

Puckett Elementary

Schoolwide Plan

Curriculum and Instruction

Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).

Our district uses evidenced-based programs that are well rounded and provide a rigorous curriculum.

Heggerty, West Virginia Phonics, Phonics First, iReady reading & math, Writing Revolution

Eureka Math, EnVision Math (6th grade), Math in Practice

FOSS Science

Students also receive PE, Library, and Music

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

For students who are at risk, various programs are offered.

Our school is a title school and we hire specialized reading teachers to meet with students in small group. Currently we have 2 title tutors. These students meet with the tutor at least 2 times a week for 30 minutes.

Our school also has an interventionist who helps at risk students each day for 30 minutes in groups of 3-4.

Our instructional coach also reads with students in small group that have been identified for additional instruction.

The counselor meets with individual students to help them develop ways to improve academic areas.

3. Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box. Section 1114(b)(7)(A)(iii)(V).

Covid restrictions still in place at HeadStart have paused the student visit opportunity. We hope to get this going soon. The principal does meet twice a year with Head Start and has been a guest reader there a few times this year. Parents are invited to schedule a tour of the school during the Spring semester or early Summer

Professional Development

Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Professional development has been somewhat of a challenge due to lack of substitutes. We are working to have all K2 teachers trained with the AIMS program. Also, grades 4-6 trained with Dr. Staci Bain and we will continue next year providing this training with grades 2 and 3. Sped teachers participated in Phonics First training this year and we are working to ensure all K-2 teachers are Phonics First trained by first semester next year.

The staff participated in the book study this year, 50 Ways to Improve Student Behavior, to improve engagement and classroom procedures.

Teachers and administrators participate in training both on and off campus for the purpose of strengthening teaching instruction and practices so that all students benefit and can be successful. With our focus on the Science of Reading/Learning and strengthening students' reading skills, Pelahatchie Elementary would like to continue to provide professional development through AIMS and the instruction of Dr. Bain to deepen our understanding on the Science of Reading routine. Administrators are expected to be instructional leaders and support teachers as they teach and learn. Pelahatchie Elementary administrators are members of ASCD and NAESP.

2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Puckett Elem has an instructional coach that provides professional development on all curriculum used by the district. The instructional coach and admin meet with the staff to determine needs as well. Individual and small group PD is provided based on teacher needs.

Our district has an elementary data coach. This district data coach along with admin have trained teachers on how to analyze and use data.

Data meetings are held by admin and teachers after summative assessments and benchmark assessments with grades 3-6. Each assessment is analyzed and strengths and weaknesses are determined. Instructional strategies are discussed to determine better strategies to address

the weak standards. If a teacher is very strong in an area, he/she shares what strategies were successful with other teachers.

The district data coach attends various data meetings to help if needed and to share strategies and ideas learned from other schools that have been successful. Our coach models lessons, team teaches, plans lessons and assessments with teachers, helps to analyze data and plans grade specific professional development to build teacher capacity. She also works with students in small group.

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Use the district questions to interview teacher candidates

Conduct meetings with new staff monthly to focus on First Things - strengthening implementation.

Continue to build capacity for teacher learning through whole group, small group, and individualized professional development.

Parent and Family Involvement

1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)
Our school has meetings with the planning team in August to discuss events for the school year. Meet the Teacher and PreK Orientation was held in August. School procedures, safety, and attendance was discussed and classroom visits occurred during these two events. This year, we had a literacy night for grades K-3 to discuss the Literacy Based Promotion Act and the importance of attendance. Each grade level shared instructional strategies to help with reading at home.

We also, hosted a family night at the Book Fair and a 3rd Grade Parent GATE night. At the book fair family night, we had literacy as well as a petting zoo and games set up for families.

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance. Section 1116(d) and Section 1115(b)(2)(E)

The team meets and discusses various ways to increase parent and family engagement. The team researches strategies that other successful school districts use.

After deciding what activities will be best for our school, the team plans the events/activities that will increase student achievement.

Events include but are not limited to family literacy nights, family math nights, STEM and Bookfair, etc...

Parents and families are asked to share their thoughts on the activities...

Were they successful?

Did they meet the needs of students to improve achievement?

What could be done to make the event/activity better?

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school. Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

Students take home West Virginia decodable passages to read to and with parents to increase reading fluency. Parents attend a literacy night to learn how to help their students when reading these texts

The community is invited to all events in hopes of reaching all persons that could help our students. Community members are encouraged to share a read aloud to a class throughout the year.

Families are more engaged now with the use of Google Classroom and Class Dojo. Class information, activities, educational sites, etc... have been made available for students who have access to the internet at home.

Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

After the plan has been created, the plan will be typed in a format that is easy to read and understand and will be given to all stakeholders in English and Spanish. Any questions or concerns may be shared with the school admin.

School Needs

1. Summarize successes your school has experienced and why.

Teachers and staff are consistently working together to evaluate students to determine their greatest needs (behaviorally and academically) and to find strategies to meet those needs. Many of our students have check-in buddies or multiple teachers and staff members that meet with them to do a mental health check, attendance check in, or to help with reading and academics. The teachers and staff embody teamwork and are constantly working together for the good of all students.

2. Summarize challenges your school has experienced and why.

Intrinsic motivation seems to be a challenge for some. Our counselor works to develop plans to address these specific needs.

3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):

a. Student Achievement Data

STEAM (STEM) - dedicated teacher and time

Job embedded training for teachers (SoR)

Parent and Family Engagement

b. College and Career Readiness

Using the state standards, teachers determine goals that can be used with students to ensure their mastery.

c. School Climate and Culture

We enjoy a positive climate and culture at PES. With the advent PBIS, student behavior is far more positive.

Teacher have successfully cultivated positive relationships with their students

d. Curriculum and Instruction

Continue professional development on all the components of the Science of

Reading/Learning routine and how they fit into the reading block.

e. Professional Development

AIMS, Phonics First and The Science of Reading/Learning PD for all staff members

Using manipulatives in math effectively

Using data to guide instruction

Follow up after professional development

f. Parent and Family Engagement

Teacher and administrators reach out to parents using multiple approaches with the addition of COVID the majority of our parent contact is conducted virtually. One way is to send note, comments, and reminders electronically. Teachers use the smartphone app Remind to send parents notice about homework, upcoming assignments, and reminders about other class-wide events. Administrators use the Swift K12 to send messages to the entire parent population regarding school events or to inform them about policy changes. Teachers also use their teacher webpages as parent resources. Here, teachers post classroom policies, schedules, testing information, photographs, and other pertinent classroom information.

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. Section 1114(b)(5) and Section 1115(b)(2)(F). All funding received from Federal Programs is used to supplement district and local funds. District and local funds are used to purchase items that lead to student achievement; therefore, federal funds are used to supplement student achievement. We are currently planning to use some of these funds to strengthen our STEM program by buying additional electronic devices and STEM materials. District and federal funds are coordinated to provide various technological devices for kids, school nurses are provided to the school, as well as mental health therapists. Title I funds generally are combined with other state and local funds to offer additional teachers, teacher assistants, tutors or interventionists. The funds also provide opportunities for professional development for school staff, extra time for teaching students the skills they need, a variety of supplementary teaching methods, an individualized program for student and additional teaching material which supplement regular instruction.