



Hoke County Schools Title I Plan FY25

LEA Name	Hoke County Schools
LEA #	470
School Name	J.W. McLauchlin Elementary
School Website	https://mes.hcs.k12.nc.us/
School Grade span	Kindergarten-5th
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b style="color: red;">Number of PreK students: 17
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	David Renninger
School Principal Email Address	drenninger@hcs.k12.nc.us
School Mailing Address	326 North Main St. Raeford, NC 28376
School Phone Number	910-875-8721
School Improvement Chair	Virginia Peel
Superintendent Name	Dr. Kenneth Spells
Superintendent Email Address	kspells@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

<p align="center">Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i></p> <p align="center">David Renninger Tracy Roberson Virginia Peel Amy Patterson Megan Losco Kiya Rozier Lisa McIntyre Emily Leclare Ivan Street Leah Peele Monica Pevia Norma Tilley Rachel Heath Yolanda McDonald Julie Johnson Sierra Jackson Jim Hicks Brandon Stanifer</p>	<p align="center">Titles of those on Planning Team</p> <p align="center">Principal Assistant Principal Kindergarten Teacher 1st Grade Teacher 2nd Grade Teacher 3rd Grade Teacher 4th Grade Teacher 5th Grade Teacher PE Teacher Teacher Assistant EC Teacher School Social Worker EL Teacher Academic Coach School Counselor Principal Intern Parent Parent</p>

School Information
(Use the month of May)

Enrollment: 331	Average Class Size: 19	Number of Certified Instruction Staff: 29
Race and Ethnicity Percentages		
White: 25%	Hispanic: 23%	Asian: .5%
Black/African American: 37 %	American Indian/Alaskan Native: 5%	
Native Hawaiian or Other Pacific Islander: .5 %	Two or More Races: 10%	
Other Demographics Percentages		
Poverty: 100%	English Learner: 13%	Exceptional Children: 11%

Assessments/Data used to complete Comprehensive Needs Assessment	
EOG Results	Title 1 Parent Surveys
Parent Surveys	K-5 iReady assessments
TWC Survey	Check In Assessments
FAM-S Assessment	

1. Comprehensive Needs Assessment

<https://www.indistar.org/app/Reports/Forms/FormReport.aspx?FormID=241975>

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>At the end of the 2022-2023 school year, our school moved out of the low-performing status according to the state. Although our letter grade on the state report card was a letter “D”, we had exceeded expected growth. In order to continue to grow in our levels of proficiency, we employed various methods during the 2023-2024 school year to help support these efforts. We continued to place a focus on the state standards and the expectations of these standards. We utilized strategies and procedures learned through RELAY to help us with this. These included administration meeting regularly with grade level teams to help plan instruction that was at the appropriate rigor as identified in state standards. This was done through the use of Know/Show charts which clearly identified the concepts students needed to know as well as identifying activities or assessments that would determine the levels of proficiency attained by our students. There was an increased emphasis placed on the core curriculum of the district and how best to deliver subject matter, procedures and strategies during classroom instruction. Small group instruction continued to be a need as many of our students were still experiencing challenges in attaining grade level proficiency. Tutoring was offered in the second semester for identified students who needed that extra support leading up to the end-of-grade state assessments.</p> <p>According to the mClass state assessments given at the end of the 2023-2024 school year, 53% of our K-3 students had reached grade level proficiency or higher. The district average for proficiency for the same group of students was 58%. The highest level of grade level proficiency was achieved by our Kindergarten students with 62% proficiency. Levels of proficiency declined in each successive grade level with our lowest being in our 3rd grade which achieved 31% proficient. This decline was consistent with what was occurring across the district. Our kindergarten and 1st grade students demonstrated the most growth in proficiency across the school year with approximately 13% growth. Our second grade proficiency grew by approximately 7% while our third grade proficiency dropped by 15%.</p> <p>On the Reading EOG assessments, our 3rd and 5th grades showed positive growth from the previous school year while our 4th grade indicated a decline in the percentage of proficient students. The percentage of third grade students who demonstrated</p>	

proficiency grew approximately 5% from last year while our 5th grade students showed a small gain of just 1%. Our 4th grade proficiency declines approximately 5%. When compared to the district average of proficiency, we are about 10% lower. As we still have a majority of our students that are not demonstrating proficiency, this will continue to be a focus in the upcoming school year.

According to the 3-5 math EOG assessments, a higher percentage of students scored proficiency than they had in the subject area of reading. These scores still identify that there is a continued need to focus on mathematical foundations that will help us to raise this proficiency level in the future. Our 3rd and 5th grade students showed positive growth in the subject area of math while our 4th grade demonstrated a decline. 5th grade showed the largest gain in the level of proficiency with a growth of approximately 13% while our third grade grew by about 8%. Our 4th grade students demonstrated a decline of 11% in their level of proficiency. When compared to the district average for math, we are approximately 7% lower.

In the subject area of Science, there was a slight drop in the number of students performing at a proficiency level. This drop was approximately 3%. According to the district scores on the Science EOG, we were slightly below the district percentage for proficiency. The focus in Science for the upcoming year will be on more hands-on activities and scenarios as the state has updated the Science standards. The emphasis on vocabulary will still be important but students will need to be able to apply their understanding of the subject matter to a higher level than in the past to demonstrate proficiency.

We have utilized various sources to determine the needs of our school and the focus for the upcoming year. Addressing these areas will help our school to continue to progress in meeting the needs of all of our students as well as help our teachers to continue to grow professionally. Sources that we have been utilized for this purpose are our students' state assessment scores, our FAM-S, the Comprehensive Needs Assessment completed by our SIT team and the current Teacher Working Conditions Survey. We will continue to utilize our various school wide committees to disburse the responsibilities and ensure that all staff are actively involved in the daily operations of the school. This helps to build a culture of collaboration and teamwork.

Our Student Success Committee includes the members of our SIT team. This team makes decisions that affect our whole school community. Members have an active role in determining how funds are utilized to ensure that our students are receiving the highest quality education. This team will create goals for our School Improvement Plan to help us to address those identified areas of challenge. Regular monitoring of this plan and created action steps will ensure that progress is being made. Revisions to goals or action steps will take place as needed throughout the school year.

The primary focus of our Student Success Committee is the students. This team will continually be analyzing academic, behavioral and attendance data for all of our students. The analysis of the data will lead to the determination of the causes of the data and the identification of areas of challenge which must be addressed. After identifying the causes, members of this team will collaborate to create a plan of action to address the challenges. Throughout the year, members of this team will also serve on our MTSS team when teachers experience difficulties involving the progress of a

student. We will ensure that all staff know that these concerns include not just academic but behavioral and attendance concerns.

A top priority for the Student Success Team will be the performance of our various subgroups. We continue to see gaps between our subgroups with our white students continuing to score the highest levels of proficiency. Although these gaps have closed in some areas, we will address ways to close them even more. Scoring procedures, content and the addressing of behaviors and consequences will be continually monitored to ensure that all students are receiving an equitable education with necessary supports implemented so that all students can succeed.

Our Staff Success Team will work to build our staff recognition and morale. Results from our Needs Assessment and our Teacher Working Conditions Survey have identified a need for building more trust and collaboration within the building. This team will assist administration in developing activities that will focus on teamwork and collaboration. To counter negativity and burnout, they will also create various ways in which staff will be recognized. The Staff Success Committee will also be responsible for helping to plan opportunities for staff to engage outside of school hours to further build a solid team.

The Family Engagement Team will continue to plan events and opportunities for parents to be actively engaged in the school community. An essential part of this will be the building of partnerships with other stakeholders to promote the successes of our school. Effective communication between the school and outside stakeholders utilizing a variety of methods will be monitored by this committee to ensure that all stakeholders are aware of what is taking place at our school.

Our School Wide Success Team will be focusing on school wide proactive behavioral strategies and expectations. Their responsibility will be ensuring that all staff and students have a clear understanding of school-wide expectations. They will do this by conducting professional development with staff as needed. They will be in charge of monthly pep rallies for our students to present character words of the month and to reinforce overall expectations. The creation of incentives to keep students engaged and encouraged to give their best efforts will be a further responsibility of this team.

So that we can best address the academic needs of our students, staff are strategically placed in grade levels. Factors in this placement include the needs of our students and the state classroom ratios. Two of our teachers are paid utilizing our Title 1 monies. These positions further help us to keep classroom sizes smaller which thus enables teachers to meet with students on a more individual basis when needed.

Based on scores from last year's EOG assessments, a continual need for our school is a focus on our core instruction. We will continue to implement the core curriculum selected by our district. The various resources provided through these programs will be utilized to address the needs of all of our students. Administration will continue to conduct daily walk-throughs with specific feedback given as to the specific strategies observed as well as the suggestion for additional strategies that would further improve upon the classroom instruction that was observed.

Our teachers will continue to implement classroom instruction utilizing the "I Do, You Do, We Do" framework. It is critical that teachers directly instruct students on a daily basis. Students need to observe the thinking processes of the teachers as well

as the strategies that a teacher utilizes to complete tasks. During a lesson, teachers will actively be monitoring to determine the levels of understanding being demonstrated by their students. This will help them when they plan their small group instruction based on student needs. Those students who are demonstrating understanding can be given assignments that will build upon the foundations already established enabling them to continue their growth. If students are not demonstrating understanding, teachers can reteach the lesson using varying methods. They may also need to build upon foundational skills that students have not mastered in order for them to be successful with the grade level standards.

The administrative team will be providing continued support to teachers utilizing strategies that have been introduced through the RELAY training in which our district invested. These strategies begin in the planning stages and proceed through the actual delivery of a lesson. Each administrator will be working with specific grade levels throughout the year. During each planning session, teachers and administrators will collaborate to identify focus standards and what is expected for mastery of the standards. Exemplar student responses and the identification of subject matter that a student must have prior to mastering a standard will be a regular focus of discussion and work. As we use core materials for reading and math, these teachers will then comprehensively annotate the lessons that are provided by the curriculum in order to guide their classroom instruction. These annotated lessons will be provided to administration in order to monitor the work and provide feedback to help make classroom instruction more effective.

During regular walk-throughs, the administrative team will utilize the “Get Better Faster Scope and Sequence” in order to provide detailed feedback to each teacher. This feedback will focus on classroom environment/management or rigor. This will enable administration to provide detailed specific steps based on an area of instruction that was observed. Coaching sessions with groups of individuals or one-on-one will further enable the administrative team to support the progress of our teachers. Critical to these coaching sessions will be the administrator identifying a need, steps to meet that need and then modeling it so that the teacher has a clear understanding of the strategy for improvement. Administration will provide subsequent visits in a timely manner to observe the strategy during instruction and provide any needed support.

In order to supplement our core curriculum, there are several programs that we will be implementing over the course of the school year. In order to provide continued support in building a foundation for our students’ phonemic awareness skills, our teachers in K-2 will utilize the Heggerty Phonemic Awareness curriculum. Our 3-5 ELA teachers will use the “Bridge the Gap” program created by Heggerty. This is a program identified for low readers and can be implemented individually or in small groups. These are intervention lessons that target phonemic awareness skills that students did not grasp in earlier grades. We will also continue with the “Think Up” resources from i-Ready. This is a learning resource that integrates critical thinking. It aligns with the standards of the North Carolina Standard Course of Study for math and ELA. A last resource that we will utilize is Generation Genius. This will be utilized to supplement our Science instruction in all grade levels. This is a teaching resource that brings school science standards to life through fun and educational videos paired with lesson

plans, activities, quizzes, reading material and more. This resource can be used in whole group, small group or independent portions of our science classes.

The progress of students will continue to be assessed utilizing a variety of assessments. Our core curriculum provides diagnostic assessments that are administered at regular intervals during the school year. Our 3-5 students will continue to take state Check-In Assessments on a quarterly basis in the areas of reading and math and science (5th). Our K-2 students will participate in mClass assessments in the area of reading. These state assessments help teachers to determine areas of strength and challenge for each student. All students will also participate in teacher created assessments at regular intervals throughout the year.

When assessments are given, PLC's will focus on the trends that can be identified. Students will also be divided according to their needs. Subgroup data and progress will be a focus as future plans are created based on the data. On a quarterly basis, teachers will be provided a half-day for data and planning meetings. Administration will be present and teachers will provide their data as well as the strengths and challenges identified. Plans will be made to address areas of need. Students will be grouped according to the levels of progress that they have demonstrated.

We will continue to utilize the tutors from the North Carolina Education Corps to support the instruction of our ELA classroom teachers. One of these tutors will be designated to work with our K-2 students while the other will be working with our 3-5 students. The tutors will work closely with our classroom teachers to identify the students who are in need of this intensive intervention. Their instructional practices will support the learning that is already taking place in the classroom. It will focus on foundational skills that students need in order for them to be successful and grow in their level of proficiency.

The placement of our teacher assistants will allow for them to be actively involved in classroom instruction. The major focus of their day will be supporting instruction by working with individual students or groups of students with similar needs. Our kindergarten assistants will spend most of the day with kindergarten but will also support the learning of first grade teachers. They will be assigned specific students that they will need to meet on a regular basis each week. These can be students that need extra support or students that are above grade level and need to be challenged. We will have two other teacher assistants. One of them will be assigned to grades 2nd and 3rd, while the other will be assigned to 4th and 5th. Their time will be split among the two grade levels. Their primary focus, as in the lower grades, will be to work with small groups of students to strengthen foundational skills that the students may be lacking.

Once we begin the school year and are able to identify students who are being challenged, we will offer after-school tutoring. The subject areas which will be the focus are reading and math. Invitations to attend after-school tutoring will be based on the needs of the students. Through our tutoring sessions, we will be aiming to improve upon our proficiency levels as well as begin to close gaps that have existed between subgroups.

Social and emotional learning continues to be an area in which we must place a focus. Many of our students demonstrate a lack of knowledge in how to most effectively handle conflict and thus their emotions. Our school counselor will continue

to meet with students on a bi-weekly basis, as one week she focuses on our primary grades and the next week she will move to our intermediate grades. She and our school social worker will also continue to meet with individual students or groups of students throughout the day to help them develop a toolbox of strategies to understand and display emotions appropriately. Our resource teachers will support this learning in their regular instruction as they will keep emphasizing effective ways to handle emotions. One day a week, they will work with students specifically on identified character traits and emotions.

Monitoring of the school plan and its effectiveness takes place in a variety of ways. All teachers receive regular walk-throughs and observations with a member of administration, with feedback being given in detail in a prompt manner. All teachers' personal development plans will be monitored and changes made as necessary throughout the year. The school's plan is monitored monthly by the SIT team with necessary adjustments and revisions made. PLC's meet weekly to create plans and discuss individual students. During these meetings, teachers have the opportunity to collaborate with their teammates to identify strategies that may work with a student who is displaying challenges in any area. Quarterly, we will conduct half-day data and planning days. Substitutes will be used to cover the regular classroom schedules to ensure that teachers have this time to meet with administration and other district personnel.

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 paraprofessionals at JW McLaughlin Elementary must have have 48 credit hours or an Associate's Degree to have obtained a job within the Hoke County Schools system.</p>	

4. High quality and ongoing professional development

4.1	<i>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.</i>
<p>Professional development for the upcoming school year has been determined based on several factors. These include student assessment data, district initiatives, data from the Comprehensive Needs Assessment and FAM-S rubric and results from the Teacher Working Conditions Survey. Our teachers have expressed that they would like to have PD offered to them in a variety of ways. As much as possible, we will provide PD during the regular workday to prevent teachers from staying after school. We will also strive to offer differentiated PD and PD of choice based on staff needs and desires. Professional Development that is offered will help us to meet the goals of our</p>	

School Improvement Plan and support our efforts for continual progress in meeting the needs of our school community.

Through the conducting of our FAM-S, we determined that there is a lack of a solid understanding of MTSS and the SAT process. As we have a number of teachers that are relatively new, we also need to revisit the TIPS process and the creation of precise problem statements. It is critical that all of our teachers are utilizing data from the various forms of assessments to accurately determine areas of growth. Although growth has been made in the past couple of years in regards to student achievement, we still need to place a large emphasis on the quality of core instruction.

As determined by behavioral data from the previous school year, another area of schoolwide PD will be based on strategies that enable us to be proactive versus reactive. We will review the various behaviors and the classification of those that are major versus minor. A heavy focus for the upcoming year will be providing staff with the training and resources so that they can implement restorative practices in their classrooms. As the focus becomes on these equity-centered strategies, the number of traditional punishments such as suspensions will decrease.

The administrative team will continue to receive PD on strategies as presented through the RELAY model. These strategies will support the efforts of teachers and thus students in a variety of ways. Emphasis on the development of strong PLC's in which data and standards are a priority will help us to ensure that teaching is at the rigor required for proficiency. The development of annotated lessons for planning purposes will help our teachers to utilize the various tools that are provided for our core curriculums. As administrative team members conduct walk-throughs, strategies gained from our RELAY training will assist us in giving specific feedback as well as providing detailed steps for improvement. The coaching sessions that ensue with our staff members will help us to become better communicators.

Another focus for the upcoming school year will be on the critical importance and the creation of a growth mindset. All of our staff will participate in this study which will enable staff to learn to fulfill their personal potential as well as empower students to achieve their potential. Through this PD, we will grow together as a team.

Collaboration will take place among all staff members to ensure that we have an environment that is positive and high achieving. We will all be reading the book Mindset - The New Psychology of Success by Carol Dweck. We will also be utilizing strategies from the book The Growth Mindset Coach by Annie Brock and Heather Hundley.

In addition to professional development offered at the school level, we will send representatives of the school to out conferences that will help us in addressing the needs of our school. These representatives will then be responsible for putting together a presentation of significant learnings and resources that they can share with the remainder of the staff. These conferences will include the North Carolina Council of Teachers or Mathematics conference and the North Carolina Reading Association Conference. The NCTIES conference will help support our implementation of blended learning into the classroom. In addition to these identified state conferences, national conferences such as the National ESEA conference and ISTE conference with would further support our progress will be considered.

5. Strategies to increase parental and family engagement

5.1 *Please provide a narrative explaining how the school-parent compact is jointly developed with parents.*

At our school, we understand that the support and involvement of parents is a vital part of our success. Although we have a large number of parents who participate in after-school events or activities, we continually strive to get them actively engaged in decision-making and the offering of essential feedback to help us improve in meeting all student needs. This has been difficult due to the work schedules of many of our parents and families.

Although we have had parents who have expressed interest in serving on our SIT team, it has been difficult for them to attend meetings regularly. This year, we want to ensure that those that are on our team are active participants. When they are not able to attend meetings, they will be informed by administration of decisions that were made and discussions that were held through the sharing of meeting minutes. Feedback or questions in regards to meeting minutes will be encouraged. Although we send home interest forms for those that would like to be considered for our SIT team, we will be very focused on ensuring that representatives for each of our subgroups are chosen to be a part of this essential group of decision makers.

Prior to the start of the school year, all parents and community members will have the opportunity to join our Community Advisory Committee. This committee will meet quarterly. At this time, families and community members will have the opportunity to actively engage in the school by asking questions, raising concerns and providing input on the activities of the school. Members of the administration team will meet with this group. At our first meeting of the year, the administration team, teacher representatives and community members will create the school/parent compact. Once created, this will be shared with all parents with feedback and opinions accepted before the compact is finalized. As community members will have a part in creating this compact, they will feel more actively involved in the school and the collaboration between the school and the community will further evolve.

In addition to our SIT parent representatives and our Community Advisory members, we will be having a community member serve as our Family Engagement Coordinator. This will be a volunteer position. This individual will help coordinate opportunities for parents to become actively engaged in the school. Opportunities will include volunteering during the day to assist with cafeteria or recess duties, volunteering to make copies or organize resources for classroom teachers, volunteering to work with small groups of students within the classrooms or other needs as they arise. This individual will also help the school in providing academic resources or training for parents so that they can best help their children at home. They will strive to organize volunteers for after-school events to help make them more of a success.

Parents will be informed of the meeting dates for all of our other school wide committees. They will be encouraged to attend any of these meetings to offer suggestions and feedback. Minutes of these meetings will be posted for the community to view. The attendance of parents to our school wide committee meetings

will enable us to continue to build a stronger partnership between the school and the home.

We have family nights scheduled on our yearly calendar. Academic related nights, such as our Read-to-Achieve Night for third graders and our Title 1 Night/Curriculum Night, give the school the opportunity to present to parents state and federal regulations that we as a school have in order to best meet the needs of students. During these nights, parents hear directly from classroom teachers in regards to the curriculum, classroom procedures and ways that parents can help their children at home. During our annual Literacy Night, families had the opportunity to engage in literary practices together. STEM night is a great chance for families to actively involve themselves together in activities focused on science, technology, engineering and math.

In addition to these academic nights, we have several nights in which families can come together to build relationships with school personnel or celebrate student accomplishments. Our Music program will sponsor a Winter and a Spring concert in which all students can participate. During our Fall Festival, families have the opportunity to engage in fun games and activities together. Each of these nights further helps us to build strong, trusting relationships with our families that lead to future support and student success.

5.2

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.

Our Title 1 Parent and Family Engagement Policy is developed from family input given on surveys in addition to feedback and suggestions from those parents that serve on our SIT team.

5.3

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.

Our Title 1 Night will be held in conjunction with our Curriculum Night. This will take place within the first 30 days of the school year. Title 1 information will be presented to those in attendance so that they know how this program benefits our school. Those in attendance also get the opportunity to meet all members of our staff.

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)

Our Pre-K students attend another district school and so their transition to kindergarten is an especially important aspect of their early educational years. We feel that it is our responsibility to help make this transition smooth. Parents and students need to feel welcomed and comfortable with our staff and school environment. When students register for kindergarten, we ensure that they have the opportunity to meet members of our staff. We also take them on a tour of the building and give them a

chance to ask questions regarding the daily activities. This helps us in building those positive relationships and rapport.

Our kindergarten teachers receive their rosters several days before our open house. They are thus able to make contact with families and introduce themselves. Teachers also provide information to parents regarding our staggered entry. In our district, our kindergarten students begin the year on staggered entry over two days. This enables students to become a bit more acclimated to the environment, staff and teacher expectations before all classmates are present. This also gives the teacher the opportunity to work with a smaller group of students to begin to build relationships.

We have a yearly open house in which all families are encouraged to attend. They are able to meet teachers and other school staff. Information regarding the first day of school is provided at this time. Parents can also receive information regarding transportation, our lunch program and our school's after-school program. This open house night further supports the transition of our incoming kindergarten students.

We conducted an early registration night for our incoming students. Kindergarten teachers and other members of the staff attended to meet our new families and provide them general information regarding school procedures and policies. Students are also given a short assessment which helps us in creating classroom rosters.

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

It is critical for our elementary school to work closely with the middle schools to ensure that the transition for all of our students is a smooth one. Middle school visits take place before the close of the year. During these visits, our students have the opportunity to meet members of the middle school staff. Information important to them such as the use of lockers and their daily schedules is given to them. They are given a tour of the building so that they can become acquainted with the layout. During the summer, our students can participate in a transition day in which they can gain greater details regarding expectations, processes and the classes in which they will be enrolled. These opportunities help to diminish anxiety and questions regarding the transition to middle school.

As our students choose some of their own classes for the first time, our school counselor works with them and their families to guide them through this process. She provides them with the needed information to help them make their choices. If they are not able to complete the process at home, our school counselor works with them here at the school to ensure that it is done correctly and that they make the choices that they want for the upcoming year.

Transition meetings are held prior to the school year for any students that have an IEP. Members of our school and the middle school attend. During these meetings, accommodations and special needs that students may have are discussed. Parents of the students attend the meeting so that they can ask questions and express concerns regarding the upcoming move.

In order to help prepare our students for their upcoming academic years, we ensure that our fifth graders get a tour of the CTE program. Although this is not at the middle school, this helps to instill in our students the need for them to achieve academically to prepare them for their future careers. Representatives of the high

school program enable our students to see the many opportunities that they will have when they complete their middle school years.	
6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary)</i>
N/A	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
<p>The master schedule for our school reflects the expectations that the district has set for each subject area. In some cases, the times per subject area exceed these expectations. Communication to our staff ensures that they understand they must adhere to this schedule and that teaching should take place bell to bell. As administrative team members complete walk-throughs, we ensure that the instructional time provided is being used effectively.</p> <p>In order to meet the needs of our individual students, it is an expectation that our classroom teachers work with small groups of students. In this manner, they are able to address the various needs or challenges that students may have. Teachers can reteach or extend the learning experiences of each of their students. As they work with smaller groups of students, they are also able to gain a greater understanding of what each student needs in order to reach higher levels of proficiency.</p> <p>Our teacher assistants are utilized in instructional practices to support the efforts of our classroom teachers. Our kindergarten assistants will also be assigned to our first grades to help with students who need additional small group instruction or need to advance beyond the majority of the students. We will have a teacher assistant assigned to our second and third grade students and one assigned to our fourth and fifth grade students. These teacher assistants will be working with students identified by teachers as needing extra support.</p> <p>We will continue this year with having two North Carolina Education Corps tutors in our building. One of these tutors will be assigned our primary grades while the other will be working with our upper grades. Students selected will be those that need reinforcement with necessary foundational skills in literacy to help them improve in this area. They will utilize the Voyager program which is an intervention program that focuses directly on specific skills that are critical to building a solid literacy foundation.</p> <p>This year we have also integrated a specific time for intervention known as What I Need time. Each grade level has a time scheduled for intervention. This time is different for each grade. This will enable all support services such as Speech, EC and EL to work with their students at a time when these students will not miss core instruction. Teacher assistants and tutors will also be able to work with small groups at this time. Classroom teachers will identify specific needs for each group of students so that this small group instruction will have a focus. These groups will be changed throughout the year as the needs of students change.</p>	

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.

The combination of Federal, State and local funds are used to support student learning through the purchase of teacher resources. These combined efforts also help to purchase technology supplies. Title 1 funding provides for two teaching positions in our school which helps in maintaining smaller classroom sizes.

9. Title I Budget (FY24)

https://docs.google.com/spreadsheets/d/1RFoktwkArsfghtvE7_4vd5x8i4niBa-UM7eFM34Bysk/edit?gid=0#gid=0