



School-wide Plan 2021-22 School Year

School Name:

Kiser Elementary

Building Principal:

Lorinda Brusie

Select One: (Right click on the appropriate box to insert a check)

- Initial plan for new schoolwide program
 Revised plan for a school currently operating a schoolwide program

Gaston County Schools Title I Representative

Dr. Cynthia Reynolds, Title I Director

Date Completed/Revised:

April 16, 2021

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 new plan or update current plans that 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
 Local Education Agency **Representative's name:**
 Tribal organizations present in the community (if applicable)
 Specialized instructional support personnel **Representative's name:**

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. These sections must match the information in the Consolidated Application Budget.

§1114(b):

Comprehensive Needs Assessment (CNA)

To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Briefly describe the school's Comprehensive Needs Assessment (CNA) process.

Narrative: Data was pulled from several sources, including EOG data, EVAAS, Educators Handbook, AESOP, and data compiled by the accountability department. This data was put together in charts and distributed to the SIT for review and analysis. The SIT met virtually and discussed the significance of the data and how it has impacted student achievement. The Kiser staff then met virtually and in breakout rooms they discussed the school's area of need. Based on feedback from SIT and the Kiser staff, the parent survey, school created surveys and 2019-2020 TWC survey results, administration took the information and created the CNA.

Summarize the results and conclusions:

Narrative: Math scores are traditionally lower than reading over the past 4 years. Overall, math proficiency decreased by 3 points from 17-18 to 18-19. Third grade math has reached 60% proficiency or higher of the past 2 years, but students moving from third to fourth in 18-19 saw a 15 point drop in proficiency. Fourth and fifth grade math has remained below 50% proficiency over the past two years and fourth grade dropped over 7 points in proficiency from 17-18 to 18-19.

All teachers met growth in reading for the 18-19 school year. One teacher exceeded growth in math and 4 teachers did not meet growth in math, which leaves 73% of teachers meeting growth in math. Overall, 4th grade math did not meet expected growth with a -3.4 growth measure. As a 3 year average, 4th and 5th grade math does not meet expected growth with a -1.6 growth measure.

There continues to be a gap with the Black subgroup and it has widened over the past two years. The economically disadvantaged subgroup has maintained a fairly consistent gap over the past three years.

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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:

Kiser will hold a summer retreat. Teachers will have the time to build relationships with new staff, develop plans for the start of the school year, develop a data management system for students, and begin professional learning on Standards Based Learning and personalized learning plans using Schoology. Data analysis sessions will be focused on math standards.

Teachers will be paid to tutor students in reading and math after school hours. Teachers will select students based on iReady, mClass, and standards mastery data.

Budget Implications: \$7500 to pay staff and purchase resources for building data notebooks.

\$4500 to pay teachers for after school tutoring.

Benchmark/Evaluation: Quarterly assessment data, informal and formal observations, end of grade testing data and student growth, lesson plans

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: Behavior Intervention Specialist

This position will allow a TA to work with students on SEL strategies, behavior plans, and attendance strategies. By addressing these areas students will be able to focus on academics.

Budget Implications: \$32,000 for a teacher assistant

Benchmark/Evaluation: Quarterly assessment data, informal and formal observations, and end of grade testing/student growth and standards mastery. Attendance and discipline data will be reviewed monthly through MTSS.

Component 3: §1114(b) (7)(A)(iii): Allowable Activities

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- Strategies for assisting students in the transition from primary grades to intermediate, intermediate to middle, and middle to high.

Evidence: Evidence-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative: Based on our CNA, students in the ED subgroup and Black subgroup are performing

lower than other subgroups and the gap is expanding. Teachers will participate in a book study with the book *Teaching with Poverty in Mind*. Teachers will participate in discussion about the book and implement strategies based on the readings that will help address student needs, and develop a better understanding of how poverty effects student learning.

Budget Implications: \$500 for copies of *Teaching with Poverty in Mind* for staff members.

Benchmark/Evaluation: Discipline data, quarterly assessment data, informal and formal observations, and end of year subgroup data.

Component 4: Coordinate and integrate federal, state, and local services and programs:

Name the specific state, local, and other federal programs that will be integrated.

A literacy teacher will work with third and fourth grade students who fall within a designated achievement level for reading.

The counselor will incorporate Second Step into her program, as well as build a “calming room” for students with social emotional needs.

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: September 9, 2021 at 6pm

- 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): September 2021, November 2021, January 2022, March 2022

- 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): August 2021 and monthly via SIT and PTO.

- 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.

Shared Responsibilities for High Student Academic Achievement (Learning Compacts)

As component of school level parent and family engagement policy, each school served under this part shall jointly develop with parents a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Such compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the state's student academic achievement standards the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - Parent-teacher conferences in elementary schools, at least annually, during 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

USE OF FUNDS – Funds reserved under subparagraph A shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the following: (Please check all that apply.)

- Supporting schools and nonprofit organizations in providing professional development for school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- Collaborating with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

Narrative: Kiser will hold 4 family nights related to curriculum throughout the year. Parents will participate in a survey to determine Parent Seminar topics. Based on the survey, Kiser will hold monthly meetings to help parents effectively engage in their child's education.

Budget Implications: \$1609.25 will be used to purchase meals for family events and supplies that may be required for Parent Seminars.

Benchmark/Evaluation: Each event will be advertised and parent signatures collected. Student attendance, discipline and academic data will be collected and analyzed based on

parent attendance at events.

Principal Signature Lorinda Brusie

Date April 16, 2021

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- Approved
 - Unapproved (see comments)

Title I Representative

Signature _____

Date _____