

Developing and Monitoring a Title I Plan - Documented in Element 1 of the Monitoring Documents

- Identify purpose, desired outcomes, and success criteria
 - Engage stakeholders
 - Collect and analyze data - The data provides the story of “where a school is now and where it is expected to be.” Data analysis will help identify the school’s needs.
 - Identify strengths and weaknesses
 - Collect and review evidence-based practices
- Implement Intended Outcomes
 - Develop the plan with clear goals, and strategies
 - goals** (the expression of the desired student performance outcome)
 - strategies** (represent the means to the end and what the school will do to accomplish the goal)
 - Action steps** (an action that will directly address the school’s areas of focus/goals)
 - Communicate the goals and strategies to all stakeholders
 - Provide training
 - Continue to collect and review data
 - Monitor process
 - Seek feedback
- Reflect
 - What are the current strengths and challenges
 - Was the plan implemented as intended
 - Where are we now? What more do we need?
- Adjust Plan
 - What adjustments/modifications should be made?
 - How can we improve effectiveness?

Schoolwide Title I Plan

North Canton Elementary School

Comprehensive Needs Assessment

ESSA Law

Requirements for a needs assessment and ESEA:

*To inform a comprehensive plan for schools operating a schoolwide program, the school will conduct a comprehensive needs assessment that “takes into account **information on the academic achievement of children in relation to the challenging state academic standards**, particularly the **needs of those children who are failing, or are at-risk of failing**, to meet the challenging state academic standards.”*

ESEA Section 1114(b)(6)

What does this look like?

- The comprehensive needs assessment directs a school to **collect and analyze** a variety of student data.

Possible areas to collect data:

*student achievement

*demographics

*school climate

*teacher qualifications

*instructional practices

*behavioral data

*surveys

*student attendance

- Includes a detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).*
- Examines student, teacher, school, and community **strengths and needs**.
- Based on data analysis, school leadership, in collaboration with families, and community stakeholders, **identifies** a manageable number of **priorities** at the right level and magnitude and is aligned with the Needs Assessment for school improvement.

needs assessment data here (What made you decide to add what you did to the School Improvement Plan?)

We feel like this is significant because?

North Canton Elementary top needs:

1. 3rd Grade Math-55% are not proficient
2. 5th Grade Reading-48% are not proficient
3. 4th Grade Reading-39% are not proficient
4. 5th Grade Math-39% are not proficient
5. 3rd Grade Reading-38% are not proficient

-North Canton Elementary had success with Kindergarten math, 1st grade reading, 3rd grade math, and 1st grade math. Our school had a low number of students not proficient in these

areas.

-NCE wants to increase Reading and Math scores in End of Grade tests and K-2 Assessment.

-The School Improvement Team (SIT) and PAC (Parent Advisory Committee) will meet regularly throughout the school year to discuss goals for the school, steps to achieve goals, and to determine progress.

Schoolwide Plan Strategies

LAW

Plan strategies should include a **description of the strategies** that the school will be implementing to address school needs, including a **description of how such strategies will:**

- *provide **opportunities for all children**, including each of the subgroups of students (as defined in Section 1111(c)(2)), to meet the challenging State academic standards;*
- *use **methods and instructional strategies that strengthen the academic program** in the school, **increase the amount and quality of learning time**, and help provide an **enriched and accelerated curriculum**, which may include programs, activities, and courses necessary to provide a well-rounded education; and*
- ***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. [ESSA, Section 1114(b)(7)(A)(iii)]*
- *provide 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;*
- *be evidence-based as defined in ESSA, Section 8101(21)(A). List of the strategies (effective, evidence-based, research-based)*
Strategies must meet the needs of all children (Low-achieving children, ESL, Migrant, Low Income, ethnic, EC)
The budget must support the plan.
The plan must be monitored.

What does this look like?

- Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
- The school provides multiple opportunities and evidence-based interventions for students in need and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.
- Timely, effective, and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, post-secondary education preparation, and preschool children transition to local elementary school programs.
- The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
- The school uses clear criteria and processes for making decisions regarding the level and length of student participation in tiered supports.
- The school offers a range of extended learning opportunities within and beyond the school day and the school year.

- Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
- The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high-need subjects.

Goal	Strategies	Outline what will be purchased with Title I funding
Allocate financial, business and technology resources according to State and Federal laws and State Board of Education policies		-Chromebooks/iPads
Increase the percentage of grades 3-8 math and ELA EOG subgroup test scores meeting the ESSA Yearly Measures of Interim Progress	<ul style="list-style-type: none"> ● Third grade Foundations. ● Foundations Interventions in small groups ● Develop a professional development plan that supports core instructional practices. ● Define curriculum/ instructional frameworks and highlight best practices. ● Foundations taught in k-3 ● Heggerty taught in k-2 ● Implement Elementary District Literacy Intervention Plan approved by NCDPI. ● Teacher planning days throughout the school year 	-iReady -3rd grade Foundations Kits -Title 1 Tutors -Replacement Foundations Materials -mClass for 4th and 5th grade reading -Substitute pay for teacher planning days -After school tutors -Heggerty -Investigations Manipulatives
Increase the percentage of students proficient in math by subgroup	<ul style="list-style-type: none"> ● Review updated Math Unpacking documents (2022) ● Develop a professional development plan that supports core 	-iReady -Title 1 Tutors -After school tutors -Investigations Manipulatives

	instructional practices.	
Increase the percentage of students proficient in reading by the end of 3rd grade	-Implement Foundations Level 3 grade wide -Use iReady and mClass interventions for students not on grade level -Continue to use Guided Reading in classrooms	-iReady -Title 1 Tutors -Level 3 Foundations -Replacement Foundations Materials -Guided Reading Books and take home readers -After school tutors
Decrease behaviors that distract from learning and increase mental health awareness.	Teachers will use Second Step, a Social/Emotional Learning program. Multiple lessons will be taught each week.	-Second Step SEL Program

Description and Documentation of how parents are involved in the plan's development, implementation, evaluation, and revision.

ESSA LAW

- *the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESSA, Section 1114(b)(2)]*
- *the plan is available to the local educational agency, parents, and the public. The information in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA, Section 1114(b)(4)]*
- *the school meets the requirements of Section 1116 of ESSA, including developing and implementing a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]*

What does this look like?

- Specific strategies to increase family and community stakeholder involvement (Parent Engagement Plan), particularly among those who represent the most at-risk students, based on results of the Needs Assessment, have been identified and implemented.
- Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision

makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.

- The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
- The Title I Schoolwide Plan and all communication regarding its development, evaluation, and revision processes are available in languages and formats accessible to every family and community stakeholder of the school.

Goal	Strategy	How are parents involved in your goals and strategies? List items you will spend federal dollars on.
Attendance	Each teacher will contact parents with positive remarks	No cost
Parent Engagement during SIT and PAC meetings at NCE	Parents will be individually contacted and also as an entire school about meetings in the principal's weekly call. Meeting dates and times are posted on our school website	Refreshments
Family Learning Events	NCE will hold 2 family learning events during the year. Lunch and Learns will be held in conjunction with Thanksgiving and Christmas dinners, provided by the cafeteria.	Refreshments Take home materials Take home reading books for students
To reach families that need additional languages and formats	Schoolwide documents will be translated and/or posted on our school website. American Sign Language translator will be at Title 1 events.	No cost

Coordination and Integration

LAW

If State, local, and other Federal programs are to be consolidated in project 785, then the Title I Schoolwide Plan outlines how funds will be used to meet the intent and purpose of each program. [ESSA, Section 1114(b)(7)(B)]

What does this look like?

- Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.
- Leverages funding streams to connect the reform strategies developed.
- Outlines how the school will meet the intents and purposes of each funding source.
- Outlines how funds from Title I and other State and Federal education programs will be used to meet the intent and purpose of the programs.

Evaluation and Plan Revision

LAW

- *the Title I Schoolwide Plan will be regularly monitored and revised based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [ESSA, Section 1114(b)(3)]*

What does this look like?

- School leadership, including families and community stakeholders, regularly monitors and adjusts the Title I Schoolwide Plan implementation based on short and long-term goals for student outcomes and measures to evaluate high-quality implementation.
- Monitoring and revising the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception), and necessary adjustments are made to increase student learning.
- School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices and determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Goal	Strategy	How will you evaluate the effectiveness of the strategy?
Increase number of students on grade level in reading fluency	Use IReady two times per week for 20 minutes	PLCs and MTSS to look at data and growth
Increase number of students reading on grade level	Employ Title I Tutors	PLCs and MTSS to look at data and growth
SIT and PAC meetings will discuss data and growth	Plan meetings, contact parents, create agendas, and	Data (NC Check Ins, Benchmark assessments,

periodically throughout the school year.	document minutes.	mClass) will be analyzed and goals will be determined and changed as needed.
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STATEMENT OF ASSURANCES

Assurances are hereby provided to the Haywood County School System that the school will:

1. Develop a school plan in accordance with legislation, regulations, and policies under Title I
2. Make provisions to implement a program consistent with the requirements of sections 1114 (Schoolwide) and 1115 (Targeted)
3. Coordinate and integrate services provided under this part with other educational services, such as services for English learners, children with disabilities, migratory children, American Indian children, and homeless children and youth.
4. Collaborate with state or local childhood agency to ensure the educational stability of children in foster care in accordance with section 1112 (c) (5).
5. Annually review program effectiveness and make provisions for the implementation of school improvement procedures
6. Implement programs, activities, and procedures for the engagement of parents
7. Ensure that teachers and paraprofessionals meet applicable state certification and license requirements.
8. Provide high-quality, ongoing professional development for school staff to improve the quality of teaching and learning
9. Ensure that teacher assistants have direct supervision by a licensed teacher
10. Maintain appropriate fiscal effort, control, and accounting procedures
11. Use Federal funds to supplement, not supplant State or Local funds
12. Repay Title I funds in the event of an audit exception
13. Retain title and control of resources and equipment purchased under Title I
14. Prepare and disseminate school performance profiles (report card)
15. Keep records and information to evaluate the Title I program
16. Incorporate evidence-based educational practices
17. Make no policy that denies participation in constitutionally protected prayer

Principal's Signature _____ Date _____