



Hoke County Schools Title I Plan FY26

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| LEA Name | Hoke County Schools |
| LEA # | 470 |
| School Name | Scurlock Elementary |
| School Website | https://ses.hcs.k12.nc.us/ |
| School Grade span | PK-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: 36 |
| 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 | Demarious McNeill |
| School Principal Email Address | demarious.mcneill@hcs.k12.nc.us |
| School Mailing Address | 775 Rockfish Rd Raeford, NC 28376 |
| School Phone Number | 910-875-4182 |
| School Improvement Chair | Alisha Earl |
| Superintendent Name | Dr. Kenneth Spells |
| Superintendent Email Address | kenneth.spells@hcs.k12.nc.us |
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| 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 |
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| <p style="text-align: center;">Names of Planning Team <i>(include staff, <u>parents</u> & at least <u>one student</u> if <u>Secondary School</u>)</i></p> <ul style="list-style-type: none"> ● Amanda Schmidlin ● Davonne Cannon ● Shanna Burns ● Mya Morris ● Shamika Murphy ● Renita Jones ● Jazmin Madrigal-Serrano ● Alisha Earl ● Liz Ramsey ● Hailey Outlaw ● Vastine Harvey ● Crystal Blue ● Amanda Mejias ● Robyn Peters ● Jessica Shawl ● Demarious McNeill | <p style="text-align: center;">Titles of those on Planning Team</p> <p style="text-align: center;"> <u>Parent</u> <u>Pre-K 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>EC Teacher</u> <u>Teacher Assistant</u> <u>Social Worker</u> <u>School Counselor</u> <u>Academic Coach</u> <u>Assistant Principal</u> <u>Principal</u> </p> |
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| School Information <i>(Use the month of May)</i> | | |
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| Enrollment: 677 students | Average Class Size: 17 | Number of Certified Instruction Staff: 50 |
| Race and Ethnicity Percentages | | |
| White: 17 % | Hispanic: 32 % | Asian: 1 % |
| Black/African American: 35 % | American Indian/Alaskan Native: 4 % | |
| Native Hawaiian or Other Pacific Islander: 1 % | Two or More Races: 9 % | |
| Other Demographics Percentages | | |
| Poverty: 72 % | English Learner: 20 % | Exceptional Children: 9 % |

| Assessments/Data used to complete Comprehensive Needs Assessment | |
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| EOG Data 2023-2024 | Discipline Data |
| Parent/Student Surveys | I-Ready, M-Class, School Net, Benchmark Data |
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1. Comprehensive Needs Assessment

Comprehensive Needs Assessment

2. Schoolwide reform strategies

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| 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>SES provides a variety of educational strategies for our students to help them reach grade-level proficiency. The learning loss that has been evident over the past couple of years forces us to be intentional with our current practices. We were able to provide quality, core, and intentional instruction to all students in grades PK-5 in a face-to-face environment using Canvas, slide decks, and Seesaw. Formal and informal assessments are given/done through Canvas modules and the School Net platform for our K-5 students to identify their academic needs. We also focused on the emotional well-being of our students, through our guidance counselor and social worker. We will continue to make mental health a priority within our SIP goals and ensure activities are built in for teachers and students through school-wide activities, themed weeks, and morning meetings. Our guidance counselor is used as a support system by phone calls with students and individual zoom sessions. She will schedule appointment times with them and chart goals, identify needs and determine next steps. With my social worker, we were able to come up with a plan to identify Tier 2-3 students with attendance concerns and notify parents. With communication from teachers to identify those students and with phone calls from administration and support staff (nurse, social worker, guidance counselor), we saw the absentee data decrease across various grade levels. Academically, all teachers submit intervention plans and small group instruction plans weekly to Canvas based off of the county pacing guide and classroom data. Our PK-1, EC & Resource teachers submit lesson plans to Canvas since they create their plan from a google document. Our 2-5 teachers create Canvas modules that they use as their plans. The data from the classroom assessments and daily checks within the class, assignments and bell ringers are pre-planned and are used to determine who is pulled for groups. Teachers pull small groups and work with students based on academic needs. The leadership team continued to check Canvas modules and lesson plans while providing feedback to teachers each Thursday. In analyzing instructional platforms and resources for teachers, we will continue with county based programs such as Wonders, I-Ready, NC Tool for Teachers, Reading Horizons and M-Class. I-Ready has digital materials for teachers from videos to detailed activities, quizzes and remedial sheets. This resource will assist us with providing materials that are aligned to the standards and provide meaningful whole group instruction. It is also less stress on our teachers to find other resources due to the plethora of content within the program. Our class sizes will see an increase in the upper grades due to the state cap limit in our lower grades K-3. We continue to create clear communication between school and home through our platform Class Dojo, via Newsletters and social media platforms.</p> | |

With the current programs and procedures we have in place, we are able to identify struggling students which then prompts teachers to use our MTSS process. This process involves the use of Individualized Intervention Plans (IIPs), Individualized Reading Plan (IRP's) and SAT referrals as needed which is directed by our guidance counselor and MTSS team. The grade level teams are continuing to implement the MTSS process in order to properly diagnose student needs. The IIPs and IRPs are monitored and consistently revised as needed. Students who have IEPs (which is about 10% of our population) are being serviced by our two inclusion teachers inside and outside of the classroom. Teachers are given a copy of the classroom accommodations so that they are aware of how to differentiate instruction. EC Teachers have a schedule made up of their students' service time so that they are meeting the requirements of each IEP. We monitor student academic success through benchmark testing, weekly assessments, M-Class, RTA and progress monitoring. Teachers keep up with data notebooks on all students and even use them for parent teacher conferences which are normally led by the student. PLCs provide professional learning and sharing of best practices. It involves teachers turning in agendas at the beginning of each week. The agendas have been modified to allow for more specific information to be focused on each meeting. Grade Levels meet twice a week to talk about academic needs and student weaknesses among other things. PLC meetings are on Monday & Tuesday. Mondays are for grade levels to look at academic progress on all students, look at the effectiveness of small groups, whole group teaching and analyze content standards. Tuesday is designed for internalizing lesson plans and annotating plans. One effective process that administration provides is allowing for the grade levels to have grade level half day planning sessions once a month to analyze areas of strengths and weaknesses by standard for each student using the standard analysis document in School Net as well as other data points.

3. Qualifications of instructional paraprofessionals

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| 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>Based on ESEA requirements, all Paraprofessionals are required to have a minimum of 48 college credit hours, an Associate's Degree or higher as a requirement. Our system uses Applicant Tracker as the platform for evaluating potential applicants.</p> <p>Paraprofessional candidates in our district must complete an application on Teacher Match, have a clear background by way of submitting a background check document, upload college transcripts as well as a resume and cover letter. After all documentation is completed at the school level, administration sends it to Human Resources. HR reviews all paperwork and then sends the packet to the school board for school board approval. I am adding a paraprofessional to our staff for the upcoming school year using Title 1 funds. This person must meet the same qualification regarding 48 college credit hours or an</p> | |

Associates Degree or higher. That person is needed to assist all grade levels to provide students with academic support. The position will cost upwards of \$35,000 and a schedule will be provided for this person. Our paraprofessionals at the school meet monthly to go over school functions and upcoming events, academics and concerns. They are required to know how to operate Canvas, pull small groups and know how to assign lessons through I-Ready. Paraprofessionals are exposed to Reading Horizons, M-Class, Common Assessments, Lesson plans, small group plans, intervention plans, and technology programs to assist the teachers. There is no formal training that they attend at the district level, but our school ensures that they are proficient in certain areas that would normally be taught at the district level. They are also given a self-assessment, 3 goals to work on throughout the year, mid year meetings and an end of the year meetings to assess their body of work.

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.*

All professional development is carefully considered through a data driven process. Furthermore, teachers are required to participate in district wide PDs quarterly with the opportunity to attend additional professional development. The county offers PDs virtually and also self paced lessons that teachers can get involved in. Those choices appeal to all types of teachers. There are sessions not only for teachers but administrators as well. One of the main trainings we are involved in is LETRS. Teachers also get PD based on the survey given out at the beginning of each year. They are able to reveal the areas that they need more assistance with. Those areas will be explored throughout the year by professionals within the building and professionals outside of the building. We will also expose our teachers to the resources available in the Media Center. Along with Choice PDs, teachers will attend PLC meetings twice a week. The PLCs are organized within two categories, Data Day and Planning Day. On Data Day, teachers bring their teacher data notebook and use it to discuss current lessons, standards, interventions and whether or not SMART goals are met. They talk about the TIPS process, the 3 tiers with MTSS: attendance, behavior, academics. With those three tiers, teachers discuss attendance issues with students which may require home visits; teachers discuss behavior and how many students are documented within the ABE discipline system. Students are placed within the 3 tiered behavior chart as a part of our data decision rules. Students that are considered tier 2 in academics based on various forms of data will be discussed during PLCs and interventions will be put in place. With little to no progress, students will be given an Individual Intervention Plan (IIP). With the amount of BTs (Beginning Teachers) in the building, the PDs will be planned based on data from walkthroughs, surveys, PLC conversation and observations. Professional development will be built in based on county initiatives such as the new pacing guide embedded within Canvas, Voyager, Wonders, Reading Horizons, I-Ready and Bridges throughout the year.

In order to best determine whether practices are working, we look at assessment data from the quarter. Administration creates an agenda for quarterly data meetings that involve teachers from K-5. Teachers bring their data and administration creates data folders. Teachers are given data from the tests and data is formatted in different formats from standard analysis, standard performance, grade level performance versus other schools in the county, item analysis breaking down each question and the percentage correct versus the commonly chosen answer, comparison of standards from the previous benchmark to track progress or regression. As a team, we analyze the data which results in reorganizing small groups, planning out weekly lesson plans and reestablishing SMART goals for the duration of the next quarter. Teachers can also see where the school is in relation to the school and SIT goals. In order to ensure the production of these meetings, the teachers are provided with a substitute teacher for that half day. Our layout for the first 3 quarters of testing involves ½ day sessions with one in the morning and one in the afternoon. Subs that come in for the morning will go to another grade level in the afternoon. With this layout, we are able to plan with all grade levels over the course of 3 days for K-2 and 3-5. During the 4th quarter, we only plan with teachers in grades 3-5 and those sessions are a full planning day which would involve a full day sub for each grade level. With a full day for each grade level, that means we will finish the sessions within 3 days. There are on-going professional development opportunities in individual schools and for individual teachers as needed. Administration continually gives constructive feedback to assist continual teacher growth and development. The data meetings held quarterly consist of grade level teachers, EC and EL teachers and administration. Teachers also give data presentations to the staff where they act as professionals and owners of their data. The staff gives feedback on each presentation and the presentations are stored through Canvas so that they can be easily assessed at later times. Teachers are also involved in vertical meetings which are held monthly by departments. For example, 3-5 Math teachers and 3-5 Reading teachers will get together to look at the alignment of standards. The alignment will help teachers understand the learning concepts and how it builds the higher the grade level. Teachers are also given a copy of Powerful Math and Powerful Literacy Practices. These practices are placed in their classrooms and even looked for when the leadership team goes into classrooms to conduct walkthroughs. We will perform Instructional Rounds with the SIT team in which the team will be provided coverage and to look at best practices within the school. Each member will be put into their own teams and be given a sheet to fill out regarding the things they saw. Afterwards, we come together and discuss what was seen with trends and weaknesses to address. We also come up with recommendations for PD sessions for the staff.

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.*

The school-parent compact is developed over the course of the summer using the parent survey results that come in from the Title 1 surveys. We talked with the PTO president and the parent representative on our SIT team to develop the school-parent

compact at the beginning of the year. Students, parents, teachers, and administration read and sign the compact. As a school, our goal is to communicate daily with our parents to ensure they have a voice in our school. Through day to day interactions, parent surveys, one on one conferences, parent/teacher conferences, newsletters, social media platforms and other opportunities, we continue to seek ways to communicate with our parents effectively. This is one of our priorities for the year as we strive to increase parent engagement as well as staff interactions. Our school also hosts after school events to further encourage parent involvement which is planned during the SIT meeting to include STEM Night, book fair night, fundraiser nights (i.e. Sweet Frog, McDonalds, Chick-Fil-A). To help with communication, the following things are done: Communication to our parents is done weekly through Class Dojo, our school website, and our social media platforms. Class Dojo is our main mode of communication with parents and weekly phone calls go out each Sunday night at 5:00 pm about upcoming events.

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.*

The school made parent surveys digital and available to fill out on Class Dojo and during grade level awards ceremonies. We used the data from these surveys to create Family Engagement programs for the next school year. The Title 1 Parent and Family Engagement Policy is provided in the student handbook and is provided on our school website. Our school consistently provides opportunities for our parents to express any and all suggestions and/or recommendations for our school. We have a parent representative on the SIT team this year and we will also work closely with our PTO which acts as a voice for all parents. We will provide a link for NCStar on our website to keep transparency between both entities. This year, we will continue to engage parents within the school by having a One School, One Book. We are using the parent engagement funds to purchase a book that will be read school wide. We will come up with a reading plan for the book, question sets for each chapter, projects that allow students to display creativity and showcase them during a parent night where food will be served and students will be able to talk about their projects. Students will take the book home so families can participate in the enjoyment of the novel. Parents will also have an opportunity to come out to the school and participate in activities tied to the book

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.*

The annual Title 1 night is held within the first 30 days of the school year. Parents are given Title 1 documents and shown a Title 1 video. The link to our Title 1 plan is provided on the school website. Each teacher or grade level presents a Powerpoint presentation of important information for parents and family members. The date of the Title 1 Night is Thursday, September 5. During Title 1 Night, teachers will have power points together with academic information, Title 1 meaning, and tips for parents to be more involved in the school. We keep documentation of parents that attend the session through Google forms and sign in sheets.

Parents are also invited to attend SIT Meetings on the second Monday of every month. SIT meetings are held every month in our media center at 3:00 pm. Agendas are posted on NCStar. The login information is found on our school website.

6. Transition Plan

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| 6.1 | <i>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)</i> |
| <p>Scurlock Elementary School has a Pre-K program on site to address the needs of children that are in danger of being at risk. The program has adopted the Creative Curriculum for Preschool 5th edition as the curriculum of choice for students. Within this Curriculum there is a Transition to Kindergarten unit that prepares children socially/emotionally for Kindergarten. Students visit Kindergarten classrooms, meet kindergarten teachers and engage in shared writing experiences to prepare for the transition. The students are able to ask questions to the Kindergarten students and vice versa. The Pre-K teachers teach lessons during the last 2 weeks of school about the transition and what it will look like with naps. To help transition from Pre-K to Kindergarten, students are a part of a staggered entry process across 3 days. Each day, a different group of students have that interaction with the teacher on a more personal level. We also conduct the Kindergarten Entry Assessment (KEA) that covers the first 60 days. Teachers keep anecdotal notes and data on each student in multiple domains, including object counting, social and emotional well-being, and motor skills. Within the transition from Kindergarten to 1st Grade, those Kindergarten students get to see the 1st grade classrooms. The Kindergarten teacher takes the students to 1st grade classrooms to meet prospective teachers and interact with the students. Packets are given for Kindergarten students to work on over the summer with 1st grade material. The purpose of the packets is to show students the type of material and standards they will be taught.</p> | |
| 6.2 | <i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for high school programs)</i> |
| <p>Scurlock Elementary partakes in the STARS program (Students in Transition Achieving Real Success). The purpose of the STARS Program is to assist the children with the transition from elementary to middle school. Program activities include study skills, class changes, mini-academic lessons, organizational skills, locker maintenance, and other middle school activities. Students spend an entire day during the summer at the middle school for this experience. Before leaving the 5th grade, students also participate in a Middle school tour to meet middle school administration, support service staff, and other faculty that are directly involved with the students' middle school experience. This past year, students were able to experience East Hoke Middle School, Sandy Grove Middle School, and West Hoke Middle School in person. It was a rewarding experience. We hope to continue the tours, and also allow students to register for resource classes. For the upcoming school year, the counselor will meet with all students in grades 3, 4, and 5 to review their GPA, plans for improvement, and other necessary components to keep</p> | |

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| students on track to be college and career ready. Students are required to calculate and keep up with their own GPA. | |
| 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

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| 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 Schoolwide Plan provides defined time within the master schedule for teachers to teach core content, which increases the amount and quality of learning time within or beyond the instructional day. The intervention will be embedded within the core content instructional time to provide differentiated instruction on lesson content. There is an emphasis on bell-to-bell teaching, various technology resources, small group instruction, Reading and math frameworks, PLCs, analyzing student data, focus walls, word walls, continuous professional development, and common assessments (formal/informal). By providing breakfast in the classroom, students are provided more instructional time, as well as increase their breakfast participation. This has allowed teachers to gain 15-20 more minutes with students through morning work and small group instruction.</p> <p>With the implementation of RELAY, we are continuing with strategies that were learned this past year to include Internalizing plans, Know/Show Charts, Exemplars and Student Engagement techniques. This is year 2 of that implementation and we have a coordinator that meets with us each month to offer assistance and to assess our monitoring and effectiveness.</p> | |

8. Coordination & integration of Federal, State and local services & programs

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| 8.1 | <i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning.</i> |
| <p>Federal, state and local funds are used to support student learning through Title 1. These funds support the hiring of effective teachers, tutors, EL, literacy counsel, Pre-K programs, MTSS, resources, supplies, and professional development. We have four teachers that are being paid out of Title 1 funds. The overall goal is to focus on using resources that directly affect student achievement and result in student success and growth. We make sure that we target struggling students who are below grade level. We do that through our various programs such as Wonders, Think-Up Books, I-Ready booklets and the digital program, Voyager books during small groups and intervention. Those programs are used intentionally and in advance so teachers know how to interpret that data to determine student progress (progress monitoring). We will continue to conduct</p> | |

data days and have allotted funds to have subs in the building to assist with coverage as our teachers break down data.

9. Title I Budget (FY25)

Budget Link