

Lee County Schools District Title I Plan 2020-21

Lee County is a small, rural county with an estimated population of approximately 55,000. The percent of children living in poverty is about 19% with 65% of the school population eligible to receive free/reduced lunch. The student population is approximately 45% white, 35% Hispanic and 20% African American. Hispanics are the fastest growing population and the percentage of Hispanic students is well above the state average. Lee County has a significantly lower percentage of college graduates than the state and a lower percentage of high school graduates. However, Lee County's current high school graduation rate is above the state average.

Lee County's EOG results for 2018-19 were below the state average for reading and math in all grade levels except for the 3rd grade math. Lee County's EOG results for science were at the state average in 5th grade science and below the state average in 8th grade science. Lee County's EOC results were all below the state average. The elementary EOG reading and math scores were much closer to the state averages than the middle school EOG reading and math scores and the high school EOC scores. All of the elementary schools made growth and over half of the elementary schools exceeded growth. One of the secondary schools made growth and one exceeded growth.

Lee County has developed a plan to increase EOG and EOC scores to reach or exceed the state averages in all areas. The plan includes the use of assessments throughout the year including district wide reading, math, and science quarterly benchmark assessments including the state Check-ins in grades K-8 and EOC benchmark assessments twice during the semester. The results of the benchmarks are disaggregated with an item analysis for each student and school and district reports for each standard.

All eight of the elementary schools in Lee County are Title I schoolwide schools. All Title I schools conduct a comprehensive needs assessment each spring followed by developing a School Improvement Plan at the beginning of each school year as soon as NC state test results are released. All of the data is analyzed to determine which students are at risk of not meeting the state's challenging academic goals. School improvement plans are developed and/or

revised at the beginning of each year by the School Improvement Team at each school. The information from the spring comprehensive needs assessment and the End of Grade Reading, Math, and Science tests is used to create school goals and strategies for the coming year.

All of the elementary schools are implementing the i-Ready Reading and Math Program this year. I-Ready uses formative assessments to measure student growth with an engaging, computer-adaptive diagnostic and screening program. This will be given to all K-5 students at the Beginning, Middle, and End of the Year. Based on the results, differentiated instruction is planned to address specific individual needs. I-Ready provides a computer based personalized adaptive curriculum to give students the instruction they need from interventions to enrichment and a personalized data profile report to guide instructional decisions. Progress Monitoring is implemented with students who are making below level progress according to the assessments. Teachers on each grade level meet weekly in PLCs to discuss curriculum issues and share ideas for specific weaknesses. Some schools have Data Walls which are updated throughout the year.

During the school day, the students identified as needing assistance in meeting the state's challenging academic achievement standards participate in a variety of programs designed to give additional educational assistance including the following:

- Morning, Noon, and Night Parent Involvement Program
- Renaissance Accelerated Reader Program
- LLC (Fountas and Pinnell Leveled Literacy Intervention System)
- S.P.I.R.E.
- Small group tutoring sessions
- Small group guided reading sessions with leveled reading materials
- Additional resource classes with the EC, ESL, and Title I literacy specialists
- One-on-one tutoring with mentors, volunteers, or peers.
- After school Tutoring Programs
- June Summer Achievement Program
- Read to Achieve Summer Reading Camp
- Project Lift Off for McKinney-Vento students
- MindPlay Computer Based Literacy Program

Morning, Noon, and Night (MNN) is an original program developed by the Title I Director about five years ago. For the 2019-20 school year, MNN will be implemented in four of Lee County's elementary schools in both the first and second grades. The MNN Program is funded with Parent and Family Engagement Title I funds.

Morning, Noon, and Night's primary goal is to help first and second grade children achieve grade level reading skills. The program was developed to help children remember the reading lessons and skills they learned at school by reviewing the lessons at night. Each participating elementary school has a director for the MNN program. Each MNN Director works with 12 first grade students and 12 second grade students and their families. The MNN Directors work with all of the children each week day at school in small groups to introduce and reinforce reading skills. The MNN Directors check the parent logs each day to oversee the progress. The MNN Directors plan all of the program lessons for both school and home.

The MNN Directors hold parent meetings in the evenings at school. During the meetings, the MNN Directors teach the parents how children learn to read including decoding (phonics) strategies, comprehension skills, instant words, and fluency practice. The MNN Directors explain the home lesson plans and demonstrate to the parents how to read a book together with their children. The MNN Directors also keep parents fully informed concerning their child's progress. The parents work with their children each weekday night for about 15 minutes. The parents and their children are working with the same reading skills, vocabulary, and decoding strategies that the students are working on at school. The parents and the children also read small books together every night.

The Renaissance Accelerated Reader products are the most widely-used K-12 reading practice programs. With AR, students choose books to read independently that are written on their personalized reading level. They answer computer based reading questions based on their book to determine how well they comprehended the book. There are currently over 200,000 books with AR tests. Students who reach individual goals are rewarded with group and individual incentives. The students are highly motivated to independently read books that are engaging and written on their reading level. There are over 180 peer reviewed independent evaluations and studies that show proven results with students almost twice as likely to be college and career ready.

Fountas and Pinnell Leveled Literacy Intervention System (LLI) is a small group, supplementary intervention system designed for students who struggle with learning to read and write. LLI is designed to bring students quickly up to grade-level competency. S.P.I.R.E. is a research-proven reading intervention program for your lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a 10-step lesson plan.

A variety of programs are offered to provide students assistance after school, during the summer, and during year round intersessions. The elementary and middle schools provide after school programs for at risk students in the areas of reading and math. The Read to Achieve Summer Reading Camp is a four week program for students who are reading below grade level in grades first, second, and third. There is no charge to parents and transportation and meals are provided. The class size is small and the students work on decoding skills, vocabulary development, fluency, and all of the comprehension skills.

The students who participate in the Lee County Preschool Programs visit and tour the elementary schools during the school year prior to their registration for kindergarten. At the beginning of the year kindergarten screening is held on every elementary school site for **all** children who will be entering kindergarten. The kindergarten screening is comprehensive including speech development, cognitive/language skills development, and motor skills development. The parents receive kindergarten materials that contain school policies, the kindergarten curriculum, schedules, and parenting tips. Translators are available to assist the LEP children during the screening. Children who demonstrate motor skills or speech problems are flagged to receive more extensive testing. Entrance into kindergarten is staggered across the first three days of school. This enables the children to receive much more individual attention on their first day of school.

The Lee County Schools Demographic Report is used to identify eligible school attendance areas/schools with the grade span grouping of K-5. The K-5 schools are served if the percentage of students eligible for free/reduced lunch status equals or exceeds 35 percent. All of Lee County's elementary schools are currently Schoolwide Title I schools.

The McKinney-Vento Homeless Assistance Act, reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness. Title I funding is set aside each year to assist homeless students. Services include tutoring and the purchase of books and other educational supplies. The Title I set aside also helps pay for homeless students to participate in Project Lift-Off, a six-week academic summer program for secondary school students who are identified as homeless. This academic enrichment program integrates a book study into all areas of literacy and math.

Title I funding is also been used to fund the transportation of homeless students who move during the school year so that the students can remain in their school of origin.

A primary focus of the Lee County Schools is to involve parents in the planning, implementation, and review of their children's instructional program. Parent involvement begins prior to the opening of school each year. Each of the Title I schools holds an Open House during the early evening hours before school begins. During the first week of school, the parents of each child in grades K-5 sign a Parent/School Compact which outlines the responsibilities of the school, teacher, parent, and student in attaining high achievement for the student. Information that is sent home to parents is provided in both English and Spanish including the Parent/School Compact.

All of the Title I schools have grade level parent nights. During the grade level parent nights, the teachers present the expectations for all of the core subjects and present the standards to the parents. The parents of all K-2 students have to attend a parent-teacher conference during the fall of the year. In addition to quarterly report cards, the parents also receive mid-quarter progress reports for all students grades K-12. This report includes the students' reading results on the quarterly benchmark assessments.

The parents of all students in grades 3, 4, and 5 are required to come to their child's school during the month of January to conference with their child's teacher(s) and pick up their child's second quarter report card. These conferences are scheduled during the day, after school, and during the evening to accommodate the individual parent's schedule.

Parents serve on the School Improvement Teams of each Title I school site. The School Improvement Teams develop/revise the School Improvement Plan each fall. The plan includes goals and strategies for improving student achievement, school safety, business and parent involvement, and staff development. Parents also provide input during parent/teacher conferences, parent teacher organizations, comments on progress reports and report cards, and during Open House and other public meetings. Parents also serve on some district wide committees including the Title I/II committee and the calendar committee.

Parents are provided with many opportunities during the school year to visit the school and take part in school activities. Parents are invited to participate in activities such as the following: field trips, field days, book fairs, spirit week, career awareness activities, Health O’Rama, Awards Ceremonies, Lee County Cultural Arts Festival, Fall Festivals/Carnivals, Dr. Seuss Celebrations, Grandparents’ Day, Terrific Kids Celebration, Latino Festivals, Musical Presentations, and Science Fairs. Parents are also invited to volunteer as tutors or classroom grade level representatives, to give assistance with arts/science projects, to assist children at a kindergarten center, and other volunteer activities.

Parents are kept informed of school events and activities through school newsletters, bulletin boards, voice mail messages, homework hotlines, and letters sent through the mail and/or home with students. The Lee County Schools continually encourages parent involvement and strives to enable teachers and support personnel to develop productive educator/parent relationships that will benefit all students.

All of the teachers at the Title I Schools are highly qualified. The principals sign attestations each year to document that all paraprofessionals meet the NCLB standards.

A district-wide Title I and II Stakeholder’s Committee meets each spring to provide input into the following year’s Title I and II plan. This is part of the Districtwide Needs Assessment which also includes an analysis of benchmark assessment results including Istation, EOG results, the results of the District Professional Development Survey, MNN results, and parent surveys.

Each spring, Lee County Schools uses registered mail to invite the four private schools in the county to a Title I consultation meeting. Two private schools declined to participate and two private schools, Grace Christian School and Carolina Christian Academy are participating in Title I for the 2019-20 school year. Plans have been discussed on how to best serve the private school students who demonstrate academic need.

Title I funding is used to support all of the activities above. Title I funding pays all or part of the salaries of Literacy teachers, teachers to reduce class size, extra assistants, tutors, teachers for afterschool programs, the MNN Directors, Project Lift-off teachers, bus drivers, and the Central Office Title I administrators. Title I funding pays for professional development, planning days, consultants, and attendance at state conferences. Title I funding pays for computers, computer programs, smart boards, cameras, and other technology related equipment. Title I funding pays for instructional materials including books, magazine subscriptions, workbooks, programs, math manipulatives, science equipment, and many other types of materials. Altogether, Title I funding supplements the educational opportunities for all of Lee County's elementary students and all of the K-12 McKinney-Vento students.