



## School-wide Plan 2022-23 School Year

School Name:

Cherryville Elementary

Building Principal:

Patrick Watson

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, Title I Director

Date Completed/Revised:

2022

### 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):**  
(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 CNA committee reviewed the following data: EOG student achievement data, iReady reports, school report cards, surveys (Parent, Student, Staff), K-2 Running Records Data, Educator's Handbook for discipline data, and Powerschool to review attendance data.

How the data was obtained: The School Improvement Team is made up of teacher leaders from each grade level, paraprofessionals, Principal, Guidance Counselor, and 1 parent representative.

Our school improvement team worked directly with the district Accountability Department to compile and review perception data as well as student achievement and discipline data, attendance data for both students and teachers. School Administration and the district accountability department analyzed EVAAS data to determine teacher effectiveness trends among grade levels. Perception data is very critical to understanding the culture of our community and school. Parent surveys are made available both electronically and paper copies in the fall of each year. The Teachers Working Conditions Survey (TWCS) is administered every 2 years and reviewed annually. Data from each benchmark period was analyzed using the comparing populations report. Information on student performance for reading and math is gathered from iReady benchmark assessments 3 times a year and End of Grade assessments annually. Once the School Improvement Team reviewed the data, members of the School Improvement Team met with their groups that they represent, presented the data, and discussed our school's current needs. The members of the School Improvement Team met with school administration and shared feedback from those they represent. The plan for next year was discussed during the April SIT meeting.

### Summarize the results and conclusions:

**Narrative:** [Math:](#) In 2014-15, proficiency was 59.61%. We had a slight increase in 2015-16 to 61.00% and then a slight decrease in 2016-17 to 60.6%. We then saw an increase in 2017-18 to 63.6%. We then had a large increase in 2018-2019 to 82% proficient. Due to COVID we did not take end of year assessments for the 2019/2020 school year. Prior to COVID we have shown a significant trend upward in math. At the beginning of the 2020/2021 school year we did see our students further behind in Math. According to the MOY iReady Diagnostic, 19% of our students are above grade level, 21% are on grade level, 49% or below grade level, 9% are two grade levels behind, and 3% or three or more grade levels behind.

[Reading:](#) In 2014-15, proficiency was 56.9% in 2014-15. We increased slightly in 2015-16 to 58%, however, we had a significant drop to 52.1% in 2016-17. In 2017-18 we saw a significant increase in proficiency to 60%. We then saw another significant increase in reading in 2018-19 to 77% proficient.

Our Reading growth from 16/17 to 17/18 was significant in that our proficiency grew by 8%. Our 3rd Grade math proficiency continues to grow as it grew last year by 3%. As noted we saw huge growth in Math last year with close to a 20% increase in proficiency. We also saw a huge jump or growth in reading as well with a 17% increase. Our data measures (benchmarks and iReady) were trending to similar results from last year.

The only measurable sub group that we have are EDS students. We have continued to close the gap in math. The gaps in math closed by 6 points from 2016/17 to 2017/18. Our reading gap however grew from 16/17 to 17/18 by 3 points. Over the past several years the reading gap between our EDS students and non EDS students has grown. ([Referenced Data Set](#))

100% of 3rd grade teachers met expected growth for the 2017-2018 school year. In the past year, 25% of our teachers exceeded expected growth. 55% of staff met growth. 20% did not meet growth. Reading ( First and Kindergarten Grade) is where most of the staff exceed growth. Second grade reading was the only area that had 2 teachers who did not meet growth. Overall, our cumulative growth index score in Reading has increased. Over the past three years, 3rd grade reading scores have been very inconsistent. Part of this is due to us being a K-3 school and having limited growth measures.

Our Beginning of year data in both iReady and the 3rd grade BOG reading test is significantly lower than previous year. Our BOG proficiency was 16% which is down from 27% last year. We also have a significantly greater number of students scoring a level 1 on the BOY (55 students). In addition our iReady proficiency for the diagnostic was 30.5%.

MOY Diagnostic shows improvement: 27% above grade level, 41% on grade level, 15% one grade level below, 9% two grade levels below, and 9% three grade levels below. We credit this increase to small SPIRE groups being held weekly.

**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:** Grade level assistants at Cherryville Elementary are used for instructional purposes. Each teacher assistant works with students in small groups on a daily basis to help provide needed interventions and enrichment for students who demonstrate a need. Our grade level assistants plan with grade level teachers each week to discuss individual students and which specific interventions that are needed. Our assistants are key in providing additional small group instruction and demonstrate awareness of providing research based interventions for students based on mClass or iReady student reports. Our Media Center renovation project with additional books and technology has also been a great resource for students to use who are experiencing difficulty or are in need of enrichment.

Our SIT team discusses the effectiveness of these strategies by looking at data regularly to ensure we are continuing to grow and show success.

A mentor program has continued to grow. We started last year with 5 mentors who work with struggling students and this year we have 6. This program hopes to grow and has shown positive results based on specific student discipline data. Due to COVID this program was suspended, but we hope to regain its strength in the 2022/2023 school year.

We would also fund a part time reading teacher (Retired Certified Teacher with proven record of success) and one additional tutor (retired Certified Teacher) to help provide interventions to struggling students.

We will also purchase additional reading resources and supplies with the additional resources.

**Budget Implications:** The funding for 3 teacher assistants is approximately \$106,600. My plan is to use the Title 1 teaching position that was allotted to pay a part time reading teacher (Amanda Harrill) and use the remaining funds to cover the \$19,000 over budget for my 3rd assistant. This was approved last year by Dr. Balknight. In 2021-2022, we purchased 8 new document cameras to assist teachers during instruction for a total of \$1,140.00. These will replace the ones that are out of commission. One additional tutor (retired Certified Teacher) to help provide interventions to struggling students. We will be allocated \$7320.00 for the tutor.

**Benchmark/Evaluation:** Students will be assessed in order to be grouped and regrouped with peers who are at similar learning levels. This will happen daily, weekly, and monthly. Small groups

will be facilitated by the regular classroom teacher working with the grade level assistant depending on the needs of the students. As students learn and grow, they will be placed into different groups. This growth will be tracked throughout the school year and should be seen on the end-of-year state tests. The data will be tracked by administration and discussed with teachers during weekly PLC meetings.

Students in need of mentors are discussed with the school counselor, administration, and classroom teachers. In addition, students for PBIS/Student of the month rewards are chosen by teachers.

Teacher Assistants are used heavily on pulling small groups and working on strategic interventions for students in need.

### **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:** Grade level assistants at Cherryville Elementary are used for instructional purposes. Each teacher assistant works with students in small groups on a daily basis to help provide needed interventions and enrichment for students who demonstrate a need. Our grade level assistants plan with grade level teachers each week to discuss individual students and which specific interventions that are needed. Our assistants are key in providing additional small group instruction and demonstrate awareness of providing research based interventions for students based on student data and iReady student reports. In addition, our teacher assistants support regular classroom management. They are able to take care of minor issues with students that allow the regular education teacher to focus more on instruction. Our Media Center renovation and significant investment in classroom libraries has also been a great resource for students to use who are experiencing difficulty or are in need of enrichment.

In addition, we have used our Media Specialist as our Maker Space leader who works with the grade level TA during itinerant time. Our Media Specialist plans engaging activities with students during Maker Space time to provide problem based learning opportunities for her students. Due to COVID this program was suspended, but we look to continue it during the 2021/2022 and 2022/2023 school year.

We also provide monthly professional development for our teachers. Each month there is a general curriculum staff meeting and a technology staff meeting where teachers are given productive professional development on ways to best use the tools and resources provided and increase engagement.

Provide 2 half day planning days throughout the school year to provide teachers additional time to unit plan. I will cover classes with grade level assistants and 1 substitute for each of the 4 planning days. This will allow teachers to be well prepared to provide quality instruction for students

**Budget Implications:** Instructional assistants needed to have one per grade level totals \$106,600. The professional development provided is school based and funding is not needed.

For the teacher planning day, we use our teacher assistants to cover classes so no additional funding is needed.

**Benchmark/Evaluation:** iReady, benchmark data, and EOG data will be used to determine school needs, and to identify specific students who are struggling. Teachers are responsible for tracking their student's data and communicating with instructional support staff of their student's progress. The classroom teachers and assistants communicate weekly during common planning times to discuss each student's growth in their respective classes.

### **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:** To combat discipline issues at Cherryville Elementary, Positive Behavior Intervention and Support model is implemented at Cherryville Elementary. Our staff understands that PBIS is a process. Some of the procedures include taking the first two days of school for students to practice the expected behaviors in different places on the school campus like the bus, cafeteria, and hallways. Signs are visible throughout our building displaying our matrix and explaining the expected behaviors we want from our students. There are key components to the success of the PBIS model and Cherryville Elementary is committed to its success.

1. We have developed a clear mission statement that communicates to all stakeholders what our intended outcome is.
2. We will define our expected behaviors but will keep them concise so students can easily remember and recite them.
  - a. We are **IRON**men - **I**n a safe place / **R**eady to learn / **O**n task / **N**ice to others
3. With the PBIS framework, teachers are learning to handle unacceptable behavior quickly and consistently because it is discussed and practiced at the beginning of the Year faculty meeting and monthly at grade level meetings.
4. We set up procedures for record-keeping and decision making based on the discipline data reports in the Educators Handbook. This is discussed in bi-monthly PBIS meetings.
5. We acknowledge good behavior. We have established school reward systems for students that include students' names being placed monthly on our Wall of Excellence and monthly lunch with administration.

Many of our Kindergarten students are coming into kindergarten below expectation academically. We will continue to work with the local Pre-K's in the area to welcome students to our school and identify areas of weakness. Incoming kindergarten students are also given a tour around the school and introduced to the teachers during this time. This year we were able to invite our local Pre-K schools and daycares to our school on two separate occasions. We currently have 45 kindergartners already registered for the 2022/2023 school year.

We also provide a transition program for our 3rd grade students who are transitioning to 4th grade. All of our students transition to Beam Intermediate, so in the spring all students spend a morning touring the Intermediate School, meeting the teachers, and hearing from the Administration. This helps build a comfort level with the students when the transition is made the following school year.

**Budget Implications:** There are no budget implications for this portion of the plan. Signage is already up and was paid for with 2020/2021 school funds.

**Benchmark/Evaluation:** Cherryville Elementary School will track discipline data monthly to identify discipline trends (time of day, certain months and specific locations). Administration will be charged with tracking all discipline and keeping the records up to date. Kindergarten teachers will collect annual data analysis of Kindergarten Entry assessment to determine if there are increases in Kindergarten readiness.

#### **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.**

Cherryville Elementary 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. Federal funds are used to provide substitutes for teachers to attend Professional Development, teachers are funded through state allotted funds and student incentives are funded through local and school cash. Transition plans are funded using local and federal funds. State funds are used for the copies of materials that are needed for each planning meeting. Field trips for students are provided using funding from all three sources including parents payment. State funds are used for transportation costs and Title I

dollars are used to pay for the additional grade level assistants.

**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: 4 meetings (1 per grade level) in the month of September from 6 pm until 7 pm



- 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): Curriculum Events will be during the month of December, January, February, and March for each Grade Level. Parent conferences in the months of October and March. This year Kindergarten (12/16/2021 at 4pm) [Kindergarten Title 1 Bingo Night PPT.](#), First grade (1/27/2022 at 5:30pm) [First Grade Title 1 Night PPT.](#) , and Second grade ( 2/24/2022 at 4pm) [Second Grade Title 1 Night PPT.](#) curriculum nights were virtual due to COVID restrictions. We were able to provide an in person 3rd grade curriculum night on March 31, 2022 from 5-6pm to discuss EOG and testing strategies [Third Grade Title 1 Night PPT.](#)

- 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): Our Title 1 plan involved parent support during our SIT meeting in April. Our parent involvement plan is updated annually with parent support.

- 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 Information Nights 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 samples of text their child is expected to read by both the middle and end of the school year. Parents will learn some of the strategies our teachers are using to teach these skills by seeing them demonstrated. During middle of the year Curriculum Nights in January/February, parents will be informed about iReady reports and other student specific data that is being sent home. Parents will see a demonstration of the assessment so they can see exactly what their child is being expected to complete. In addition, Title 1 funds will be used to purchase books/resources for each student during the curriculum nights. Our SIT has discussed varying our format for Curriculum Nights. Discussions have been centered around providing more digital resources for parents and sharing information digitally so parents are able to view the information during times that fits their schedule.

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 be had that will focus on ways parents can help improve their child's overall education.

**Budget Implications:** Minimum of \$300 per grade level for curriculum night resources. Our grade levels and school leadership have decided that the best use of these funds is to spend them on resources that the students can have and use. In the past we have used these funds to purchase books for students, manipulatives, and STEM items). This current year each student received a book after their scheduled grade level curriculum night.

**Benchmark/Evaluation:** Cherryville Elementary will collect event attendance records and track the attendance for each meeting for each grade level (Parent Information Nights and Curriculum Nights). Surveys will be given to participants after each meeting. This information will be analyzed in order for the leadership team to make decisions on how to better serve families in regards to supporting their students in the area of academics. Our goal is to have at least 60% of our parents participating in both our Parent Information Nights and our Curriculum Nights.

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_

- 
- Approved
  - Unapproved (see comments)

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

Date \_\_\_\_\_