Schoolwide Plan

2025-2026

School Name:

Costner 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

Date Completed/Revised:

4/11/25

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:
The Costner Comprehensive Needs Assessment was created from the feedback from multiple stakeholder groups. The School Improvement Team reviewed the following data sources from 2019-2024:

- NC Report Card
- Reading and Math EOGs grades 3-5, including subgroup breakdowns (gender, ethnicity, EDS, LEP, SWD, & AIG)
- Science EOG, including subgroup breakdowns (gender, ethnicity, EDS, LEP, SWD, & AIG)

- School accountability growth
- iReady diagnostic for reading and math K-5
- mClass K-3
- EVAAS Teacher Effectiveness
- Student attendance, discipline, demographic, and retention data
- Teacher recruitment, retention, and attendance data
- North Carolina Teacher Working Conditions Survey & Parent feedback

Upon review of the data, the team looked for data trends, including strengths, weaknesses, achievement gaps in subject areas and subpopulations to develop the Title 1 Plan for the 2025-2026 school year. The school improvement team includes principal, teacher leaders from each grade level, paraprofessionals, and parents.

Summarize the results and conclusions:

Narrative:
Costner has approximately 440 students enrolled in grades K-5, enrollment has continued to increase every year. African American and Hispanic subpopulations have doubled since 2019-2020. Hispanic subpopulation continues to grow. All students receive free breakfast and lunch. Average attendance rate is 93%.

Costner experienced a decline in achievement from a score of 59 to a score of 50 and did meet not growth for the 2023-2024 school year. For the last 2 years, reading proficiency has remained under 50% and math has declined from 55% to 47%. The MLL subpopulation is showing to largest gap compared to other groups.

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:
To increase overall proficiency depending on the budget, Costner will employ a full time literacy teacher, and an additional teacher assistant. The literacy teacher will focus on students 1 grade level behind and work in small groups and progress monitor these students. The teacher assistant will support 1st grade and assist in providing small group instruction.

Budget Implications: salary $64,933; general instructional supplies $39,601.21

Benchmark/Evaluation: PLC agendas, iReady, mClass, district and state assessments

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: Costner is developing a learning environment where students take ownership of their learning. This is achieved through the Leader in Me Program. Academic goals are created at the school, classroom, and student level. Goals are aligned with state level academic standards and are used to increase rigor within the classroom. Teachers conduct conferences, which are led by each student's personalized data notebook to create individualized instructional models for students. The master schedule is created to allow Leader in Me time along with flex time ensuring students are not pulled out of core academic instruction. Admin and PLCs will work together to develop rigorous educational opportunities, and to analyze assessment data to identify areas that need additional growth. The literacy teacher will focus primarily on supporting K-3 teachers with reading strategies and pulling small groups for remediation. Additional library books are needed to increase student exposure to various types of literature and informational text. Technology is needed to support students. iXL for math and reading. 2 new chromecarts are needed to support student devices
Budget Implications: $2000 for library books, $3800 for computer software
Benchmark/Evaluation: data notebooks, assessment data, observations, PLC agenda, 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 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:
Federal, state, and local funding operate Costner Elementary. Federal, state, and local dollars fund staff positions, and instructional supplies.

Costner will continue to enhance its PBIS model. The PBIS model will be aligned to the Leader in Me matrix for school-wide implementation. ROAR expectation posters will be revised and posted throughout the school. Grade level discipline will be discussed in MTSS. The school will expand PBIS reward opportunities for students using the PBIS Rewards Program.

5th grade students will participate in a tour of the middle school to assist with transition. Students will have the opportunity to see the school environment and learn about procedures, classes, and extracurricular activities.

Professional development is aligned to the results of the comprehensive needs assessment. Staff will participate in activities that support district and school level initiatives. Teachers K-5 will have 2 planning days during the year.

Budget Implications: $6,281.55 for workshop subs, $2000 computer software

Benchmark/Evaluation: PLC agendas, Ed handbook 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.

Costner Elementary is operated with federal, state, and local funds. Our staff and instructional supplies are paid for out of all three funding types. PBIS is funded through local funds and from school raising dollars.

Community faith based partners provide snacks and/or lunch for students in afterschool activities and for staff meetings. State funds cover transportation costs and materials needed for meetings

Costner's comprehensive needs assessment drives professional development opportunities for staff. Staff participates in on-going staff development aligned with district and school-wide initiatives.

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: 8/11/25 5pm

- 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): RtA 9/2025, Fall Festival 10/2025, Lunch and learn 1/2026 & 3/2026

- 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): Action Team & SIT Meetings monthly

- 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: Costner Elementary has been working to grow the PTO at the beginning of the school year. The PTO works alongside administration to meet the needs of the schools. Costner has prioritized the need to have more curriculum based opportunities for parents. Administration will work with SIT to create these events. Events will be facilitated by admin, literacy teacher, and supported by grade level teachers. Costner continues to work to improve communication through the student/parent handbook. Special emphasis will be placed on PBIS
Budget Implications: parent involvement $2570.70
Benchmark/Evaluation:

Principal Signature _____ Date _____

- ❏ Approved
- ❏ Unapproved (see comments)

Title I Representative

Signature _____ Date _____