

## 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)

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

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,

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.



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

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

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

The classroom teachers and assistants communicate weekly during common planning times to

### **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,

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

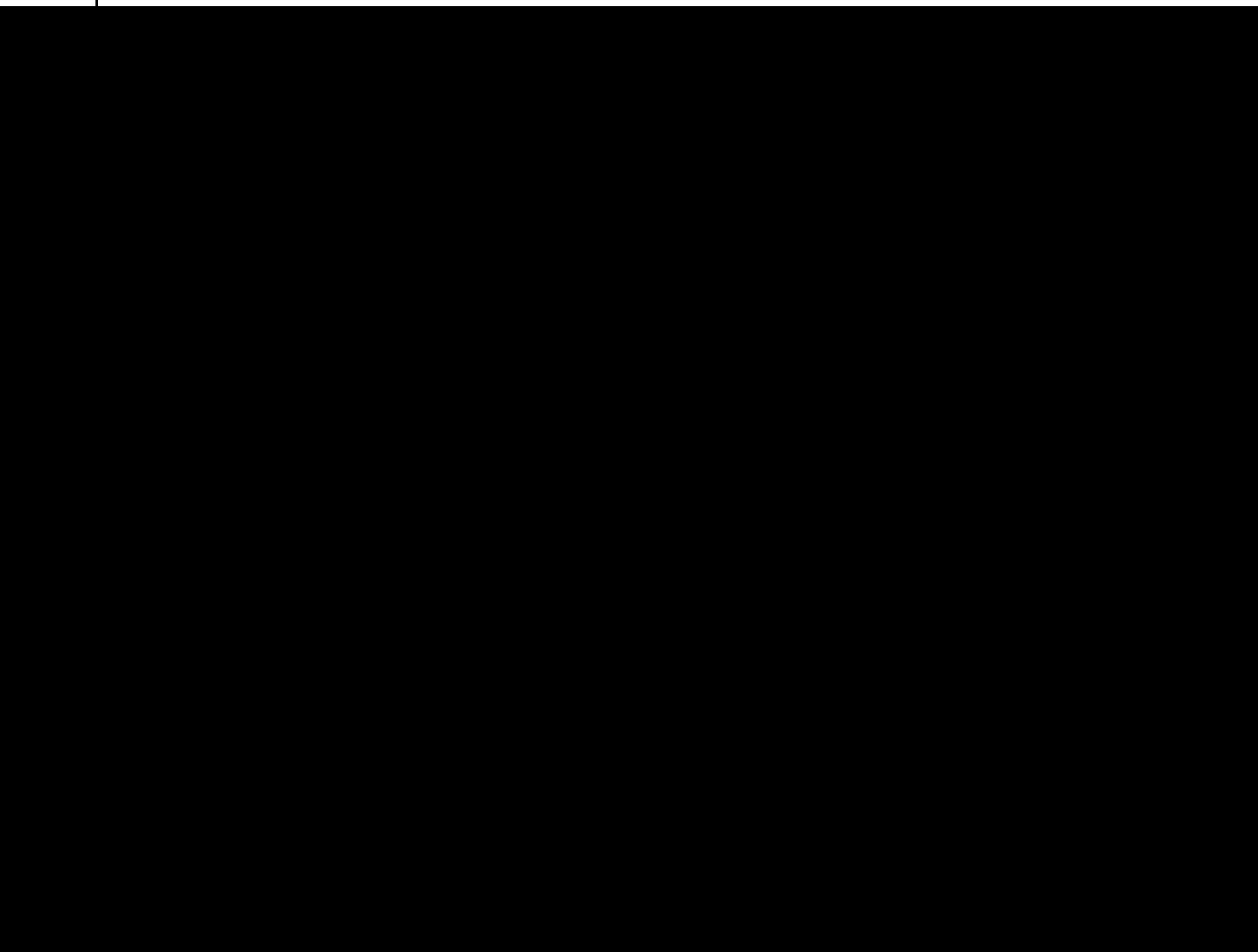
Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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.



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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

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 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







**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 \_\_\_\_\_

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Approved

Unapproved (see comments)

Title I Representative

Signature \_\_\_\_\_

Date \_\_\_\_\_