

**Fletcher Elementary  
Title I Schoolwide Plan  
2019-2020**

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A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful school wide program.

**School Reform Strategies (Component 2)** - After thorough analysis of the data and the completion of the needs assessment, Fletcher Elementary School implements school wide reform strategies that address the identified needs. The strategies provide opportunities for all children to meet North Carolina’s proficient and beyond levels of student achievement. While addressing the needs of all children in the school, the strategies particularly address the needs of low-achieving children and those at risk of not meeting the student academic achievement levels. The strategies also increase the quality and quantity of instruction based upon scientific research. At Fletcher Elementary, we implemented the Guided Reading and Math models of instruction school wide. Using this model, students receive instruction based upon specific learning needs as well as invention activities to amplify learning. We also use Title I funds to hire tutors to support our at risk and identified students. The following research based reform strategies are being implemented in our school:

<b>Action Item</b>	<b>Action Item</b>
Learning-Focused® Schools Model	Letterland- Systematic, sequential phonics program
HCPS Reading Curriculum Calendars based on NC Standard Course of Study	Fountas and Pinnell Leveled Literacy
HCPS Math Curriculum Calendars based on NC Standard Course of Study	Leader in Me, 7 Habits, Positive Behavior Intervention & Supports, Medal of Honor, or other type program that provides support for academics
Graphic organizers	Junior Great Books®/Shared Inquiry/Paideia
Writer’s Workshop	Project GLAD (Guided Language Acquisition Design) or SIOP (Sheltered Instruction Observation Protocol) model
ESL (English as a Second Language) Co-teaching / Inclusion	EC (Exceptional Children) Co-teaching / Inclusion
HCPS Literacy Framework	Responsiveness to Instruction
Scheduled Intervention/Enrichment block	MTSS (Multi-Tiered System of Supports)
Other:	Other:

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**Instruction by Highly Qualified Teachers (Component 3)** – All teachers at Fletcher Elementary School hold a minimum of a bachelor’s degree. They have obtained full North Carolina certification as a teacher or passed the North Carolina teacher licensing examination and hold a license to teach in North Carolina. Many teachers hold advanced degrees/Master’s and National Board Certification. All newly hired teachers will meet the requirements of the ESEA Waiver. Each principal attests annually, in writing, as to whether the school is in compliance with the requirements relating to the qualifications for teachers. Highly qualified teachers directly supervise tutors and paraprofessionals. At Fletcher Elementary, 30% of educators hold an advanced degree as of the 2018-2019 school year. Two more teachers earned their master’s degree in May of 2019. Fletcher Elementary has 7 teachers with a National Board Certification with one additional teacher or earned her certification in November of 2019. These statistics are slightly higher than the state average.

**High Quality and Ongoing Professional Development (Component 4)**– High quality and ongoing professional learning opportunities are provided for teachers, principals, and paraprofessionals and, if appropriate, student service personnel and other staff to enable all children to meet North Carolina’s student academic achievement standards. The professional learning opportunities are tailored to meet the needs of all students and teachers as identified in the needs assessment. The professional learning opportunities improve and increase the teachers’ knowledge of the academic subjects they teach. They are also high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom. Some professional learning opportunities are being continued to include new teachers and some are new initiatives for all teachers. Fletcher Elementary School utilizes an instructional coach who facilitates identified professional learning opportunities and provides follow-up in the form of support, modeling, coaching, and mentoring. Fletcher Elementary has offered both whole school and differentiated professional learning opportunities. Whole school professional development includes topics such as Number Talks where teachers learned the importance of providing students with opportunities to be flexible in problem solving and refine math communication skills. Examples of differentiated professional development include topics such as administering running records, guided reading, and scheduling for guided math. The following research based professional development strategies are being implemented in our school:

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<b>Action Item</b>	<b>Action Item</b>
Learning-Focused® Strategies	Professional Learning Communities
Letterland Phonics	Reading Foundations training
Early Learning Inventory (formerly Kindergarten Entry Assessment)	iReady Math
Junior Great Books® /Shared Inquiry training / Paideia	Leader in Me, 7 Habits, Positive Behavior Intervention & Supports, Medal of Honor, or other similar program
MTSS (Multi-Tiered System of Supports) / Responsiveness to Instruction	State supported Reading Diagnostic Program
Project GLAD (Guided Language Acquisition Design) or SIOP (Sheltered Instruction Observation Protocol) model	Co-teaching / Inclusion Strategies
Other Formative Assessment	Reciprocal Teaching
HCPS Literacy Framework and Guided Reading	Guided Math
Number Talks or Mathematical Discourse	Social Emotional Learning
Other:	Other:

**Strategies to Attract Highly Qualified Teachers (Component 5)**- We realize the importance of employing high quality, highly qualified teachers. Fletcher Elementary supports our beginning teachers with an on site mentor. We also begin the year with a “mini” workshop and guided tour given by our assistant principal. Our district provides excellent support through our instructional coaches and BT program which meets regularly. The following research based teacher recruitment strategies are being implemented in our school:

<b>Action Item</b>	<b>Action Item</b>
Providing support from an Instructional Coach	Attending recruiting fairs
Providing a 8.5% supplement for all HCPS teachers	Scheduling common grade level planning time

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<b>Action Item</b>	<b>Action Item</b>
Assigning a buddy teacher to all beginning teachers	Welcoming atmosphere
Providing mentor support for all BT1s and BT2s	An attractive and inviting facility
Professional Learning Communities	School and district professional development
Other:	Other:

**Strategies to Increase Family Engagement (Component 6)**- Fletcher Elementary School recognizes the value of family engagement in each child’s success. We strongly encourage parents to be involved in all school activities. Finally, we utilize a written parent involvement policy and a Home/School Compact that are revised annually with input from our stakeholders and distributed to all families. At Fletcher Elementary, we provide opportunities for parent engagement both during the school day and after school. These activities include Career Day, Lunch and Learn dates, parent-teacher conferences, student-led conferences, Reading Night, STEAM Fair, and others. Additionally, we send home at-home family engagement activities that focus on our Leader in Me program. All parent communication is sent home in both English and Spanish. Some additional parent engagement strategies are being implemented in our school:

<b>Action Item</b>	<b>Action Item</b>
School Parent Engagement Policy*	Annual Title I Meeting*
Explaining the state standards and assessments*	Inviting parent participation at each level of the MTSS framework
Providing invitations, notices and content for parent engagement activities in another language*	Conducting parent-teacher conferences with each family*
Conducting events that target particular at-risk student groups or less accessible skills or content	Surveying parents to determine preferences for workshop times and topics
Conducting at least 2 parent engagement activities (one ELA/one math), aligned to our	Utilizing School Messenger or other technologies

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<b>Action Item</b>	<b>Action Item</b>
school improvement plan and including parent training*	
Offering childcare for parent training sessions	Distributing topic relevant newsletters
Including interpreters at parent activities when needed	Providing academic support resources
Including parents of all backgrounds/cultures on our School Improvement Team	Summer supports for parents and academics
Utilizing a Title I funded Parent Involvement Coordinator	Promoting a climate and philosophy that values parental involvement
Providing a dedicated interpreter/translator for parent conferences and meetings	Use of social media to communicate with parents
Other:	Other:

\* *Required Activities*

**Transition Activities (Component 7)** - Fletcher Elementary School recognizes that early intervention is critical to academic success. We emphasize and focus on building and implementing effective transitional strategies to promote a positive transition from pre-K (early childhood) to kindergarten classrooms, as well as between all grade levels. Our kindergarten teachers have worked with local childcare providers, parents, and community leaders to develop a Kindergarten Transition Plan as appropriate for our school. Teachers develop clear plans for transitions between grade levels, as well as the transition to middle school. Fletcher Elementary effectively provides pre-kindergarten students with a positive transition. We supply materials at a countywide Kindergarten Readiness Rally and at Kindergarten Registration. When a new child arrives at our school we have a Welcome Wagon, a committee of students, to assist in how students transition into their new environment. At Fletcher Elementary we create the opportunity for students who are transitioning to Middle School to experience an on campus orientation. The following research based transition activities are being implemented in our school:

<b>Action Item</b>	<b>Action Item</b>
Increasing the percentage of students who register during the kindergarten registration process	Inviting incoming parents to Kindergarten open house or other information events specific to kindergarten transition
Providing parents with literature about kindergarten	Sharing behavior intervention information between schools

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<b>Action Item</b>	<b>Action Item</b>
Arranging visits between preschools/daycares and kindergarten classrooms	Providing kindergarten orientation with preschool children and teachers visiting kindergarten classes
Participating in the annual Kindergarten Readiness Rally held at the local mall	Providing learning packets to promote kindergarten readiness during kindergarten registration
Informing the school nurse ASAP regarding student health problems	Scheduling an “Orientation” or “Jump Start” event prior to the beginning of school
Scheduling a “Meet the Teacher” even prior to the first day of school	Parent or student mentoring or partnering programs.
Providing opportunities for fifth graders to visit a middle school.	Establishing transition plans to share student information with the next grade level.
Other:	Other:

**Including Teachers in Decisions Regarding the Use of Assessments (Component 8)**- Fletcher Elementary School includes teachers in the decisions regarding the use of academic assessments in order to monitor ongoing student progress and to provide interventions for students not meeting grade level standards. This year Fletcher Elementary focused on analyzing iReady math and Istation reading assessment data monthly in order to identify students approaching proficiency. This analysis allowed us to identify students' needs and select intervention strategies to meet those needs. Principals, instructional coach, and teachers hold data meetings to address student achievement and concerns. MTSS Team also meets to discuss individual students struggling academically or behaviorally and how interventions are working based on progress monitoring data. The following assessment activities are being implemented in our school:

<b>Action Item</b>	<b>Action Item</b>
Representatives on the district-level Reading and Math Assessment committees when applicable	Representatives on the K-2 district-level Report Card committees when applicable
Sharing of assessment data between specialist and grade level teachers (i.e. iReady, Reading diagnostic)	Professional Learning Community work with the instructional coach regarding student data to determine adjustments for instruction

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<b>Action Item</b>	<b>Action Item</b>
Input into the use of and revision of any required HCPS Benchmark Assessments	Representatives on the district-level committee that reviews Curriculum Calendars when applicable
Benchmark analysis by administrator/s and instructional coach regarding the use of student assessments for the adjustment of instruction and professional development needs	Opportunities for our teachers to disaggregate student performance data to make appropriate educational decisions and track student progress
Problem-solving Model/MTSS framework	Flexible small group/individual instruction based on assessment data
Other:	Other:

***Activities for Children Experiencing Difficulty (Component 9)***- Procedures are in place at Fletcher Elementary School to ensure that students who experience difficulty mastering grade level standards and/or skills are provided effective, timely, additional assistance. Our school has an MTSS team with representatives from each grade level, the school psychologist, the school counselor, administration, an EC teacher, and other professionals specific to the child. The parent is also an active member of this team, which works together to identify research based interventions to address the significant areas of concern, as well as the people responsible for providing these interventions. Fletcher Elementary offers a wide variety of support for children experiencing academic, behavioral and emotional challenges. The School Counselor and School Social Worker work closely with staff and families to support students through individual and small group counseling. Referrals to community resources for additional student support are made as needed. The following activities are being implemented in our school:

<b>Action Item</b>	<b>Action Item</b>
Benchmarks and formative assessments	Psychological assessments
Differentiated instruction and assignments	Speech and language therapy
Community Volunteers	Assessment by/consultation with the school nurse
MTSS framework/interventions	Section 504 accommodations
Vision, hearing, and dental screenings	Summer program for rising kindergarten students

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<b>Action Item</b>	<b>Action Item</b>
Homebound instruction provided by a certified teacher, when needed	Incentives for attendance, academic achievement, and good behavior
Classroom modifications	Positive Behavioral Interventions and Supports
Second language instruction	The Leader in Me, 7 Habits, Medal of Honor, or other leadership curricula
Small group literacy and math instruction	One-on-one literacy and math tutoring
Big Brother Big Sisters	Peer tutoring and mentoring
After school and or before school tutoring, study or homework assistance	Counseling services
Exceptional Children’s program consideration and placement	Summer programs
Parent trainings	Personalized education / MTSS plans
Other:	Other:

**Coordination and Integration of Federal, State, and Local Services (Component 10)** – At Fletcher Elementary School, all available resources are utilized to implement our School Improvement Plan. 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 learning needs of our students. Personnel from all funding sources serve on school level MTSS teams, the School Improvement Team, and other site based administrative committees. We also blend funds to maximize professional learning opportunities for all school staff and parent involvement activities for all families. Our School Improvement Plan (SIP) is a working document and all available resources are utilized to implement our SIP. In order to maximize learning in the formative early years, Title 1 funds are used at Fletcher to provide a Kindergarten position to lower class size. In addition, technology is a top priority need and funds have been used to purchase much needed chromebooks for our classrooms.

**Resources Used in Programs (Component 10)**– Resources under Title I, Part A and other federal, state, and local government funds and local organizations are used to implement our school wide programs. All funds are combined to address the ten components of the school wide plans to ensure that all students reach, at a minimum, proficiency on the challenging North Carolina academic standards and the Henderson County academic assessments. Title I funds do not



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supplant activities that are funded from state and local sources. Fletcher Elementary has partnerships with several community partners which include FABA, the HCEF and Fletcher Parks and Rec. Resources include, but may not be limited to:

<b>Resource Item</b>	<b>Resource Item</b>
Federal-Title III	Federal and state Exceptional Children's funds
Federal Migrant-Title I, Part C	Federal Professional Development funds-Title II, Part A
State remediation / At-risk funds	Eblen Foundation funds
State LEP funds	Henderson County Community Foundation grants
Local civic clubs' grants : Elks, Kiwanis, Lions, Rotary	Local business partnerships
Local law enforcement funds	Henderson County Recycling program
Henderson County Public Schools Education Foundation grants	American Heart Association, Jump Rope for Heart program
United Way of Henderson County	Congregations 4 Children and/or other local faith-based funds
Henderson County Health Department	Private donors
School PTO funds	Boys and Girls Club of Henderson County
Boy and Girl scouting programs	Big Brothers Big Sisters
STAR (Sheriffs Teaching Abuse Resistance)	Young Leaders Camp
Salvation Army	Johnson Farm Educational site and programs
Henderson County Dispute Settlement	4-H programs
Bullington Horticulture site and programs	Soil and Water Conservation program
Family-Centered Literacy Program in collaboration with Blue Ridge Community College	Safelight
Other:	Other:

Staff Feedback received by: (May 20th, 2020 at SIT meeting)

Parent Feedback received by: (June 1st, 2020 at PTO meeting)