

School Based 24-25 Title 1 Plan

School Name:

Resource Budget: **\$184,633.83**

Scotts

Building Principal:

Dr. Basham

Iredell Statesville Schools Title I Representative

Jonathan Ribbeck

Date Completed:

August 23, 2024

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?):

- Student Letterland Online
- Letterland K Phonics Consumable
- Letterland K Handwriting Consumable
- Letterland 1 Phonics Consumable
- Letterland 2 Phonics Consumable
 - Letterland will be used K-2 for Core Phonics and Handwriting

- Equipped for Reading Success
- Classroom Magnetic Letters Kit 2
 - Interventionist will use with Tiered Students to close learning gaps

- Bridges Number Book (K)
- Bridges Student Book (1)
- Bridges Student Book (2)
- Bridges Student Book (3)
- Bridges Student Book (4)
- Bridges Student Book (5)
- Number Corner (K)
- Number Corner (1)
- Number Corner (2)
- Number Corner (3)
- Number Corner (4)
- Number Corner (5)
- Home Connections (K)
- Home Connections (1)
- Home Connections (2)

- Home Connections (3)
- Home Connections (4)
- Home Connections (5)
 - Bridges consumables will be used to support our Bridges Core math Curriculum
- IXL
 - Supplemental online Math & ELA resource
- Generation Genius
 - Will be used K-5 for Science to build vocabulary and background knowledge
- Science Supplies
 - 5th grade supplies as recommended by Deb Lester
- Scholastic News 2, 3, 4, 5
 - Will be used as supplemental for Social Studies
- Second Step Digital Access
 - To increase fidelity, Scotts teachers will utilize Second Step Digital to address the whole child/SEL needs
- SIT approved PBIS School Store items
 - Will be used K-5 to address SEL
- Blackboard
 - Used to communicate with parents/families

Estimated Budget	\$19,663.91			
Amount Used	\$19,670.93			
Amount Remaining	-\$7.02			
ITEM	Unit Price	Number Needed	Total	Total w/ Tax
Letterland Online (Student)	\$4.99	124	\$618.76	\$660.53
Letterland K Phonics Consumable	\$11.99	40	\$479.60	\$511.97
Letterland K Handwriting Consumable	\$8.99	40	\$359.60	\$383.87
Letterland 1 Phonics Consumable	\$11.99	40	\$479.60	\$511.97

Letterland 2 Phonics Consumable	\$11.99	45	\$539.55	\$575.97
Equipped for Reading Success	\$55.00	3	\$165.00	\$176.14
Bridges Number Book (K)	\$18.00	15	\$270.00	\$288.23
Bridges Student Book (1)	\$18.00	13	\$234.00	\$249.80
Bridges Student Book (2)	\$18.00	12	\$216.00	\$230.58
Bridges Student Book (3)	\$18.00	15	\$270.00	\$288.23
Bridges Student Book (4)	\$36.00	18	\$648.00	\$691.74
Bridges Student Book (5)	\$36.00	15	\$540.00	\$576.45
Number Corner (K)	\$18.00	15	\$270.00	\$288.23
Number Corner (1)	\$18.00	13	\$234.00	\$249.80
Number Corner (2)	\$18.00	12	\$216.00	\$230.58
Number Corner (3)	\$18.00	15	\$270.00	\$288.23
Number Corner (4)	\$18.00	18	\$324.00	\$345.87
Number Corner (5)	\$18.00	15	\$270.00	\$288.23
Home Connections (K)	\$36.00	10	\$360.00	\$384.30
Home Connections (1)	\$36.00	9	\$324.00	\$345.87
Home Connections (2)	\$36.00	8	\$288.00	\$307.44
Home Connections (3)	\$36.00	10	\$360.00	\$384.30
Home Connections (4)	\$36.00	12	\$432.00	\$461.16
Home Connections (5)	\$36.00	10	\$360.00	\$384.30
Science Supplies	\$1,000.00	1	\$1,000.00	\$1,067.50
Scholastic News 2,	\$6.25	152	\$950.00	\$1,014.13

3, 4, 5				
Second Step Digital Access	\$2,595.00	1	\$2,595.00	\$2,770.16
IXL	\$2,939.00	1	\$2,939.00	\$3,137.38
Generation Genius	\$1,295.00	1	\$1,295.00	\$1,382.41
Classroom Magnetic Letters Kit 2	\$23.99	3	\$71.97	\$76.83
Blackboard	\$528.32	1	\$528.32	\$563.98
SIT approved PBIS School Store items	519.7	1	519.7	554.77975
			\$17,907.40	\$19,670.93

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

mClass K-3 data, iReady K-5 data, NCCheck-ins, IXL, and CFA data will be used to monitor proficiency and growth and to ensure students receive adequate instruction. Attendance & discipline data will be utilized to monitor the impact of SEL learning on students.

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?):

- PT Certified Teacher @ \$33,570.00
- FT Certified Interventionist @ 59,270
- Interventionist (1) - 18 Hours

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

- Progress Monitoring Data collected by interventionist during the implementation cycle.
- Diagnostic Data: mClass and iReady
- BOY assessments will be compared to MOY and EOY to ensure adequate growth for all students, additionally Check In and iReady data will also be used and analyzed to inform instruction and to ensure effectiveness of interventions and instruction

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.

9/24/24 from 4:30 - 6:30

- 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): 10/28/24-11/1/24; 1/13/25-1/17/25; 4/23-4/24

- 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): Parent Advisory Committee Meetings - Date(s): 9/10, 10/8, 11/12, 12/10, 1/7, 2/11, 3/18, 4/1, 5/13

- 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 \$4,337.15

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

The goal of this plan is to engage parents as much as possible to support students' academic achievement. We will host two family nights focusing on strategies for home and equipping parents the necessary tools to help support their child. Additionally, we will hold student led conferences with parents to allow students to take ownership of their learning and progress and make deeper connections.

Another strategy is creating positive postcards that teachers will utilize to send home positive notes to parents to help strengthen the parent-school relationship.

Budget Implications(Projected Costs):

- Family Nights & Materials 2300
- Hmong Heritage Day - Scotts has a large Hmong population and will work to increase a

deep sense of belonging to our school community.

- Grandparents Day - We have a large population of grandparents who are raising their grandchildren. We will work to engage them with the school community - 537
- Student/Parent Conferences - \$1500

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

Climate survey data and input from quarterly parent advisory meetings.

Principal Signature *Misty Basham* Date **8/26/24**

Title I Representative

Signature **Jonathan Ribbeck** Date **8/25/24**