

# School Based 20-21 Title 1 Plan

School Name:

Resource Budget: \$22,360.80

Celeste Henkel

Building Principal:

F. Saraco

Iredell Statesville Schools Title I Representative

Jonathan Ribbeck

Date Completed:

08/26/20

## Introduction

Due to the reauthorization of the Elementary and Secondary Education Act (ESEA), most commonly known as ESSA, certain components are required to be included in planning for schoolwide programs and in the writing of a schoolwide plan. By completing the provided template, schools will develop a plan which will meet the new requirements.

The plan shall be developed or revised with the involvement of: (Check all that apply)

- ✓ Parents
- ✓ Other members of the community to be served
- ✓ Individuals who carry out the plan including teachers, principals, other school leaders, administrators, paraprofessionals present in the school

The plan shall be available to the LEA, parents and the public; information in the plan should be in an understandable and uniform format and provided in a language that parents can understand.

If appropriate and applicable, the plan shall be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The narrative sections in the template must be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schools must annually review the plan and revise, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

The budget implication sections must be sufficient in detail to show how Title I funds support the schoolwide program and provide students with a well-rounded education.

**Component 1: §1114(b) (7)(A)(i): Opportunities For All Children**

Provide a description of schoolwide reform strategies, that may include interventions that provide opportunities for all children, including each of the subgroups of students to meet the challenging state academic standards.

**Evidence:** Evidence-based strategies structured to identify needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. **Include a description of how the reform strategies will be evaluated for effectiveness.**

**Narrative (What will be purchased during the year?):**

We will be designating two part time positions within the school for specific use— reading interventionist [k-2]; STEM/Science [3-5]. The Leadership team will provide PD opportunities for 10 staff members to participate in an online course offered by BER [Bureau of Education & Research] to address our school’s learning needs. PLCs will focus on planning, data review, and interventions. The DuFour model for data analysis will be applied during our data dives.

SIT members will participate in a book study, Turning High-Poverty Schools into High-Performing Schools by William H, Parrett.

**Budget Implications (Projected Costs):**

PD opportunities through BER [Bureau of Education & Research] will cost \$149 per course. Estimated expense: \$1,490.00

Turning High-Poverty Schools into High-Performing Schools- \$25.56 each. Estimated expense: \$383.40.

**Benchmark/Evaluation (How will you know this improved student achievement?):**

The success of designating two specific use positions will be measured by the overall growth students make on District and State Assessments. We will also track the growth of our underperforming subgroups. The teachers that will be partaking in the online PD from BER will prepare a mini-PD for the staff. We have incorporated one Tuesday, each month, for Pop-Up Professional Development. The topics will address the needs of our school-based on prior data. Each attendee will be asked to incorporate at least one component from the presentation within their classroom and provide feedback, including samples of classroom implementation.

**Component 2: §1114(b) (7)(A)(ii): Strong Well-Rounded Program**

Provide a description of schoolwide reform strategies that: 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; and 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

**Evidence:** Evidence-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness

**Narrative (What will be purchased during the year?):**

- **Celeste Henkel Elementary School will be purchasing iReady Reading lessons and the Teacher Toolkit for grades K-3 as a supplement to the iReady Diagnostic purchased by the district.**
- **A Flocabulary site license will be purchased to provide highly engaging vocabulary lessons that can be used with both face-to-face and remote learning.**
- **Title I funds will also be used to supplement the Fountas and Pinnell literacy materials already purchased with literacy funds. The supplemental materials will include additional Benchmark Assessment Systems [K-2 & 3-5], Leveled readers [both hard copies and online versions], and an LLI [Level Literacy Intervention Gold System for grade 4].**
- **To better serve our ELL population we will purchase Brain Pop ELL and RAZ-Plus ELL Edition.**

**Budget Implications (Projected Costs):**

**iReady Reading K-3 – \$7,020**

**Flocabulary site license – \$2000**

**LLI Gold System – approximately \$5,500**

**Brain Pop ELL – \$795.00**

**RAZ-Plus ELL Edition – \$272.95**

**Tutoring Sessions after school [EOG Boot Camps] – approximately \$4,899.45**

**Benchmark/Evaluation(How will you know this improved student achievement?):**

Throughout the year, our grade level teams will be reviewing data from iReady [reading and math], NC Check-ins, and CFAs [common formative assessments] to determine the students' mastery of grade-level standards and/or the growth each student has made between diagnostic assessments. We will target students needing additional reteaching to reach mastery. These students will then be retested using a CFA designed to target the addressed standards. We will continue to monitor student growth and provide interventions when appropriate. Each grade level will also use the iReady reports to examine each student's individual rate of growth and stretch growth. These reports will help us determine the proper course of action so we can see continuous growth in all areas.

### **Parent and Family Engagement- §1116:**

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f).

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, Every Student Succeeds Act, Title I, Part A

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

- (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.”

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available

to the local community and updated periodically to meet the changing needs of parents and the school.

Each Title I served school must:

- Convene an annual meeting at a convenient time to which all parents of participating children shall be invited and encouraged to attend, to inform parents of the school's participation and explain the requirements of this part and the right of the parents to be involved.

Date and time of annual meeting: Due to COVID-19 restrictions, this meeting will be pre-recorded and sent to parents on or before September 18, 2020.

- Offer a flexible number of meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement.

Date(s): Our first parent conference will be held from November 9-20, 2020. Parents will be encouraged to make appointments with their child's teacher and follow all CDC and Health Department mandates when coming into the building.

- Involve parents in an organized, ongoing, and timely way with the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b).

Date(s): 9/29/20 & 10/01/20; 03/1-03/5/20

- Provide parents of participating children:
  - Timely information about programs under this part.
  - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards; and
  - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible.
- If the schoolwide program plan under Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
  - which the compact shall be discussed as the compact relates to the individual child's achievement.

- Frequent reports to parents on their children’s progress;
- Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

**Funding for Parent and Family Engagement \$ 1,803.70 as of 8/24**

**Narrative (What will be purchased throughout the year with your Parent and Family Engagement Funds):**

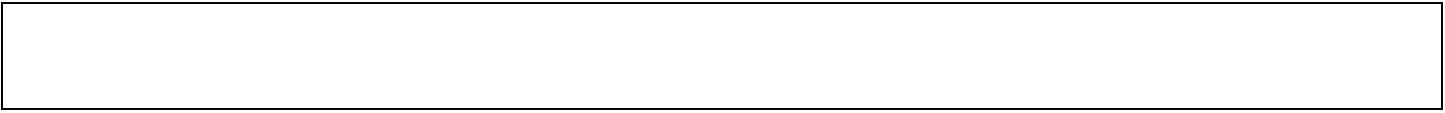
**Snacks at Parent and Family Involvement Events  
 Take-Home Books for K-3  
 PBIS student incentives (consumable)  
 Consumable STEM supplies (for monthly At-Home STEM Challenges)**

**Budget Implications(Projected Costs):**

**Snacks – approximately \$500  
 Take-Home Book for K-3 – approximately \$803.70  
 PBIS – approximately \$250 [Guidance materials]  
 STEM – approximately \$250**

**Benchmark/Evaluation (How will you know these items increased the parent and family engagement in your school?):**

- **Increased attendance at conference and informational meetings**
- **Increased parent feedback and/or input for SIP or other school-related projects**
- **Increased parent engagement and support with remote learning**
- **Increased participation in the monthly STEM Challenges**
- **Increased reading stamina and fluency among our K-3 students**



Principal Signature Frank Laraco

Date 08/31/2020

Title I Representative

Signature Jonathan Ribbeck

Date 9/8/20