

# Shoolwide Title I Plan FY23

School Name:HH Beam Elementary

Date:4/25/22



# Stakeholder Involvement

Who: SIT Members

When: 5/09/22

How: Meeting



# Comprehensive Needs Assessment

- Briefly describe your school's Comprehensive Needs Assessment (CNA) by Summarizing the results and conclusions.
  - Overall school performance at HH Beam between SY 2018-2019 to 2020-2021 decreased by **21%** in proficiency. There were no EOG scores for SY 2019-2020 as explained in the data below.
  - There has also been a slight proficiency decrease in our iReady data from SY 2018 to SY 2022. Math seems to show more of this decrease over time from BOY 2018 to MOY 2022
  - For the 2019-20 school year, the United States Department of Education (USED) and the North Carolina General Assembly granted NCDPI a waiver from administering the statewide assessments required by federal law and from School Performance Grade reporting.
  - For the 2020-21 school year, the U.S. Department of Education and the North Carolina General Assembly (Session Law 2021-130) waived requirements for reporting the school-level accountability model and School Performance Grades; including achievement and growth. School Accountability Growth (SAG) is a component of the school performance score, and as a result, NCDPI shall not estimate SAF from the 2020-21 assessment data.
- What are your prioritized needs?
  - Full Time EL Teachers (2)
  - Content Teacher (1)
  - Parent Involvement Specialist (Building Parent/Community Support/Collaborative Parent Center)
  - Instructional Teacher Assistants (15)
  - Staff Bonus Incentives that address staff attendance and professional development
  - Ongoing professional development to help increase teacher instructional capacity, leadership skills, teaching students from low economic backgrounds, and effective classroom management techniques.

# Component 1: Opportunities for All Students 1114(b)(7)(A)(i)

Provide a description of school wide 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.

## 1) Strategies/ Interventions

- SPIRE Reading intervention program for low performing students through small group instruction.
- iReady Reading and Math program.
- Multi-Tiered Systems of Support (MTSS)
- Positive Behavioral Intervention and Support (PBIS)

# Component 1: Opportunities for All Students 1114(b)(7)(A)(i)

## Budget Implications:

- Salary for one Content Teacher
- Salary for Parent Involvement Specialist
- Salary for Teacher Assistants
- Cost of materials for any professional development

## Benchmark/Evaluation:

- **Weekly:** Formative assessment data (iReady & Classroom assignment data) will measure student growth or proficiency. Discussions around these topics will be held during weekly data and PLC meetings. Coaching/feedback sessions outcomes will measure and assist with determining areas of opportunities needed to strengthen classroom instructional practices.
- **Bi-weekly:** Progress monitoring will be conducted in iReady to measure student growth or proficiency.
- **Quarterly:** iReady student assessments will be used in order to measure student proficiency/growth and to determine intervention effectiveness. At a minimum, students will be assessed on iReady at the beginning, middle and end of the 2022-2023 school year. Aggressive MClass progress monitoring will also be conducted at this timeframe as well as.

# Component 2: Strong, Well Rounded Program 1114(b)(7)(A)(ii)

Provide a description of school wide 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
- 3) Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Flextime Initiative: Provides sacred learning time to facilitate targeted learning for students in a small group setting across each grade level.

- Coaching and Feedback: Content Team will serve as direct instructional support for teachers. They will provide coaching and feedback on a routine basis to strengthen instructional practices needed to impact student learning throughout the building.
- MTSS/PBIS: The MTSS/PBIS program at HH Beam supports the “whole child” (i.e., students performing below grade level or advanced learners and students that are chronically absent) by providing a framework that encompasses academic, behavioral, social and emotional support.

# Component 2: Strong, Well Rounded Program 1114(b)(7)(A)(ii)

## Budget Implications:

Our Instructional Assistants will participate in professional development and will assist teachers with Sound Sensible/SPIRE instructional small groups and Flex Grouping.

## Benchmark/Evaluation:

Weekly, Bi-weekly and Quarterly academic proficiency/growth assessment and review of discipline referrals and interventions will measure effectiveness of this model. Educators Handbook data will serve as the primary source of behavior data (qualitative & quantitative) to inform of needed adjustments to behavior tier plans and interventions.

# Component 3: Allowable Activities

## 1114(b)(7)(A)(iii)

Provide a description of school wide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards.

- Sound Sensible/SPIRE: SPIRE Reading is a research-proven reading intervention program for your lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-step lesson plan.
- Multi-tiered Systems of Support/Positive Behavior Intervention System (MTSS/PBIS):The MTSS/PBIS program at HH Beam supports the “whole child” (i.e., students performing below grade level or advanced learners and students that are chronically absent) by providing a framework that encompasses academic, behavioral, social and emotional support. HH Beam will use a universal screening system to inform decisions of developing student interventions. These data will also be analyzed at the school level to determine system-wide shifts that are needed to sustain ongoing student growth and development. The approach to this important initiative will be collaborative (i.e., teachers, counselors, psychologists and other specialists) to assess and address student needs.



# Parent and Family Engagement-1116

Provide a description of activities and strategies you are planning to develop a partnership with parents to help students achieve the state's high standards.

Parent Involvement Specialist: The Parent Involvement Specialist will improve the daily involvement of the parents, guardians, caregivers, and/or other significant adults at HH Beam. Program goals are to improve students' school performance, specifically relative to the identified goals of academic performance, social and emotional awareness. This team will be spearheaded by the front office associate.

- Parent Academy Program
- Parent Volunteering Activities/Parent Involvement Room
- Curriculum Nights

# Parent and Family Engagement-1116

Provide a description of activities and strategies you are planning to develop a partnership with parents to help students achieve the state's high standards.

## Budget Implications:

\$3557.40

## How will you document and monitor?

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# HH Beam Title I Program

Thank you for your participation!

- Please feel free to contact me if you have any questions regarding our Title I programs or budget implications.

Have a wonderful evening!