades 3-5	NC Teacher Working Condition Survey
mClass & iReady diagnostic assessments	Title I Parent Survey

Teaching Strategies Gold- PreK (Math, Literacy and Social Skills) & ECERS	District Benchmark Analysis - Grades K-5 (Reading, Math, Science)
3rd Grade - RtA/BOG	Parent Friendly Walkthrough - Checklist
Safe Schools Survey	Turnover Rate
Student and Teacher Attendance Data	ABE Report

1. Comprehensive Needs Assessment ([Comprehensive Needs Assessment](#))

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>One of our school-wide reform strategies is our intentional school-wide small-group focus. During the small-group time in each core content class, instruction will be monitored and targeted to the areas of weakness for students in math, ELA, and science during the instructional time. Grade PreK focuses on meeting the Gold Series standards and ensuring students grow socially and developmentally. In grades K- 2, students will receive supported instruction in phonemic awareness, phonics, fluency, and vocabulary during literacy and number sense in math. Grades 3-5 students will receive targeted instruction in reading comprehension, fluency, vocabulary, writing in literacy and computational thinking, and algebraic expressions in math. Students will receive additional support from our academic coach and tutors. In addition, UES will also support the programs for resource classes (art, music, PE, coding, media, and social-emotional learning) with the purchase of supplies and materials like construction paper, bulletin board paper, glue, music, instruments, PE equipment, and computer programming. UES plans to increase reading proficiency throughout the school with the help of software programs like Raz Kids as well. Progress will be monitored using district Common Assessments, Benchmarks, Check-in, mClass, and the use of iReady diagnostics, Bridges, and Reading Horizon data. As new data is collected, the School Leadership and improvement teams will work together to review and revise the plan as necessary to ensure we meet the needs of our diverse population of students.</p>	

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>The Elementary and Secondary Education Act- The ESEA requires that our instructional assistants have a high school diploma or equivalent and 48 hours of college credits or an Associate’s Degree or higher. These requirements must be met for the person to be qualified for the position. All instructional assistants are required to complete an application online</p>	

through the Teacher Match, have a background check, and submit documentation such as transcripts as proof of meeting the ESEA requirements and a resume and cover letter. Before any interview takes place, the administration and Human Resources for HCS ensure that all credentials have been met. Once the interview has occurred, the administration contacts at least three references, one being the most recent job supervisor. Once the administration has completed the interview process and ensured all paperwork is in place, it is then submitted to Human Resources. The potential instructional assistant's information is then reviewed by Human Resources, at which time it is either passed through for review and approval of the School Board or sent back to administration for further clarification.

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.*

UES creates a year-long PD plan based on district initiatives, teacher needs, and teacher input. All of our staff members must complete a Professional Development Plan in which two or more goals are required to be their focus for the year. The individual professional development plan must establish how they will meet their goals by attending professional development courses. The areas chosen are universal for our school and are monitored throughout the year for progress and are given feedback on areas of improvement. Based on data from learning tours and our teacher input from the School Improvement Team, professional developments were created and implemented to support teacher development. As a staff, we also discuss the NC Teacher Working Conditions Survey, which specifically asks teachers to rate the areas (PD topics) they feel they need more professional development to grow as a teacher.

Teachers participated in a self-paced district-wide training offered. Teachers are participating in iReady, mClass, Bridges, Reading Horizon, and LETRS training geared to increase reading and math performance for struggling or at-risk students. Teachers will participate in Professional Development through Canvas and other means. Our beginning teachers participate in district PD sessions each nine-week period. Professional Development also takes place during scheduled PLCs, which one day is designated as Data Analysis. Starting in Pre-K, we track students based on The Creative Curriculum and the North Carolina Foundations for Early Learning and Development. In K-5, teachers 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. Our K-5 teachers will participate in first-semester and second-semester Data Analysis days. Teachers complete individual and grade-level reflections on the data to celebrate and help determine needs and next steps.

Teachers use this data to identify trends and project student growth. 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. PDs access digital resources and printed resources to support the implementation of professional development and the success teachers have implementing concepts presented through professional development.

As an SIT team, we developed a plan of action to focus on aligning our PLCs. The administration will join teachers during the PLCs to ensure the work is being completed.

5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative explaining how the school-parent compact is jointly developed with parents.</i>
<p>Our school-parent compacts discuss how teachers and parents collaborate to ensure all students reach grade-level expectations. The compacts have PBIS components and are linked to our School Improvement Plan. It discusses communication with parents and ways to foster students' learning, whether in school or remotely. The parent compacts suggest ways that parents can assist students while learning at home. The compacts are grade-level specific for each grade as students' academic, social, and behavioral needs increase. Parents can provide feedback and input at any time during the school year. Parents provide feedback by serving on the SIT Team, completing the Title 1 survey, and completing the Remote Learning Survey.</p> <p>We also plan to get our School Social Worker and School Counselor out in the community to help bridge the gap between home and school by seeking volunteers to assist in school projects and extending help at community events with our students participating as volunteers through our Girlz with Pearlz, National Junior BETA Club, Boys of Distinction, Battle of the Books, and Robotics.</p>	
5.2	<i>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.</i>
<p>The SIT team works to develop policies and procedures to ensure that we have an active parent engagement. This year, our school has re-established our PTO for the first time since COVID. Our school continues to push for increased parental involvement and strives to encourage parents to be more active by providing various activities/events throughout the school year. The SIT Team uses parental feedback and staff observations to make adjustments and improvements for future events. Our team has three parent representatives with direct input from other parents in our community. Our parents want to be involved, and we encourage them to do so.</p>	
5.3	<i>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.</i>
<p>UES will host its Annual Title I Parent meeting in September. The presentation will be shared with the parents after the initial face-to-face meeting for any parents who will not be in attendance. We also have a Spanish-specific presentation for our ELL parents. The English and Spanish presentations during our Title I Night inform parents of What a Title I school means, how funds are used, and our Title I Plan (to include our data/school grade). We also conducted our Annual Back to School Town Hall meeting with parents to discuss</p>	

what parents could expect to happen this school year, how things along with information about classroom expectations, school rules, and resources that are available to parents.

We utilize the HCS Transition Center and our bilingual staff to assist with helping translate this information to our ELL parents.

The presentation is also available on our school's website for parents to access anytime. We always ask our parents to verify that they have attended the event and watched the presentation by requiring them to sign in.

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)*

This year, 20 of our rising Kindergarten students spent 3 weeks in the kindergarten curriculum provided by a partner of Hoke County Schools called Bright Stars. The students get to spend a full three weeks in a kindergarten class led by our kindergarten teachers. This program allows kindergarten students considered to be at risk to participate in a full day of kindergarten assignments to prepare them for the year. This is the second time this program has been offered to our students. Currently, our early childhood to elementary school program consists of eligible students participating in the Pre-Kindergarten Program (Ages 3 and 4), in which they are exposed to social skills, routines, and basic literacy and math concepts. Kindergarten hosts a Virtual Parent Information Night in September, which allows parents and students time to get acclimated to kindergarten and formulate any questions they might not know to ask prior to school starting or even at our Open House. We have found waiting to host our Parent Kindergarten Night is more beneficial after the first 3 weeks of school. Kindergarten teachers and their instructional assistants discuss their grade-level expectations, allowing for the introduction of each and the instructional assistant who will be in the classroom for the school year. Parents receive information about the Early Learning Inventory (ELI). A representative from the transition and EC departments is present to support parents and students who fall into the EL and SWD subgroups. The information sessions took place via Zoom for each teacher. We strongly encourage students to attend the event to participate in sharing what has been happening at school and to share what they are learning with their parents. Parents and students can ask questions and receive clarification or tips on how to help their child be as successful as possible for the school year.

During vertical planning and PD sessions, Pre-K and Kindergarten teachers collaborate on areas of concern related to transitions between Pre-K and Kindergarten.

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

Our 5th-grade students are given the opportunity to visit the middle schools on a 5th-grade transition day. Students meet the school administration, counselor, social worker, and teachers and participate in a question-and-answer session with the school administration. Students get to tour the school and return to our school with a registration packet that goes home with the student to discuss with parents. Students return the registration packet, and

the school counselor meets with each 5th-grade student to ensure he/she has registered for classes.

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

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.*

Maximizing the instructional time at our school is a priority. This is done by creating a tightly aligned instructional master daily schedule for all grade levels. Literacy and math are our focus areas, so we allocate at least 90 minutes for grades 3-5 and 120 minutes for grades K-2. We minimize interruptions during instructional time. We ensure that our core instructional time is protected by limiting phone calls and using voicemail/messaging for parents during the school day. Our schedule allows for remediation, review, and enrichment during the instructional day. Instructional time and quality of learning utilize the use of the literacy framework and math framework, best literacy practices and math strategies, as well as blended learning strategies. Instructional Support Staff are available throughout the school year to add to all students' literacy and math instruction. Professional Learning Communities are an important part of the instructional schedule; two days a week are designated for teachers as a grade level to content plan and analyze student data. We also traditionally offer after-school tutoring to 3rd - 5th-grade students who are academically at-risk by providing extra support in reading, math, and science. During the spring semester, our 3rd - 5th-grade students also participate in End-of-grade test preparation with test-taking strategies, academic content, and self-esteem building.

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.*

Upchurch Elementary School collaborates with the Finance Department and Human Resources to ensure that the proper allotments meet the state requirements. These allotments allow for class size ratio and teacher ratio. Based on the allotment provided/available, Finance and HR inform the administration of how many teachers will be paid from Title I funds, and any remaining Title I funds from the given allotment are designated for school, teacher, and student needs based on the school's data. Based on data/student needs, Title I funds can provide after-school tutoring and extra support staff. These funds can also provide staff development that will increase student performance (i.e. AIG, SWD, LEP, Differentiation, Small Group Instruction).

Our Title I funds will be used to pay four teachers. UES will also pay for two tutors from this money, which will provide reading instruction and math instruction to select high-risk students during the school day. If money is available, UES Title I money will also be used to pay for Saturday Academy tutoring as well as after-school tutoring in the Spring. Title I Professional Development money will be used for the following: for teachers to attend full-day professional development days for beginning teachers and any data planning days at the completion of each benchmark (1st, 2nd, and 3rd nine weeks) as money is allocated to do so. During this time, teachers will review and analyze data, utilize the TIPs problem-solving process to write precise problem statements, implement interventions with fidelity, and create an action plan. Teachers will group students based on this analysis into small groups and intervention groups and will decide the standards that should be remediated, reviewed, or enriched.

Upchurch Elementary will also send teachers to other professional conferences throughout the school year. The participating teachers will present and share this information with staff on effectively using or incorporating the practices and strategies into their instruction. We will host two Family engagement nights: A fall curriculum night to introduce the parents to the Wonders curriculum and review iReady Math, Bridges, and Voyager. We will also host a spring curriculum night focusing on Literacy and our Science Fair. Other nights include the STEM night and our Winter Resource night with Art, music, PE, and coding. Parents will be informed of these events with our communication folder and our parent newsletter. Funds will be used to promote social and emotional learning for students, faculty, and staff.

9. Title I Budget (FY24)

(Upchurch: 2023-2024 PRELIM BUDGET & PARENT ENGAGEMENT BUDGET)