Schoolwide Plan

2026-2027

School Name:

W.B. Beam Intermediate School

Building Principal:

~~Lynn B. Whiteside~~ Carlene Falter

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:

4/28/2026/ Revised 8/13/26

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: Lynn B. Whiteside**
- ☐ Tribal organizations present in the community (if applicable)
- ☑ Specialized instructional support personnel **Representative's name: Emily Thornburg**

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 WBB School Improvement Team met on April 15, 2026 to discuss the Comprehensive Needs Assessment, the components of the plan, the allotted budget, and possible needs. Team members took this information back to their respective grade levels and departments to share and get additional feedback. Our School Improvement Team is a small team of 7 individuals, composed of teacher leaders from each grade level (4-5), EC teacher, Principal, Instructional Coach, School Counselor, and a parent representative. School Administration worked directly with the Instructional Coach to compile perception, student achievement, discipline, attendance and EVAAS data. Teacher representatives worked with administration to analyze

EVAAS data to recognize and identify teacher effectiveness trends. The team reviewed interim assessment data from Schoolnet and the NC Check Ins during grade level PLC Data Meetings. The following data has also been reviewed by the team: EOG Student Achievement Data, EOG Subgroup data, Teacher EVAAS Growth Performance Data, Student Attendance Data, Educator's Handbook Discipline Data (referrals, by subgroup, and by grade level), student demographic data, retention data (by subgroup and by grade level), Teacher Turnover Data ,Teacher Attendance, and Survey Data. These conversations helped form the creation of the Title 1 Plan, including its budget implications.

Summarize the results and conclusions:

Narrative: W.B. Beam Intermediate has 8 classroom teachers in grades 4-5 and 1 teacher assistant that serves as our STEM Teacher/Behavior Lab Assistant/Testing Coordinator. WBB has one EC teacher who serves our students with disabilities. We have one ESL and one AIG teacher who serve our students a limited portion of the week. We also have one Instructional Coach who works to support teachers with instructional practices. W.B. Beam Intermediate currently has an enrollment of 182 students. Student ethnicity groups include: 7% Black, 14% Hispanic, 4% Multiracial, 1% Asian, and 73% White. Our free and reduced lunch status is currently around 53%.

Another review of the data and our school demographics revealed that WB Beam only has 6 classroom teachers, three in 4th grade and three in 5th grade, all of our support staff is shared with other schools, AIG 20%, ESL 20%, Counselor 20%. Although we have the allotments for these teachers, turnover has really hurt this summer. We only have four returning teachers and one TA.

Student Achievement

2024-2025 EOG data shows that 57.2% of our students were proficient in Reading, Math, & Science. This number slightly increased from the 2023-2024 school year, 56.7%. Reading proficiency continues to grow minimally across grade levels while Math proficiency has declined for the past 3 years in Grade 4. Despite a significant increase in Reading & Math proficiency, our school met its EVAAS growth projection, increasing 16.6% in the current reporting year.

Teachers utilized iReady Reading & Math individual pathways to determine present levels, between interim assessments and NC Check-Ins. This allowed teachers to specifically target instruction as well as help re-teach Reading & Math content not previously mastered. Additionally, We feel that our comprehensive tutoring program that targeted specific student needs resulted in our overall growth.

EOG Performance 22-23, 23-24, 24-25

Grade Level Proficient (Level 3 and above)

	Reading			Math			Science		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**21-22**	**22-23**	**23-24**
4th	53.9	46.1	54.5	60.8	58.4	49.5	na	na	na
5th	50.5	53.3	52.7	49.5	56.2	64.5	53	63.8	61.29

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: Small group instruction continues to be the central vehicle of instructional interventions with both classroom teachers and paraprofessionals meeting with select students and providing ongoing targeted interventions in reading and math. Title 1 funds will be used to employ tutors to assist in small group instruction and interventions during the school day. Students will be identified based on iReady BOY results and teacher assessment during the first 4 weeks of school. PLCs will continue to collect and review classroom and grade-level data to modify whole-group and small-group instruction, identify students of concern and academic needs, and plan and provide appropriate research-based interventions for tutors.

Budget Implications: Tutors: $26357.03, Instructional Supplies: $193.58

Benchmark/Evaluation: Administration and the Instructional Coach will work closely with tutors each week to review SPIRE, mClass data, and iReady progress.This data will be used to review the effectiveness of our small group instruction through the help of our additional tutors.

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: ~~To create a strong well-rounded program that provides for both remediation and extension, W.B. Beam plans to continue the use of iReady Reading & Math programs. By utilizing these programs with students, students receive personalized learning that adapts to their level of need. Teachers are able to track progress, identify weak areas, and adjust their instruction as needed. Check-ins, Interim Assessments and other classroom assessment data (formal and informal) will be used to monitor student progress, identify student needs, and plan and deliver appropriate whole-group and small-group instruction. This process will be ongoing throughout the instructional week and revisited monthly within grade-level PLCs and monthly with support staff.~~

~~To support the needs of our students in the area of Science we plan to purchase Generation Genius software. This supplement provides fun educational videos, hands-on activities and experiments, and assessments. This will provide an enrichment piece to the already available district resources.~~

To create a strong, well-rounded instructional program that provides both remediation and extension, W.B. Beam plans to provide additional support through targeted small-group instruction. Teachers will utilize classroom assessment data, Check-ins, Interim Assessments, and other formal and informal assessments to monitor student progress, identify areas of need, and plan appropriate whole-group and small-group instruction. This process will be ongoing throughout the instructional week and revisited monthly within grade-level PLCs and with support staff to ensure instruction is responsive to student needs.

To provide additional support for students, particularly in large classes, W.B. Beam plans to utilize a part-time teaching assistant (TA). The TA will work under the direction of classroom teachers to provide additional support during small-group instruction, allowing teachers to more effectively differentiate instruction and provide targeted remediation and enrichment. The TA may assist with reinforcing skills, providing additional practice, supporting students who need extra teacher attention, and extending learning for students who have demonstrated mastery of grade-level standards. This additional adult support will increase opportunities for individualized attention and help teachers meet a wider range of student needs within the classroom.

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Budget Implications: ~~**i Ready: $8098, Generation Genius: $1067**~~
Part time Teacher Assistant $18,823.67

Benchmark/Evaluation: Diagnostic assessments (iReady) will be used to place students on the appropriate learning pathway. Weekly reports will assist teachers in monitoring student growth using standards mastery and growth monitoring.
iReady will be used to monitor student growth using standards mastery and growth monitoring. This process will be ongoing throughout the instructional week and revisited monthly within grade-level PLCs and monthly with support staff.
Evidence of Generation Genius use will be evident in teacher lesson plans.

The use of a part-time TA will strengthen our ability to provide timely, targeted interventions and extensions while maximizing existing instructional resources. Student progress will be monitored through ongoing classroom assessments and data discussions during grade-level PLCs, allowing staff to adjust small-group instruction and support as needed.

Evidence of implementation will include student progress data, small-group instructional plans, and TA schedules documenting support provided to students. TA plans and schedules will be reviewed regularly by teachers and administrators to ensure support is aligned with identified student needs and instructional priorities.

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: Classroom observation shows that teachers are not internalizing content effectively. They need training and modeling to ensure that they have the skills to meet student needs in this area.In an ongoing effort to improve core instruction in Reading & Math for all students, teachers will participate in professional development designed to improve instruction and use of data from academic assessments. Workshop substitutes will allow teachers to receive such instruction.
Budget Implications: $2406.50 (7 substitutes)
Benchmark/Evaluation: Teachers will participate in ongoing training during PLCs to model lessons and receive coaching from our Instructional Coach (paid for by district Title 1 funds). Lessons will be videotaped and sessions will be examined during post-conferences to ensure that learning is translated to improve core instruction.

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.

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: Annual Meeting (Meet the Teacher/Open House) August/September

- 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): Two Curriculum Evenings in the Fall and Spring Semester and Two Curriculum Events during the School Day in the Winter and Spring.

- 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): PTO meetings are held monthly, typically the second Monday, in the evening so more participation may occur. The PTO will look into offering meetings both in person and virtually throughout the year.

- 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: Parent Engagement events will be held in conjunction with our Title 1 annual meeting to provide parents important information about academic and behavioral expectations for the coming school year. Parents will see grade level exemplars and what is expected of their child at various points in the year. Parents will learn some of the strategies our teachers are using to teach these skills by seeing them demonstrated. Curriculum Nights (Reading, Math, & Science) will allow parents to see what students are learning and how they are able to apply learned skills. Parent communication will be discussed on a monthly basis with teachers during planning to ensure parents are notified of their child's progress. Discussions will focus on ways parents can help improve their child's overall education. Materials will be purchased to support each event. At each event students & parents will be provided with a resource they can use at home. Food will be provided at some events.
Budget Implications: Supplies: $200 Food: $688.25
Benchmark/Evaluation: W.B. Beam Intermediate will collect event attendance records and track the attendance for each parent involvement opportunity. (Parent Information Nights and Curriculum Nights). This information will be analyzed in order for the leadership team to make decisions on how to better support both students and families' academic skills

WBB Title 1 Budget Sheet

Principal Signature Lynn B. Whiteside Carlene Falter Date 4/29/26 8/13/26

Executive Director Review: 5/13/26 T.W.

- ❑ Approved
- ❑ Unapproved (see comments)

Title I Representative

Signature __Cynthia Reynolds_____ Date _5/14/26_