



## Schoolwide Plan

2025-2026

School Name:

William B. Beam Intermediate School

Building Principal:

Lynn B. Whiteside

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:

04.11.25

### 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:** **Lynn Whiteside**
- Tribal organizations present in the community (if applicable)
- Specialized instructional support personnel **Representative's name:** **Clarissa Roseboro**

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):**

[WB Beam Intermediate Comprehensive Needs Assessment 25-26](#)

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:** Due to the small size of our school, members of the School Improvement Team and grade level Professional Learning Communities assisted in identifying strengths and weaknesses of our school community through data analysis of EOG academic achievement, NC Check-In assessment data, student attendance, and surveys (parent & staff). The SIT and PLC CNA team members reviewed EOG achievement data, NC School Report cards, surveys (parent & staff), mClass data, Educator's Handbook discipline data, and Powerschool attendance.

Our school administration and Content Teacher worked with the district Accountability Department

to analyze data and set goals for various measures of student and teacher success. Work sessions included reviewing EOG data, setting school improvement goals, examining teacher growth data (EVAAS) and tracking student progress and attendance. Entering data in our school's data dashboard helped manage various pieces of data and to be able to look through the data across the school year. Data was shared with our CNA Team (SIT and PLCs) to review the data and discuss our school's current needs.

### Summarize the results and conclusions:

**Narrative:** The following data sources were identified as important in creating our Title 1 Plan:

#### **End of Grade Tests**

- Between the 2022–23 and 2023–24 school years, overall student proficiency on the North Carolina End-of-Grade (EOG) assessments in Grades 4 and 5 demonstrated modest growth, rising from **53.6% to 55.8%**.
- In **Grade 5**, achievement trends were notably positive. Proficiency in **Reading** increased from **50.5% to 53.3%**, while **Math** showed a significant gain from **49.5% to 56.2%**, indicating strong instructional impact and student progress. Additionally, **Science proficiency** in Grade 5 rose from **53% to 63.8%**, marking the most substantial growth among all subjects and grades assessed.
- Conversely, **Grade 4** exhibited a decline in performance. **Reading proficiency** decreased from **53.9% to 46.1%**, and **Math proficiency** dropped slightly from **60.8% to 58.4%**. These results suggest potential challenges in literacy development and instructional alignment at the fourth-grade level that may require targeted interventions.
- Despite the mixed grade-level results, the overall trend across both grades and subjects reflects improvement in student performance, largely driven by gains in Grade 5. Continued focus on sustaining these positive trends and addressing the decline in Grade 4 will be essential for ongoing academic growth.

#### **Student Achievement Implications:**

- Focused vertical planning sessions with Grade 3 Cherryville Elementary teachers are needed to help address additional needs and strategies to grow students entering our school.
- Multi-year downward trend in 4th grade reading and math proficiency highlights the need for teacher coaching and targeted teacher and student support to reverse these trends.

#### **EVAAS Growth-Teacher Effectiveness**

- According to the 2023–24 EVAAS (Education Value-Added Assessment System) data, teacher effectiveness in **Reading and Math** was strong across the board. All **8 of 8 teachers** in both subjects **Met Expected Growth**, reflecting consistent, effective instruction aligned to student academic needs.
- In **Science**, however, the results were more mixed. Of the 4 teachers assessed, **2 Met Expected Growth**, while **2 Did Not Meet Expected Growth**. This indicates a 50% effectiveness rate in Science and suggests a need for further support or professional development in this content area to strengthen instructional impact.

Overall, the data highlights a moderate level of instructional effectiveness in core content areas,

with a particular opportunity for growth in Science teaching practices.

### **EVAAS Growth Implications:**

- While student achievement gains are evident and worth celebrating, our **overall EVAAS growth index for 2023–24 remains in negative territory**, underscoring the urgent need for more **substantial and sustained growth** across content areas.
- **Grade 4 Math** stands out as a priority for improvement, with a **notably low growth index of -2.94**. This data point highlights a significant gap between expected and actual student progress. In response, our 90-Day Plan targets this area through **ongoing professional development on effective instructional practices, aggressive progress monitoring**, and the use of **meaningful formative assessments** to drive instruction.
- **Science**, particularly in **Grade 5**, also demands focused attention. Despite some gains, current proficiency levels fall short of the school's **70% goal**, positioning Science as the area with the **greatest opportunity for growth**. To address this, we are continuing to collaborate with **district instructional staff and academic coaches** to strengthen both **lesson planning** and **instructional execution**.
- Additionally, across all content areas, the need for **targeted small group instruction** and **consistent progress monitoring** remains a **schoolwide priority**. These practices are essential to closing learning gaps and driving student growth, and will be integral to our ongoing improvement efforts.

### **NC School Report Card**

- Overall NC School Report Card improved from a 'D' letter grade from the 2022-23 school year to a 'C' letter grade in 2023-24.
- Both the achievement (54% to 59%) and growth (58.3% to 64.3%) index scores increased. Since these scores are weighted, additional examination of raw data should be examined. Despite the positive trends, our school fell short of meeting our growth goals.

### **NC School Report Card Implications:**

- Continued work with the Data Integration Specialists is needed to look at how EVAAS data can be used for student groupings and as well as professional growth.

### **Student Attendance**

- Student attendance rate has remained consistent at 93.37% from the previous school year with Friday as our most frequent day for student absences.
- Students being checked-out early is a bigger issue than absences. With specials now in the afternoon rather than in the morning, the majority of instructional time takes place in the morning, and early checkouts do not interfere with instruction nearly as much.

### **Student Attendance Implications:**

- We would like to increase our student attendance rate to 95%.
- Ongoing parent education is needed to encourage all day attendance and a reduction in tardies.

- Attendance incentives from the Administration and Social Worker (FB, announcements, dances) are planned in the future.

### **Discipline**

- As a result of the number of discipline referrals (69) that were documented in Educator's Handbook in the 2023-24 school year resulting in the loss of 114 days of lost instruction (OSS), our school completely rebuilt our PBIS framework.
- Staff and student input was used to create our matrix, voice levels, above & below the line offenses, as well as consequences (that fall within our district framework).
- Student surveys helped generate rewards they were willing to work for.
- Referral numbers are currently in line with last school year but have only resulted in 9 days of lost instruction (OSS).

### **Student Discipline Implications:**

- A schoolwide kick off will be planned for the upcoming year to generate positive energy in participating in our PBIS program.
- Staff will teach and practice expectations and desired behaviors.
- Staff need training in proactive, restorative practices to use in reducing behaviors that result in disruption of instructional time.

### **TWC & Parent Surveys**

- Teacher input will be gathered using NCTWC survey questions prior to the official administration to gain perception information and develop a support plan.
- Parents expressed interest in participating in school family activities (Title 1 Parent Survey) and events sometimes but do not wish to participate in parent training.
- An effort will be made to create training videos and recordings of meetings so that all parents can have access to information.

### **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:**

- A review of our data and schoolwide practices show the need for additional supplemental staff to support our goal of school improvement.
- Knowing that small group instruction continues to be one of the vehicles central to student growth, our school has historically employed a Certified Title 1 Tutor to provide ongoing targeted interventions with an emphasis on comprehension, problem solving and critical thinking during the school day.
- Additional Title 1 funds would be used to fund the ability to further target foundational skills (phonics, fluency, and conceptual math understanding) through the employment of a part time Non-Certified Title 1 Tutor.
- Students will be identified based on iReady Math BOY, mClass Diagnostic data and teacher assessment during the first 4 weeks of school. NC Check-In data, IXL, School Net and SPIRE data will be reviewed regularly by tutors and PLCs used to determine struggling student needs based on the mastery of power standards.
- The Title 1 Certified Tutor will provide reading and math interventions in small groups using School Net assessment results, released EOG passages, NC-Check In results, iReady Math Teacher Toolbox, i Ready Practice Assessments, and School Net Assessments.
- Tutors will meet regularly with teachers after NC Check-ins and post-tests to provide detailed data analysis as well as coaching suggestions for reteaching content. This process is ongoing throughout the instructional week and revisited weekly within grade-level.

**Budget Implications:**

- 1 Certified Tutor (21 hrs./week for 29 weeks)= \$24,473.12 (at current rate with SS retired teacher)
- 1 Non-Certified Tutor (20 hrs./week for 29 weeks)= \$11,594.55 (at current rate with SS)
- Total Tutor Cost= \$36,067.67

**Benchmark/Evaluation:**

Students will be assessed in order to be in flexible groups with peers who are at similar learning levels. This will happen routinely and consistently. Data tracking will occur in PLC meetings with involvement from classroom teachers, Administration, Content Teacher and tutor. Small groups will be facilitated by the regular classroom teacher and the tutors. These flexible groups will allow the classroom teacher and tutors to move students across groups, based on their need for additional support on priority standards. We will use mClass Reading and Math iReady diagnostic data, NC Check-In data, and SPIRE data to determine struggling student needs based on the standards.

**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 help further support students of all abilities and target their various areas of need, we plan to implement the use of the Reading & Math IXL platform as Individualized Student Learning Plans. Individual Learning Plans (teacher assigned by need) would be a way to ensure that students stay engaged and supported through their leveled work.
- **IXL** diagnostics will be administered a BOY, MOY, and EOY. Students will set clear achievable goals and work with their teacher to monitor their progress over time, making adjustments to their learning goals/tasks as needed.
- Math teachers believe the **Ready North Carolina Mathematics (Gr. 5) Practice and Problem Solving Book** to be a better resource than the instructional text and are seeking purchase to use at school and home.
- **Generation Genius** is a source of videos, reading and activities that Grade 5 teachers used to further enhance instruction in their Science classes. It provides additional resources to capture student attention and to engage in non-fiction readings that measure content knowledge.

**Budget Implications:**

- ~~IXL Reading & Math Personalized Learning Platform= \$4012.51 (not going to purchase)~~
- Generation Genius (videos, readings, activities)= \$997
- Instructional Software= **\$8098.00 (purchase iReady Reading & Math software platform)**
- ~~Ready North Carolina Mathematics (Gr. 5) Practice and Problem Solving Book= \$1008.45~~
- Instructional Supplies (Math Problem Solving Books, notebooks, pencils, books, etc)= \$5837.38
- Instructional Supplies= **\$2356.34 (purchase NC Coach Science Books)**

**Benchmark/Evaluation:**

- The use of the IReady platform will come with expectations for teachers to administer BOY, MOY, and EOY diagnostics so that teachers are able to identify mastery of standards and assign work paths for students.
- Students will track their progress in data notebooks, recording diagnostic scores, goals, and individual lessons completed.

**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:**

- Teacher professional development is needed to improve instruction and use data from academic assessments to implement small group instruction. Subs will be used so that teachers can participate in training. (Gardner Park)
- Standard Based Grading implementation will present our Fourth Grade teachers with training needs to ensure a successful kick off of this reform.

**Budget Implications:** 2 Title 1 Professional Development Days (Workshop Subs)= \$2566.08 (SS & retirement)

**Benchmark/Evaluation:**

- Teachers will create their own data notebook (digital or paper/pencil) with required data pieces and artifacts and will serve as evaluation of their professional development opportunities.
- Teachers will share weekly small group plans and monitoring documents in PLCs.

**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.**

W.B. Beam operates with federal, state, and local dollars. It coordinates and plans with this in mind. The staffing is accomplished by integrating federal, state, and local funds. Instructional supplies are purchased with dollars from all three sources. Professional development opportunities are funded through local, state, and federal dollars. We also utilize our district Curriculum Facilitators, Data Support personnel, and Technology Facilitators. Tutors are hired using federal funds. Our state funds are used to purchase the majority of instructional supplies and technology devices.

**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:

**Monday, May 19, 2025 Learning Compact/Parent & Family Engagement Policy (revision)**  
**Monday, August 11, 2025 Title 1 Plan Parent Presentation 5:00-7:00 (Open House)**

- 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): **Parent Lunch & Learn 11:00-12:00**

**October 8, 2025, January 14, 2026, March 18, 2025, April 29, 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): <b>Monday, September 22 6:00-7:00 (Curriculum Night)</b>
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- 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:**

- Our school hosts four curriculum nights to share information about curriculum expectations and ways in which academic support can be provided in the home. In addition, we have several ‘Lunch & Learn’ sessions aimed at reaching our second language families on navigating school life and supports for them.
- Staff routinely provides information, related material, and online links to resources designed to support all levels of students as they continue their learning at home.
- Our school social media accounts also routinely report school events and student/staff accomplishments.
- Discuss pertinent foundational grade-level skills so parents can understand the vertical alignment of student success in core areas.
- Review students’ progress on foundational skills and share strategies they can utilize at home to assist their child.
- Set interim goals for each student’s progress.
- Provide interactive activities for parents so students can demonstrate certain skills (i.e. math games, partner reading, STEM activities, etc)
- Provide ideas for general activities to be enjoyed between parent and child to foster healthy relationships (i.e. Reading together, making a craft, researching an interesting topic.)

**Budget Implications:**

\$665.90 (food), \$400 (supplies) = \$1065.90

**Benchmark/Evaluation:**

- Parent engagement will be measured in various ways; through parent surveys and

questionnaires, measurements of attendance counts at family-school events, and assessments of the number and quality of these events carried out in a school year or at each school.

- Our Goal will be to increase family participation in Parent Engagement activities by 15% with a future goal of having 50% of our families at most activities.

Principal Signature *Lynn B. Whiteside*

Date April 11, 2025

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- Approved
  - Unapproved (see comments)

Title I Representative  
Signature \_\_\_\_\_

Date \_\_\_\_\_