

**Title I SchoolWide Plan Checklist**  
**Bethel Elementary School**  
**Year 2019-2020 (updated 9-9-19)**

**School Methods and Instructional Strategies** - Bethel Elementary School is implementing the following methods and instructional strategies that strengthen the academic program in our school:

- Essential Questions and Instructional Pacing Guide
- Guided Reading
- Reading With Meaning
- Strategies That Work
- Comprehension Toolkit (Grades 3-5)
- Primary Comprehension Toolkit
- Systematic Sequential Phonics Program: Foundations
- IStation
- StemScopes
- Foundations
- Other: Literacy Focused Lessons (Max Thompson)
- Writer's Workshop
- Units of Primary Writing
- Math Pacing Guide
- Math Investigations
- FCCR-Strategies and Materials
- Formative Assessment
- Title I Inclusion
- Reader's Workshop
- LLI-Levelled Literacy Intervention

**What Strategies will you use to meet these instructional goals?**

Professional Development will be given on the above mentioned strategies. In addition, teachers will collaborate to share the strategies and methods they have learned from these trainings with all staff. We will ensure integration of these instructional practices into our classrooms on a routine basis.

**What materials will you purchase and how is it related to your plan?**

Materials and presenters will be needed for each staff development. If needed, substitutes will be provided for teachers during Professional Development activities. In addition, we will need implementation materials for each of the above programs, including: books, flip charts, student materials, manipulatives, and other teaching aids.

We are purchasing a Kindergarten and second grade Foundations kit for new classroom teachers. We will also purchase StemScopes digital platform for grades 1-5.

**Instruction by Qualified Teachers and Paraprofessionals**

Documentation from Human Resource Department provides documentation of compliance with ESSA requirements for teacher and staff qualifications.

**High Quality and Ongoing Professional Development** – High quality and ongoing staff development opportunities are provided for teachers, principals, and paraprofessionals. These staff development opportunities are designed to meet the needs of all students and staff as identified in the *needs assessment*. Some staff development is continued to meet the needs of new teachers and those new to a grade level. Others cover new topics for all teachers. The professional learning opportunities that our teachers are participating in are:

- Math Foundations
- Writer’s Workshop Training
- Units of Study for Primary Writing
- Writing Across the Curriculum
- IStation Training
- Guided Reading
- The Comprehension Toolkit (Grades 3-5)
- The Primary Comprehension Toolkit
- Migrant and ELL Professional Development
- Training on Trauma and Student Wellbeing
- Backwards Planning
- K-2 Assessment Training
- Formative Assessment
- Developing Mathematical Ideas
- Reading Workshop
- Investigations Training
- StemScopes Training
- Max Thompson Designing Literacy Focused Schools Training
- WRESA Professional Development
- Virtual Implementation Kit
- Foundations

**What Strategies will you use to attract qualified teachers to high need schools?**

High quality and ongoing professional development opportunities are provided for teachers each year. Bethel Elementary teachers participate in the district wide staff development day held each year. We also have staff development on site, such as book studies and Max Thompson’s training on “Designing Literacy Focused Schools.” New teachers are given hands- on support through the mentor program and the use of instructional coaches.

New teachers are allotted funds to help set up their classrooms. Each grade level team has a day every 9 week period for long range planning. A planning period each week is designed for grade level PLC’s so each team of teachers can analyze data and plan accordingly to meet students’ needs.

**What materials will you purchase and how is it related to your plan?**

Materials and presenters will be needed for each staff development mentioned above. Funding may need to be provided for some Professional Development conducted by organizations other than the school, or county. If needed, substitutes will be provided for teachers during Professional Development activities and grade level planning days. In addition, we will need implementation materials for each program including: books, flip charts, student materials, manipulatives, and other teaching aids.

**Strategies to Attract Qualified and Highly Effective Teachers to High Need Schools** –

- Assigning a mentor to BT 1 and BT 2 teachers
- Providing a supplement to all teachers
- Allowing teachers to visit and observe other teachers
- Scheduling common planning time

- Allocating funds to teachers to support classroom activities
- Lead teacher offers support and guidance in curriculum, resources and etc.
- Fostering a welcoming atmosphere
- Having an attractive and inviting facility
- Coaching and Modeling in the classroom

### **What Strategies will you use to attract qualified teachers to high need schools?**

High quality and ongoing professional development opportunities are provided for teachers each year. Bethel Elementary teachers participate in the district wide staff development day held each year. We also have staff development on site, such as book studies and Max Thompson's training on "Designing Literacy Focused Schools." New teachers are given hands-on support through the mentor program and the use of instructional coaches.

New teachers are allotted funds to help set up their classrooms. Each grade level team has a day every 9 week period for long range planning. A planning period each week is designed for grade level PLC's so each team of teachers can analyze data and plan accordingly to meet students' needs.

### **What materials will you purchase and how is it related to your plan?**

Materials and presenters will be needed for each staff development mentioned above. Funding may need to be provided for some Professional Development conducted by organizations other than the school, or county. If needed, substitutes will be provided for teachers during Professional Development activities and grade level planning days. In addition, we will need implementation materials for each program including: books, flip charts, student materials, manipulatives, and other teaching aids. The principal also provides a Planbook subscription for all teachers for planning purposes.

### **Including Teachers in Decisions Regarding the Use of Assessments - Bethel**

Elementary School includes teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and our overall instructional program. We have:

- Representatives on the system-level curriculum council
- Teacher Use of Formative assessment
- Input into the revision of the HCS Spring Benchmark Assessments
- A lead teacher who facilitates discussions regarding the use of student assessments for refining teaching, determining additional instructional and professional learning needs
- Professional Learning Communities
- Grade level meetings to provide our staff with updates on current issues in curriculum and assessments
- Input into the K-2 Literacy and Math Assessments
- Representatives on the district-level committee that reviews Curriculum Pacing Guides
- Opportunities for our teachers to disaggregate student performance data to make appropriate educational decisions and track student progress
- MTSS Teams

### **What Strategies will you use to include teachers in decisions regarding the use of assessments?**

Regular classroom teachers will collaborate with EC, Title One, and administration during weekly Professional Learning Communities. Grade level teachers will implement and utilize common assessments to determine student need and make plans for progress during these weekly PLC meetings. Grade level meetings will continue to be held to increase teacher collaboration and to keep teachers informed on current updates and curriculum. In addition, Bethel Elementary recently implemented an MTSS team that evaluates student data and works with teachers to determine the specific needs and

interventions for students with academic or behavioral concerns. Bethel Elementary teachers will once again participate in curriculum council and offer input on K-2 assessments.

**What materials will you purchase and how is it related to your plan?**

The school needs to provide adequate technology for teachers to collect data and use for assessments. Various technology programs, such as IXL, mastery connect, and StemScopes, will need to be funded for students and/or teachers. The district usually offers stipends for teachers participating in curriculum development.

Chromebooks and iPads will be purchased to aid online assessment.

***Strategies to Increase Parent and Family Engagement-*** Bethel Elementary School recognizes the value of parent and family engagement in their child's success. We strongly encourage parents to be involved in **all** school activities. We utilize a written parent and family engagement policy that is revised annually with input from our stakeholders. We also revise annually our Home/School Compact which is distributed to all families at the beginning of each school year. **No more than 20% of the budget can be spent for food.** Some additional strategies used to increase parent and family engagement are:

- Promoting a climate and philosophy that values parental involvement
- Designating a school Family Engagement Coordinator
- Telephoning parents of struggling students to keep them informed of upcoming opportunities, meetings, etc.
- Utilizing Blackboard Connect, a computerized phone system, to contact parents
- Offering childcare for parent training sessions
- Having a Spanish/English interpreter at all parent activities (if needed);
- Conducting at least 2 Family Training/Learning Night sessions. Topics, which are aligned to our SIP and based on the needs assessments are: **Literacy, STEM, Math**
- Including parents of all backgrounds/cultures on our School Improvement Team
- Convening an annual public meeting to explain Title I services
- Surveying parents to determine preferences for times and topics for workshops, meetings, and other useful gatherings
- Explaining the state standards and assessments
- Conducting parent-teacher conferences with each family
- Providing limited refreshments at all parent involvement activities (Max. 20% of budget)
- Sending home appropriate activities to complete and books to read during the summer months
- Other: Utilizing Remind as a method of communication
- Other: School-wide Open House
- Other: Communication Bulletin Board
- Other: Family Read Day
- Other: Meet and Greet

**What materials will you purchase and how is it related to your plan?**

To implement the above activities we will need materials to facilitate their implementation. These materials include: refreshments, door prizes, materials for math games, materials for science experiments, notebooks for each student, leveled books on topics of interest, pencils, markers, Ziploc baggies, etc.

***Preschool Transition Activities*** - Bethel Elementary School emphasizes and focuses on building and implementing effective transitional strategies to promote a positive transition from pre-K to kindergarten classrooms. System staff and kindergarten teachers are working with local childcare providers, parents and community leaders to develop a Kindergarten Transition Plan. Some of the goals and strategies included within the plans are:

- Increasing the percentage of students registering during the county-wide kindergarten registration process
- Providing parents with literature and trade books about kindergarten
- Sharing behavior intervention information between schools and centers
- Informing the school nurse ASAP regarding student health problems
- School visits with parents prior to beginning of kindergarten
- Arranging two-way visits between preschools/ daycares and kindergarten classrooms
- Providing learning packets to promote kindergarten readiness
- Providing kindergarten orientation with preschool children and teachers visiting kindergarten classes
- Staggered kindergarten enrollment
- Scheduling a “Meet the Teacher” event prior to the beginning of school

**What materials will you purchase and how is it related to your plan?**

Books will be purchased for Kindergarten orientation and introduced to parents as resources at these meetings. Books will be used for student take home readers. These books will be used to teach concepts of print and foundational reading skills and to involve parents in their child’s reading education.

Activities for Children Experiencing Difficulty - Procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective, timely assistance. Students are provided with a variety of opportunities for additional assistance/programs. These include:

- Transportation for Foster Students
- MTSS referrals/interventions
- Vision, hearing, and dental screenings
- Assessment by/consultation with the school nurse
- Before and/or after school remediation
- Psychological assessments
- Speech and language therapy
- Small group literacy instruction
- Referral for Title I Reading and/or Math
- After school tutoring/homework assistance during after school care
- Services to Homeless students
- Appropriate accommodations (Section 504)
- Classroom modifications
- One-on-one literacy and math tutoring
- Peer tutoring
- Incentives for attendance, academic achievement, and good behavior
- ESL instruction
- Exceptional Children’s program consideration and placement
- Counseling services
- Summer learning packets
- Summer school (academic and/or attendance)

**What materials will you purchase and how is it related to your plan?**

Our School Improvement Team approved several changes to our Blue Paw program which works to reinforce our school wide attendance. Materials may be needed for this incentive programs or for other strategies the team develops.

Coordination and Integration of Federal, State, and Local Services – In Bethel Elementary School, all federal, state and local services are coordinated. Funding sources are blended to ensure that

all children have significant opportunities for quality learning and academic success. We assess the needs of students and design appropriate personal educational plans for those who need additional support. All personnel funded from various sources are utilized to promote student learning and success. Funds from all sources are used to purchase needed supplies and materials to meet the needs of our students. Personnel from all funding sources serve on school level MTSS teams. We also blend funds to maximize professional learning opportunities for all school staff and parent involvement activities for all families. We view the SIP as a working document and all available resources are utilized to implement our SIP.

#### **What Strategies will you use to meet these goals?**

We will monitor all budget sources to include federal, state, and local budgets. Our Academic Needs Assessment will be utilized to ensure we prioritize additional support to the highest areas of need. We will use all data sources to monitor student needs and ensure teachers have appropriate materials to meet those needs.

#### **What materials will you purchase and how is it related to your plan?**

Federal money will be used for human resources to meet student needs. Parent Engagement money will be used for STEM, Math, and Literacy Night materials and presenters. Some federal money will be used to provide substitute teachers to be sure classroom teachers can attend professional development opportunities.

**Resources Used in Programs** - Resources under Title I, Part A and other federal, state, and local government funds and local organizations are used to implement our schoolwide programs. All funds are combined to address the components of the schoolwide plans to ensure that all students reach, at a minimum, proficiency on the challenging North Carolina academic standards and the Haywood County academic assessments. Title I funds do not supplant activities that are funded from state and local sources. Resources include, but may not be limited to:

- Federal Safe Schools funds
- Federal Migrant-Title I, Part C
- State LEP funds
- 4-H programs
- Local civic clubs' grants: Elks, Kiwanis, Lions, Rotary
- Local law enforcement funds
- Haywood County Public Schools Education Foundation grants
- United Way of Haywood County
- Haywood County Health Department
- Local PTA/PTO funds
- DARE, drug resistance education program
- Haywood County Parks and Recreation funds
- Haywood County Recycling program
- Federal Professional Development funds-Title II, Part A
- Federal and State Exceptional Children's funds
- State accountability funds
- Boy and Girl scouting programs
- Local business partnerships
- American Heart Association, Jump Rope and Hoops for Heart program
- Soil and Water Conservation program
- Local faith-based funds
- Private donors
- Boys and Girls Club of Haywood County
- Arts Council funding
- Haywood Waterways

#### **What Strategies will you use to meet these school reform strategies?**

Build relationships with our community partners and utilize the resources they provide to meet the needs of our students.

**What materials will you purchase and how is it related to your plan?**

Materials provided by community partners will be utilized to meet the needs of our students.