



# Hoke County Schools Title I Plan FY24

LEA Name	Hoke County Schools
LEA #	470
School Name	J.W. McLauchlin Elementary
School Website	<a href="https://mes.hcs.k12.nc.us/">https://mes.hcs.k12.nc.us/</a>
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: 15</b>
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	<a href="mailto:drenninger@hcs.k12.nc.us">drenninger@hcs.k12.nc.us</a>
School Mailing Address	326 North Main St. Raeford, NC 28376
School Phone Number	910-875-8721
School Improvement Chair	Virginia Peel
Superintendent Name	Dr. Rodney Shotwell (Interim)
Superintendent Email Address	<a href="mailto:rodney.shotwell@hcs.k12.nc.us">rodney.shotwell@hcs.k12.nc.us</a>
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"><b>Names of Planning Team</b> <i>(include staff, parents &amp; at least one student if Secondary School)</i></p> <p align="center">David Renninger Tracy Roberson Virginia Peel Katie West Megan Losco Vicki Douglas Rose Hedgpeth Grace Fedo Ivan Street Iris McElveen Hannah Jones Norma Tilley Rachel Heath Yolanda McDonald Julie Johnson Jim Hicks Brandon Stanifer</p>	<p align="center"><b>Titles of those on Planning Team</b></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 Parent Parent</p>

<b>School Information</b> <i>(Use the month of May)</i>		
Enrollment: 301	Average Class Size: 16	Number of Certified Instruction Staff: 29
Race and Ethnicity Percentages		
White: 25%	Hispanic: 22%	Asian: 1%
Black/African American: 38 %	American Indian/Alaskan Native: 4%	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 10%	
Other Demographics Percentages		
Poverty: 100%	English Learner: 9%	Exceptional Children: 12%

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

## 1. Comprehensive Needs Assessment

<https://www.indistar.org/app/Forms/Answers.aspx?AnswerFormID=241975&AccessLevelInstanceID=16517&timestamp=2023720135941541>

## 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><b>After the 2021-2022 school year, in which our school was identified as low-performing, we knew that we needed to place a great emphasis on the state standards and the rigor of instruction taking place in the classroom. As an administrative team, we planned weekly with teachers to ensure effective instructional practices were implemented regularly. Each member of the administrative team was responsible for working directly with assigned staff members to ensure they were receiving the needed amount of support. As the majority of our students were identified as low-performing, an emphasis was placed on meeting the individual needs of students. This was done through the daily implementation of small group instruction in the classroom and a daily intervention block. We also conducted tutoring sessions after school for our upper grade students that were experiencing challenges in meeting levels of proficiency.</b></p> <p><b>On the mClass state assessments for reading, 54% of our K-3 students were identified as being at or above grade level. This is approximately 10% lower than the district percentage of students at the same levels. Our kindergarten showed the greatest percentage of growth during the school year as 34% more of their students were identified as being at grade level or higher as compared to their scores at the beginning of the year. Our 1st-3rd grades showed minimal growth throughout the year in the number of students proficient according to this assessment. Our 2nd grade students did show a significant number of students move from the level of well below grade level throughout the year. At the beginning of the year, 52% were considered well below grade level as compared to 31% at the end of the year.</b></p> <p><b>According to the Reading EOG assessments, each of our 3-5 grade levels showed positive growth in the percentage of students proficient when compared to the 2021-2022 school year. Our third and fifth grades had a growth in the percentage of students achieving proficiency of approximately 5%. Our fourth grade had the largest percentage of growth when compared to the previous school year as the proficiency level grew by 12%. Our overall level of proficiency is approximately 10% lower than the</b></p>	

**district average. Although there has been growth in the number of students identified as being proficient, there are still over 60% of our students who have not achieved this level.**

**In the 2021-2022 school year, math was the subject area in which students experienced the greatest challenges. This was particularly evident in our 3-5 grades according to the EOG's of that school year. We administered the iReady math assessment to each of our students. 72% of our kindergarten students were identified as on grade level or above according to this assessment. There was a sharp decline in our first grade scores as only 43% of our students were classified as grade level. In grades 3-5, we continued to see a majority of our students designated as below grade level as our percentages ranged from 20% to 34% on grade level.**

**Although math is an area in which our students have demonstrated struggles, our EOG scores reflected the emphasis that was placed on math. In all grades, our students scored higher than they had on the iReady assessment. There was also a considerable amount of growth in proficiency when compared to the previous year's EOG's. 3rd grade math showed a 12% increase in proficiency as 41% of our students were proficient. 4th grade showed the greatest increase in proficiency rates to 39%. This was a 30% increase from the previous year. Our 5th grade showed an increase of 9% indicating 32% of these students were proficient.**

**On the 5th Grade Science EOG, we attained a higher level of proficiency from the previous school year. 60% of our students were identified as proficient on this year's Science EOG. That is approximately a 10% increase from the previous year. We will continue to implement sound strategies that address the rigor of the state standards to continue the improvement in this subject area. Also, we will ensure that lower grade levels provide regular instruction in the area of Science to ensure that the foundational concepts are taught. This allows our science teacher in 5th grade to build upon the previous learning and thus move the students more academically.**

**In order to address the areas identified as our school's largest challenges in the FAM-S, Comprehensive Needs Assessments and previous Teacher Working Condition Survey, we are going to move to the creation of 4 main school wide committees. Each of these committees will help in supporting and meeting the needs of all students. Our Student Success committee will include the members of our SIT team. This committee will also operate as our MTSS team. They will ensure that our SIT plan is operating. Regular monitoring of our goals and action steps will take place with revisions and new actions created as needed. A major focus will be on the academic progress of our students especially those that belong to our various subgroups. Our white students have historically scored higher than those of other subgroups so this will be a priority to this team. This team will also determine and plan differentiated Professional Development based on the needs of staff members.**

**Our Staff Success Committee will focus on staff recognition and morale. They will plan events, celebrations and initiatives to maintain and improve morale. The positive working environment will benefit our students in that teachers will be more motivated and thus encouraged to stay in the profession despite the daily challenges that are faced.**

**Our Family Engagement Committee will plan and implement events, resources and strategies to help us as a school maintain positive relationships with parents. This group will also develop strategies to build partnerships within our community. We know the need and the benefits of having parents and community stakeholders partnering with the school to ensure our students receive the highest quality educational experiences.**

**Our School Wide Success Committee will focus on school wide proactive behavior strategies and expectations. This committee is what we have identified as our PBIS team in the past. They will continually monitor discipline data and address trends and concerns. As needed, they will present behavioral strategies to staff members to ensure our classrooms are conducive to learning. This group will also be responsible for creating school wide incentives to keep students engaged and encouraged to give their best efforts.**

**In order to address the academic needs of our students, staff have been strategically placed in grade levels dependent upon state classroom ratios and the known needs of students. We also have two teachers that are paid utilizing our Title 1 monies. These two positions help us to keep classroom sizes smaller. This enables teachers to implement more small group and individualized instructional practices during their classroom lessons.**

**Although we have made growth in the number of students reaching proficiency this past school year, we still have a large number of students who were considered below grade level. This year we are going to place an emphasis on the strength of our core instruction. Our teachers will continue to use our core curriculum programs, Wonders for ELA and iReady for math. They will utilize the resources provided through these programs to address the needs of their students. Administrators will conduct daily walk-throughs to ensure the usage of these programs as it is an expectation of the district.**

**All classroom teachers will be expected to follow the framework of “I Do, You Do, We Do.” An area of need within the framework is the “I Do” portion of the lesson. Many times teachers have not modeled the strategies or concepts that they have planned for a lesson. They will often work through them with students but it is essential for students to observe a teacher’s thinking out loud. This provides students with strategies and shows them clearly what is expected of them. Small group instruction will be an expectation for each classroom teacher. This provides them with the opportunity to group students according to their various needs. Those students**

who have already mastered concepts will be able to be given accelerated assignments that will enable them to continue to grow. Those students who are identified as below grade level can be grouped together so that the teacher can go back to the foundational needs of these students in order for them to continue to progress towards and beyond grade level proficiency. The administrative team will provide support to teachers that demonstrate a need in executing an effective lesson according to the framework. This will include modeling for teachers and having them visit effective teachers within or outside of our school.

In order to ensure that the rigor of the standards is being addressed by our teachers, the administrative team will be working closely with them in the planning stages. Strategies that have been presented by the RELAY team at the NCILA workshops will be utilized. This will require teachers to have their plans created a couple weeks in advance. Members of the administrative team will also need to have a solid understanding of the state standards as each member will be creating effective plans also. During PLC's or individually, plans will be compared and revisions that will result in more effective plans will be finalized. Major focuses of this planning will be the identification of the exemplar student response and the identification of students responses that would indicate those students are almost or partially there or further off. Strategies that are found to be effective that would be beneficial to the teacher will also be identified for the teacher to implement.

To offer strategic and specific feedback, the administrative team will utilize the "Get Better Faster Scope and Sequence" resource from RELAY. The focus will be on determining the areas in which a teacher can implement strategies quickly that will lead to a more effective classroom environment. Effective strategies will fall under management or rigor dependent on a teacher's individual needs. Following the walk-throughs, a member of the administrative team will conduct a coaching session with small groups of teachers or individual teachers based on the data collected. The coaching method of "See it. Name it. Do it" will be used to ensure this time spent is effective and beneficial to the teacher so that the learning can impact the classroom positively.

Another area of need that we will continue to address is the number of students who are progressing in grade level and yet continue to struggle to read. The core curriculum does include a variety of resources to help a teacher address these students' needs. We are also planning on purchasing the Heggerty Phonemic Awareness curriculum for students in Grades 2 and above. This will not take the place of the core curriculum but will be a supplemental resource to be used with those students who are still struggling with the grasping of some basic foundational pieces of learning to read. Our kindergarten and 1st grade teachers began using it in the last quarter of the school year. Students were engaged as the lessons are very short and it reinforced some of those early building blocks to help the students become fluent

readers. For our higher grades, the Heggerty program is “Bridge the Gap.” This program is used with individual or small groups of students who are below grade level in reading. The intervention lessons included in the program target phonemic awareness skills that students did not grasp in earlier grades. The lessons build upon previous learning that had taken place in earlier grades.

In order to supplement learning in the classroom, we plan on utilizing the “Think Up” resource by iReady. This is a supplemental learning solution that weaves the 9 Traits of Critical Thinking™ into every aspect of teaching and learning. It supports student mastery of the standards with rigorous North Carolina Standard Course of Study (NCSCOS)-aligned content for math and English language arts (ELA).

In both reading and math, our core curriculums have diagnostic assessments that will be administered several times a year. In addition to these assessments, our 3-5 students will have check-in assessments while our lower grade students will have county benchmark assessments. Following these assessments, grade level teachers will have data meetings focused on the determination of the areas of challenge that students are having. They will then be able to plan focused instruction for these students. We will also dissect the data to determine how various subgroups of students are performing. Our EL Teacher and EC teacher will be a part of these data meetings. During these meetings, these teachers will be able to collaborate with our regular education teachers to help support and reinforce the instruction taking place daily. Gaps that are existing between our subgroups will be identified and strategies put in place to address these gaps.

Although we will not have an intervention specialist this year to help provide targeted instruction to our students with need, we will utilize our two tutors from the North Carolina Education Corps to support the classroom efforts of our teachers. As Reading is the area in which we scored lowest on state EOG’s in the past year and as these classrooms have the largest number of students, the focus for these tutors will be 3-5 ELA. They will be involved in collaboration with the ELA teachers to provide intervention for those identified students that are challenged academically. The work of these tutors will build upon the instruction that will be taking place in the regular classroom. They will provide instruction in small groups or individually to ensure that the needs of each student are met.

In order to support our first and second grade teachers, one of our Teacher Assistants will be assigned to these classrooms. She will work with small groups of students to help them to continue to progress. She will collaborate closely with the teachers of these grade levels to determine what areas of need she can best address. The students that she will work with will range from those students who need enrichment as well as those who may need further practice in building necessary foundational skills.

To provide further reinforcement of academic skills, we will offer tutoring for our 3-5 students. These will be after-school sessions in the subject areas of reading and math. Students will be invited to participate based on their level of need. We want to ensure that a representation of all of our subgroups is invited to attend as this will further help us address the closing of the academic gaps that have existed among our student population.

We will continue to place a focus on social and emotional learning skills. This emphasis is essential as students will have difficulty in the school environment unless they can learn and utilize these skills. Our school counselor will continue to provide lessons biweekly to each classroom. She will utilize the SEL curriculum, "Fly Five", that has been provided by the district. In addition to classroom lessons, the school social worker and counselor will meet with small groups of students or individual students to give the students the opportunity to talk about challenges they are facing and to provide strategies that the students can use in order to be successful socially and emotionally. We will also continue holding 4-H groups for those students identified as having a need to develop even more social and coping skills.

PBIS will continue to be implemented schoolwide. In order to ensure that it is implemented with fidelity, the PBIS team will be responsible for monitoring student data. If there are gaps that are identified between teachers or grade levels, the administrative team will intervene. We will continue with monthly pep rallies as these were successful in the last school year. At these pep rallies, we go over the character word of the month and what each means. We also recognize our student and staff members of the month. At regular intervals during each quarter, students will have the opportunity to go to the TROT Shop and spend points that they have collected. We will also have quarterly celebrations for those students who have achieved a planned number of points.

Monitoring of the plan and the level of effectiveness of the strategies implemented will take place in a variety of ways. The administrative team will conduct regular walk-throughs and observations of all teachers. Feedback and suggestions will be given upon the completion of the observations. As needed, individual plans will be made with teachers to help them to improve upon their effectiveness. PLC's will weekly discuss challenges as well as successes that they have had. Plans will be made to address challenges in order to ensure that students' needs are being met. Grade level data will be discussed weekly to help with the development of future classroom lessons. The SIT team will monthly monitor the school's plan and make necessary revisions and adjustments. This team will also identify school-wide trends as well as strategies to improve upon negative trends. Quarterly, we will conduct half-day data and planning days. We will utilize substitutes to cover these days to ensure that teachers have this uninterrupted time to meet with administration and any needed district staff.




**3. Qualifications of instructional paraprofessionals**

<b>3.1</b>	<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>
<b>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.</b>	

**4. High quality and ongoing professional development**

<b>4.1</b>	<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><b>There are several areas of focus in regards to professional development on our campus this coming school year. Teachers have expressed on the Teaching Working Conditions Survey that they would like to have a choice in PD. We will offer PD in a variety of ways to include in person and by modules or other online mediums. We will also offer differentiated PD based on teacher needs. Some of this individualized PD will be determined by walk-through and observation data. The leadership team of the school will coach teachers or groups of teachers using effective strategies that have been gained through our involvement with the RELAY training. On mandatory work-days, we will have several choices of PD sessions. The content of these sessions will be determined through teacher surveys in which they can express their wants and needs of PD that will enable them to continue their growth in the profession.</b></p> <p><b>There will be areas of focus in which all of our staff will participate. Through our FAM-S, it was determined that we need to have continued training of the SAT process and effective strategies to utilize with students at all three tier levels. We will continue to offer support for teachers in relation to the TIPS process and the creation of precise problem statements. Many of our teachers will still need refreshers or new training on the how to develop effective IIP’s in the ECATS system. Although we have made growth in this past school year academically, our core instruction is still a major focus. As a large percentage of our students are still identified as being below grade level, our core plans and the creation and monitoring of strategies to address this issue will be a focus of support as we provide training with the ECATS system.</b></p> <p><b>In addition to the ECATS system, another system that we have identified as an area in which staff could use focused training on would be the use of the ABE system. All staff will be given clear instruction on classroom behaviors and what category each behavior is included under. This will help them to correctly identify behaviors when inputting them into ABE. A major focus will be the difference between minor and major behaviors and thus the differing consequences for these behaviors. In addition to</b></p>	

utilizing the system for inputting behaviors, we want all staff to be aware of the different features such as the keeping of notes when communication is made to parents and families. There will be regular analysis of behavior data collected in the system to identify areas of need as well as positive trends.

As we have a diverse student population, we want to ensure that all students receive an equitable educational experience. Our staff need to have a toolbox of varying strategies to utilize the meet the needs of our various subgroups of students. We will have our EL teacher to present PD on strategies that can be implemented in the classroom to support the learning of these students. We will also focus on effective inclusion instruction. Our students with physical, behavioral and learning disabilities often present unique challenges to our regular classroom teachers. Our teachers need a solid understanding of how to meet these students' needs and also have a repertoire of strategies or resources to support their efforts to meet these needs.

This year a focus will continue to be culturally responsive teaching. It is important that there is an understanding by our teachers of the differences in cultural norms and practices of all the varied students in their classrooms. Frank discussion about biases that we have and how they can impact our instructional practices and beliefs will be a part of our staff meetings. Strategies that are proven as effective to help close gaps in subgroup performance will be identified so that teachers are able to rethink their own classrooms and styles of teaching.

In addition to Professional Development that will be taking place here at our school, there are several other opportunities that we will send staff members to in order to bring back information and resources to share with the rest of our staff. We will send teams of staff members to the North Carolina Council of Teachers of Mathematics Conference and the North Carolina Reading Association Conference. Staff who attend these state conferences are introduced to effective strategies and resources that will enable them to become more successful in their classrooms. We will also send a team to the NCTIES conference. This conference supports our continual efforts to create blended classroom environments. We will also send a representative to the National ESEA Conference during this upcoming school year. This conference is intentionally aimed at coordination among federal education programs under the Elementary and Secondary Education Act (ESEA) and other federal programs.

## **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.*

**Parental and family engagement is essential to the success of our school. Stakeholder feedback enables us as a school to receive a different viewpoint on the activities, strengths and needs of the school. It is necessary for us to not only receive the feedback but to put into action those suggestions and strategies that are feasible and would support our continual process of growing. After each event at the school,**

**we will give parents the opportunity to share strengths, challenges and ideas for improvement.**

**Our school-parent compact is created with all of the feedback given by parents taken into consideration and incorporated into the document. As this compact is meant to be a joint effort by all stakeholders, it is essential that families do feel that they are an important part of this process. When the document is presented, we enable parents to review it and offer specific feedback on the compact itself.**

**We have parents that are members of our SIT team. As this team is focused on the continual evaluation of the processes, procedures and work of the school, these parents have an active role. They are able to partner with school staff to directly affect students and their needs. They often arrive at questions or views that help us to view the improvement process in a different manner.**

**This year, we will offer parents the opportunities to be involved in our other committees. As they will meet the same day each month, we will provide dates to parents at the beginning of the school year. We will also provide a description of each of the teams. Directly relating to parents is our Family Involvement Committee. It will be advantageous to have parent representatives on this team as they will be planning our family nights. They will also have the responsibility of creating a plan to actively engage families and other stakeholders in these nights. As our Staff Success Committee will be responsible for planning activities and recognition for our staff throughout the year, having outside members may bring fresh ideas. Our schoolwide success team will have the role of planning those activities that recognize students for their successes. If we have members outside of the school, we may be able to develop new partnerships which will motivate our students to strive towards being the best that they can be.**

**Quarterly, we will have an opportunity for parents to be a part of our Parent Advisory Committee. This team will consist of parents and the school administration team. The purpose of this team will be for parents to bring up concerns or questions. As we create an atmosphere of transparency, the relationships between the school and the home will be strengthened. This team will also serve as our school safety team and will walk the school environment in order to identify safety concerns and create plans to address these concerns.**

**We will have various family nights through the school year in which parents can also be involved. Several of these nights will be related directly to academics. Our 3rd Grade RTA night will be specifically for our third grade parents. This night will focus on what Read To Achieve is and how it affects their children. The requirements of the law will be addressed as well as how our school will be meeting these requirements. Our Title 1/Curriculum Night will give parents the opportunity to learn about how Title 1 benefits our school as well as receive an overview of the state standard areas that their children will be learning. It will also give them the chance to hear from their children's teachers as to how they can best support their learning during the year. Our literacy night will be an opportunity for families to engage in literacy activities together. This will be run in coordination with our Book Fair so that parents can attend with their children. During our STEM night, families will be able to engage in hands-on activities together that are focused on science, technology, engineering and math.**

In addition to our academic family nights, we will have nights that will bring the school and home together to build relationships and highlight student successes. At our fall festival, families will be able to come together for a night of fun and games presented by the school staff. We will have a cultural night this coming school year. The purpose of this night will be to highlight the many different cultures of our student population. Parents will be encouraged to participate by having displays or activities that teach others about their background. We will have a Winter Concert this year to celebrate the winter season. Students from across the school will be encouraged to participate.

During the school day, our families and community partners can also be actively engaged in our school's activities. Stakeholders can serve as chaperones on field trips. There are opportunities for volunteering in classrooms. Parents and others can also volunteer to support and actively assist us on our yearly Field Day. When we have our monthly PBIS celebrations, parents are invited to attend when students are recognized for their efforts. This year we will invite veterans to come to our school for a special program in which they are recognized for their service to our country. During the month of the military child, we will invite active military members to come to the school for a program that recognizes them for their sacrifices.

**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)*

**As we don't have a Pre-K classroom in our building, this transition is especially important for us. A smooth transition is especially important for parents and students to feel comfortable in our school. During the summer, we invite new kindergarten students to set up appointments to come to tour the school. As I give these tours, I get the chance to meet our upcoming students which helps them as they transition here. I am also able to answer the questions that parents may have. This helps to reassure parents and lessen any anxiety they may have.**

Our teachers receive their rosters several days before other grades. This gives them the opportunity to reach out to the students who are assigned to their class. They explain staggered entry and what day each student will attend. They are able to answer questions and concerns that parents may have. Teachers are also able to provide pertinent information about procedures that they follow in their classrooms.

At our open house, families are able to attend to meet teachers and other staff members. Our kindergarten families receive information regarding the first day of school. They are also able to get important information regarding transportation and the school lunch program. The visit is also beneficial to the students as they see their classroom and their desk prior to their first day of the school year.

Last year, we had an early registration night for upcoming kindergarteners and their families. This is something that we will continue next year. The purpose of this is to have as many families sign up early so that we have a better count of our incoming kindergarten class of students. The teachers and other members of our staff attend in order to meet the families.

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 school works closely with the middle schools to make the transition from elementary school to middle school as smoothly as possible for our students. Middle school visits are scheduled. Students are given the opportunity to meet some of the teachers and other representatives of the middle school. They are given valuable information regarding the use of lockers and how their schedules will be. These students are also able to participate in the summer transition program run by the middle schools. There are set dates when they attend the middle school and learn more details about expectations, processes and the classes that they will be enrolled in for the upcoming school year.

Our school counselor helps students and their families with the selection of courses for middle school. Students have the opportunity to pick classes with their parents' help. Those that may not be able to do so at home can choose them with the counselor here at the school.

Prior to the school year, there are transition meetings that are held for students that have IEP's. These meetings are beneficial as student needs can be expressed to representatives of the middle school. Accommodations and individual student needs are discussed during these meetings also. This connection is necessary as our EC teachers can speak directly with EC teachers at the middle school who will be servicing our students.

Although not middle school, we want to have our students tour the CTE programs at the high school. This is important as we try to instill in our students the need to have a career once they finish their school years. The CTE program offers a variety of alternatives for our students.

In order to help our students prepare for the upcoming transition, we plan on bringing former students and a staff member that works with dropout prevention to come to speak to our students regarding what they need to know to make their first year of middle school successful. We also plan on having an alumni event in which we invite former McLauchlin students to come to the school. At graduation, we are going

to invite those graduates who attended McLauchlin to come back to walk the halls so that our students can congratulate them on their accomplishments.

6.3

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

N/A

## 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.*

**There are several strategies that we will use to ensure that the maximum amount of time during the school day is utilized to address the needs of our students. It will be an expectation that teachers adhere to the master schedule. Classroom lessons will need to begin as soon as students enter the classroom. Bell ringers and exit tickets can be utilized to open and end classroom lessons. When conducting walk-throughs and observations, the administrative team will place a focus on the use of instructional time in the classroom.**

**All teachers will be conducting small groups on a daily basis. This enables teachers to group students together that have similar challenges or strengths. This information is identified through a variety of assessments. Teachers are then able to reteach or extend the learning of those students who have demonstrated proficiency. Other students in the classroom will work on independent work based on their levels of proficiency and that support the state standards which were the focus of the lesson.**

**Our teacher assistants are involved in small group instruction. Our kindergarten teachers have assistants. Our fourth grade will have one at the grade level to help support the teachers as they will have the largest number of students in a class. One of our teacher assistants will be supporting our lower grade teachers by pulling students with similar needs. These may be students who need extra reinforcement of grade level standards or those students that need extension activities to continue their academic growth.**

**In order to support our ELA teachers in grades 3-5, we will utilize our North Carolina Education Corps tutors. They will be assigned students who need extra support with grade level standards. They will be collaborating with teachers to determine the skills or strategies that they will reinforce with students.**

## 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/1PGPvhPXXLk2yHrCDALwaDforWjEJBLcQUisufmnkVjM/edit#gid=0>**