



Hoke County Schools

Title I Plan

FY25

LEA Name	Hoke County Schools	
LEA #	470	
School Name	Sandy Grove Elementary	
School Website	sges.hcs.k12.nc.us	
School Grade span	PRE K-5	
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)		X Yes ☐ No
Indicate subject area(s) of focus in this Schoolwide Plan.		☐ Reading/Language Arts ☐ Math ☐ Science ☒ All ☐ Other (Specify) _____
School Principal Name	Dacia Bullard	
School Principal Email Address	Dacia.bullard@hcs.k12.nc.us	
School Mailing Address	8452 N. Old Wire Road Lumber Bridge NC 28357	
School Phone Number	910-875-6008	
School Improvement Chair	Kayla Locklear-Little	
Superintendent Name	Dr. Kenneth Spells	
Superintendent Email Address	kenneth.spells@hcs.k12.nc.us	
Confirm that the Schoolwide/Targeted Assistance Plan will be made available to the School District, Parents and the Public.		X Yes ☐ No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Kayla Locklear-Little</u> <u>Daniela Jacobs-Daniels</u> <u>Eyana Montgomery</u> <u>Ayana Pegues</u> <u>Tina O'Clair</u> <u>Anna Harding</u> <u>Patricia Carpenter</u> <u>Gail Spivey</u> <u>Marcie Boutin</u> <u>Danielle Philbrook</u>	<u>Chair</u> <u>Assistant Principal</u> <u>K - 1 Representative</u> <u>2nd grade Representative</u> <u>3rd -4th grade Representative</u> <u>Fifth Grade Representative</u> <u>Resource Staff Representative</u> <u>Teacher Assistant Representative</u> <u>Academic Coach</u> <u>Parent _____</u>

School Information <i>(Use the month of May)</i>		
Enrollment: 589	Average Class Size: 19	Number of Certified Instruction Staff: 38
Race and Ethnicity Percentages		
White: 29.5%	Hispanic: 19.8 %	Asian: .007%
Black/African American: 23.6%	American Indian/Alaskan Native: 14.9 %	
Native Hawaiian or Other Pacific Islander: .003%		Two or More Races: 9.3%
Other Demographics Percentages		
Poverty: 72%	English Learner: .068%	Exceptional Children: 14%

Assessments/Data used to complete Comprehensive Needs Assessment	
iReady	
EOG Data (2023-24)	RtA Results
FAM Score (2023-2024)	EVAAS Data
North Carolina Checkin Data (2023-2024)	ACCESS/WIDA Data
ABE (ODR data)	

1. Comprehensive Needs Assessment

https://www.indistar.org/app/DashboardReports/NC/1446_RubricSchool_16524_071220240716.pdf

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>
	In order to meet the needs of all students within our building, daily math and literacy blocks will take place. Those math and literacy blocks will follow the framework as set forth by the Hoke County Elementary Curriculum and Instruction department. Small group instruction is utilized daily in all classrooms. Small group instruction is based on formal and informal assessments conducted in the classroom. Data is utilized from common assessments, benchmark assessments, NC Check In data, iReady diagnostics and progress monitoring, exit tickets, and other means. This data is disaggregated by standards and teachers meet during their PLC to discuss student data, misconceptions, and needs for reteaching/extension. All data will be gathered on grade level data spreadsheets that are accessible to grade level members, the SIT team, administration, and the academic coach.. All data will be housed on these sheets for ease of access to include check in/BM data as well as standard to standard comparisons. The TIPS problem solving process will be utilized during PLCs to identify the precise problem, create an action plan to address it, and implement it with fidelity to increase achievement. District common assessment results will be closely monitored to ensure mastery of taught standards. K-3 teachers will utilize data from mClass benchmarks and will monitor progress with fidelity to measure student growth. Lesson planning will be a collaborative effort to ensure alignment to standard, rigor, and appropriate differentiation to meet the needs of the learners. All teachers will utilize Canvas and SeeSaw in creating lessons. Administration will conduct regular walkthroughs of classrooms and provide feedback based on district initiatives and their implementation in the classroom. We will utilize a Title I math tutor to service our low achieving students in math. They will be pulled daily for intervention. In addition, we will have an IEA tutor who will serve those students in the American Indian subgroup who are consistently scoring below average. These students will be serviced in a push in/pull out hybrid. EL students will be serviced by a certified EL teacher who will utilize push in and pull out based on ACCESS testing scores. The EL teacher will have time to plan with grade level teachers at least once per month to best meet the needs of students. Our SWD subgroup will be serviced through both a push in and pull out service model depending on student need. IEPs will be developed and shared with classroom teachers for implementation of modifications and accommodations into the regular classroom. EC teachers will work with these students to incorporate grade level standards and IEP goals into their instruction. An area of need based on discipline data is PBIS and character education/social emotional learning. All staff will be trained on PBIS and its best practices by our PBIS program during our back to school meeting. Staff members will implement PBIS with fidelity in classrooms. This will be evidenced by data collected during walkthroughs as well as by using our PBIS data tracking sheet. PLCs will discuss ABE data each week during PLCs to identify trends and discuss those students who are at risk for behaviors. In addition, we will have Morning Meetings built into all schedules. Teachers will utilize the provided curriculum to teach social-emotional skills and character education skills. Our guidance counselor will also teach social emotional learning lessons to all students within the building with support from our school social worker. In addition, she will serve students through small group and individual counseling. All staff will be retrained on the use of ABE interventions to put in place when students are having difficulty with behavior. Through these various trainings, teachers will feel

more empowered to problem solve and address behavior within their classrooms. This will be monitored through administrative feedback on lesson plans, data spreadsheets, progress monitoring, formative/summative assessments and disaggregation of data, behavior data from ABE which will be reviewed at the start of each faculty meeting, monitoring implementation of PBIS, and classroom walkthroughs.

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements.</i>
All paraprofessionals meet the requirements of ESEA by either having 48 credit hours or a 2 year degree.	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school.</i>
The majority of professional development during this school year will be centered around NCILA as directed by the district. We will also conduct staff surveys to see what additional professional development is needed. Professional development will be offered in the following ways: online learning, after school professional development, choice/differentiated professional development, district professional development, and professional development offered throughout the state. Teachers will receive PD during the school day by being provided coverage through the use of substitute teachers. All new staff teachers will be trained on the Reading Horizons phonics program which will also be offered digitally. Training will be provided in the use of MTSS in the classroom and what that looks like from a state perspective as well as here at Sandy Grove. All staff members will be retrained in MTSS and tiering students to include the TIPs problem solving process, differentiated CORE and action plans to address precise problems via ECATS. We will have additional training in small group instruction, serving the SWD subgroup in the regular education classroom, and other PD as noted from walkthroughs. Staff will also receive training in Learning A to Z (Raz Kids), iReady ELA, as well as Moby Max. Staff members who show excellence in PD areas will lead that professional development (Train the Trainer Model). Following all professional development at the school, staff members will complete a feedback survey. In addition, administration and the academic coach will follow up on new learning from professional development. Trained staff members will meet with each grade level during their PLC time to train them on EVAAS analysis to include: reading teacher and school diagnostic reports, identifying and analyzing individual student reports, and identifying teacher strengths and weaknesses to enhance instruction in his/her classroom. Title one funding will be used to support on site professional development including utilizing iReady and RAZ kids in differentiated instruction, building effective IIPs, and analyzing data to drive instruction. All teachers will participate in 40 hours of training on site and supported by title one through provision of substitute coverage.	

5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents.</i>
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The school-parent compact is developed with parents during the summer at our SIT retreat. During the SIT retreat, parents and teachers reviewed the old compact and made changes deemed necessary.	
5.2	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input.</i>
The school level Title I Parent and Family Engagement Policy is a collaboration of the district and school level. During our first SIT meeting for the year, the team, consisting of parents and staff members will create our Parent and Family Engagement Plan to include our different outreach events.	
5.3	<i>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.</i>
On September 14, 2023, Sandy Grove Elementary, we will host a Title I Night. During that night, parents will be provided with information about Title I via a pamphlet sharing What Title I is and how that money is used here at Sandy Grove Elementary. We will also provide them with the Parent and Family Engagement policy. This document is also provided in our parent/student handbook. We will also show a video during this event that explains Title I and how that impacts education at Sandy Grove Elementary. This year's parent and family engagement activities will be discussed so parents are able to add them to their calendars. Our school improvement plan will also be discussed with parents during this time. At subsequent times throughout the year, we will hold several additional nights: During these parent nights, we will hold a session regarding the Read to Achieve law with all 3rd grade parents. There will also be a session for our EC students to talk about inclusion services and strategies for parents to help at home. Also our LEP population will also have sessions in Spanish/ translated to discuss strategies for helping their child at home.	

6. Transition Plan

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>
Parents will be introduced to the Early Learning Inventory (ELI), NC standards for kindergarten students and general academic expectations. In addition, in the Spring, our PreK students have a transition day where they go to the Kindergarten classrooms for a day and spend a day learning about how things run in Kindergarten. In addition, we have a transition night here at the school in the Spring where parents have the opportunity to meet the grade level teachers for the next grade and learn about curriculum and expectations and how to work with their child over the summer to prepare him/her for the transition.	
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>
Fifth grade students participate in a field trip to the middle school in May. During this field trip they tour the school and get to meet administration and some of the teachers. In addition, we have a transition night here at the school that allows the parents to speak with a middle school teacher while still in elementary school to learn expectations and how they can prepare their students for middle school. In the summer, rising 6th graders spend a day at the middle school for transition day and go through the schedule of middle school and get to meet key staff members.	
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>
NA	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
At Sandy Grove Elementary, our instructional day begins at 7:45am with morning meetings in all classrooms. At this time, all homeroom teachers will conduct a morning meeting to teach social emotional learning as well as character education. The academic instructional day begins for all grade levels promptly at 8:00am. Our school's master schedule allows for 90 minutes of literacy instruction, and 70 minutes of math instruction. Access to instructional support will be made available through iReady math and ELA platforms via student devices at home.	

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

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>
We will utilize Title I funds to pay three classroom teachers. We will also pay one tutor from this money who will provide reading instruction to select high-risk students during each grade level intervention block. Our Title I money will also be used to pay for After School tutoring provided by each grade level throughout the school year. Title I Professional Development money will be used for the following: Title one funding will be used to support on site professional development including utilizing iReady and RAZ kids in differentiated instruction, building effective IIPs, and analyzing data to drive instruction. All teachers will participate in 40 hours of training on site and supported by title one through provision of substitute coverage. Instructional supplies money will be used for the following: A renewal subscription of Moby Max will be purchased to support station rotation in all classrooms. Learning A to Z for use in all literacy classrooms. Mountain Math to support math fluency in all math classrooms. iReady ELA for individualized learning path progress and at home reading support. Study Island for EOG prep in the areas of math, science and reading will be used to support differentiation and test taking strategies.	

9. [Title I Budget \(FY25\)](#)