



Cherry Creek Elementary Title I Schoolwide Program Plan

Any school that operates a Title I Schoolwide Program must, with the input of stakeholders, conduct a comprehensive needs assessment (CNA) and, based on the analyses of the CNA, develop a schoolwide plan. This template or a separate Title I Plan is not required if a school's improvement plan contains all required components of the Elementary and Secondary Education Act (ESEA).

School/LEA Information

School Name: **Cherry Creek Elementary**

LEA Name: **Nebo School District**

Plan for the School Year: **2021-2022**

A. Stakeholder Planning Team – ESEA Sec. 1114(b)(2)

- List the stakeholders who developed, and will help implement and evaluate, the Schoolwide Program (add extra lines for any additional stakeholders).

Stakeholder Title	Stakeholder Name	Stakeholder Signature
Principal/Director	Amy Darrington	
LEA Title I Director	Mike Larsen	
Faculty Member	Stephanie Galt	
Faculty Member	Jen Baldwin	

Parent, non-school employee	Glen Bass	
Parent, non-school employee	Kate Kubina	
Parent, non-school employee	Tabitha Pacheco	
Parent, non-school employee	Rosalee Dougal	

- Describe the process for involving stakeholders and how their input was used to develop the Schoolwide Program.

Cherry Creek Elementary is a highly functioning school where all stakeholders work together for the benefit of the students. The school community council and PTA play an important role in influencing academics, character education, teacher professional development, and other programs to assure that each student has a great experience in school.

The staff at Cherry Creek Elementary focuses on building trusting and collaborative relationships among teachers, families and community members. Our school communicates with parents in a variety of ways including notes, phone calls, conferences, texts, Zoom, and email. Where possible, information sent home is translated into Spanish. We participate in many activities which involve parent and community involvement including: Title 1 parent meetings, newsletters, rewards assemblies, leadership days, back to school and open house.

Cherry Creek Elementary is also a Leader in Me Lighthouse School. The theme of leadership can be found throughout the school. Students are taught the 7 Habits from the Franklin Covey leadership model. These habits are integrated into the curriculum and taught to students by their classroom teachers. In addition, 100% of Cherry Creek students are given leadership positions within the school. These positions empower students to share their talents with other peers from all grade levels. It also creates a feeling of shared responsibility and leadership within the school. It also builds self-confidence in the students. In addition, three times per year, Cherry Creek students conduct self-led, parent teacher conferences. Students share goals and discuss their progress towards those goals.

Cherry Creek has a schoolwide behavior plan based on PBIS principles. All students can earn Croc Cash to

purchase rewards. Along with that students also earn Croc Claws when they are displaying leadership skills and demonstrating one of the 7 Habits. Students that earn a Croc Club Claw write their name on the Croc Club Board in the main hallway and the Claw is displayed in a student achievement hallway. The student is also rewarded with a Treasure Tower token. At the end of each month, 30 names are drawn out (taken from the names on the Croc Club Board). Those lucky 30 students get to go to the Croc Cave to play games for prizes with the principal and the Title I Coordinator. Croc Cash can be turned in for classroom and schoolwide rewards.

B. Comprehensive Needs Assessment (CNA) – ESEA Sec. 1114(b)(6)

The CNA is a systematic effort to acquire an accurate and thorough picture of the strengths and weaknesses of the school that impact equitable student outcomes.

- List all sources of data collected and analyzed (i.e., longitudinal student academic and nonacademic achievement, curriculum and instruction, professional learning opportunities, school climate and culture, family and community engagement, etc.)

RISE 2020-2021 Scores (State Mandated)

Each year, 3rd-6th graders participate in statewide RISE assessments, assessing student understanding of the curriculum. The following chart shows a school wide proficiency percentage for all grades combined along with a breakdown of each grade level participating in the RISE assessment. For the coming year our scores will be for 3rd-5th. 6th grade has moved to the middle school.

<u>3rd Grade Language Arts</u>	<u>4th-6th Grade Language Arts</u>	<u>3rd Grade Math</u>	<u>4th-6th Grade Math</u>
Nebo: 44% Cherry Creek: 55%	Nebo: 40% Cherry Creek: 37%	Nebo: 49% Cherry Creek: 59%	Nebo: 42% Cherry Creek: 33%

1st and 2nd Grade End-Of-Year Assessment (District Mandated)

The following scores are the % proficient on each assessment for the district created assessment for first and second grade Spring 2021. (Information from school district G drive)

	<u>1st Writing</u>	<u>1st Math</u>	<u>1st Lang. Arts</u>	<u>2nd Writing</u>	<u>2nd Math</u>	<u>2nd Lang. Arts</u>
School	57%	68.7%	62.7%	43%	74.6%	58.7%
District	73%	80.8%	75%	66%	77%	68%

ACADIENCE (State mandated)

Below you will find a chart showing the 2020-2021 summary of student's proficient at the school and district for the Beginning, Middle and End assessment. (Information provided from school district G drive)

	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>

Cherry Creek Grades 1-3	63%	60%	63%
Nebo School District	66%	62%	64%

2021-2022 Beginning of Year Acadience Results(State mandated):

Cherry Creek School Grades K-5	Beginning of Year Not Proficient 25 students
ELL students not reaching reading proficiency	All identified students are receiving reading interventions aimed at progress toward reading proficiency as measured by Acadience.

- Summarize main findings including an examination of student, teacher, school, and family/community strengths and needs. Findings should include detailed analysis of all student groups of 10 or more, i.e., students identified as economically disadvantaged, students with disabilities, students identified as English learners, and students by major racial and ethnic groups. **This analysis should show direct relationships from the data and root causes in the Comprehensive Needs Assessment to the priorities identified in the next section.**

Based on Acadience Reading Assessment data from 2020-2021 we have identified 25 ELL students who are not proficient readers. All students are receiving a pull-out intervention to support their language and reading development. In addition to that data, our proficiency levels drop overall by 1% as a school at EOY in 2021. Our BOY Acadience reading shows 58% of students are proficient. Our goal is to maintain or grow the total number of students proficient in reading as measured by Acadience at EOY testing. Also, using RISE math data from the 2020-2021 school year, our 4th-5th grade math proficiency was at 42%, which is 12% below the district average. Adjustments have been made to our PLC process to better support analysis of ongoing data and identify at-risk students on a weekly basis. Those students receive reteach opportunities from classroom teachers as well as a technician specialized in math reteach.

Our at risk group of students have been identified as our ELL students. Using information from our reading and language acquisition assessments, we have identified students needing additional support. Those identified students are all receiving reading interventions outside of the classroom as well as language acquisition support from their classroom teacher and our ELL technicians.

- Prioritize the school's top needs as evidenced by the CNA.

- **Priority 1: Reading K-5:** Maintain or grow the percent of students proficient reading at all grade levels.
- **Priority 2: Math 4-5:** The percent of students grades 4-5 reaching proficiency on the math Rise test will increase as we begin to close the proficiency gap at Cherry Creek and our LEA.
- **Priority 3:** The number of ELL students not reaching reading proficiency will decrease.

C. Develop a Comprehensive Schoolwide Plan – ESEA Sec. 1114(b)(7)

A Schoolwide Plan consists of strategies the school will use to upgrade the entire educational program and improve the outcomes for the lowest-achieving students.

1. For each of the prioritized needs (from CNA), identify specific **strategies** the school will implement. Detail the *who, what, how, and when* of strategy implementation. Strategies should be evidence based (ESEA Sec. 8101(21)(A)).

Priority (From previous section)	Evidence-Based Strategies and Implementation Plans
Priority 1: Reading K-5	Strategy(ies): <i>Who, what, how, when:</i> <ol style="list-style-type: none"> 1. Teachers will improve Tier One literacy instruction based on Nebo’s approved literacy block and through participation in LETRS training, staff development, administrative observation, team collaboration, personal study and by analyzing literacy data. 2. Technicians will target early reading skills and provide daily instruction. 3. Technicians will receive training from the University of Utah reading program. 4. Substitutes will be hired to provide teacher teams time to collaborate on literacy curriculum maps, attend data meetings and participate in focused observations and/or lesson studies. 5. Registration fees and substitute costs will be provided for teachers to attend literacy conferences. Stipends will be

	<p>paid to teachers that conduct school level staff development. The number of books in the leveled library and take-home library will be increased to include decodable books, as well as high interest low readability books</p> <ol style="list-style-type: none"> 6. Students reading below expected benchmark levels will receive additional instructional support. 7. Reading time outside school will be encouraged and monitored using a School Wide Goal and incentives. 8. Reading benchmark assessments in grades K-5 will be administered three times each year using the Acadience Benchmark Assessments. 9. Teachers and the School Intervention team will use data to identify students who are at risk, at grade level, or above grade level to inform instruction and meet student needs. 10. Teachers will collaborate as a team as well as with our instructional coach on best practice for the improvement of reading instruction for individual struggling students. 11. ACADIENCE Progress Monitoring will be conducted weekly by teachers to any student below grade level. Data will be used to drive instruction.
<p>Priority 2: Math 4-5</p>	<p>Strategy(ies):</p> <p><i>Who, what, how, when:</i></p> <ol style="list-style-type: none"> 1. Teachers will instruct using the Utah State Core Standards in mathematics and district approved materials. 2. Substitutes will be funded to provide time for teacher teams to plan and create a math scope and sequence/curriculum map and relating common assessments. 3. Additionally, teachers will meet weekly during collaboration time to discuss student data. 4. TechnologyChromebooks have been purchased to enhance student understanding in mathematics and other subjects. 5. Reflex math has been purchased for all grade levels to use to enhance proficiency with math facts and concepts. 6. Mathematics materials will be purchased for hands-on learning and additional practice. 7. Teachers and administration will be encouraged to participate in conferences, staff development, workshops, and other math training to strengthen their mathematical practice.

	<ol style="list-style-type: none"> 8. Teachers and School Intervention Team will use data to identify students who are at risk, at grade level, or above grade level to inform instruction and meet student needs. Weekly reteach will be based on current data. 9. Additional technician hours are to assist students in Tier II Math Interventions.
<p>Priority 3: Reading</p>	<p>Strategy(ies):</p> <p><i>Who, what, how, when:</i></p> <ol style="list-style-type: none"> 1. All teachers will improve Tier One literacy instruction based on Nebo's approved literacy block and through staff development, administrative observation, team collaboration, personal study and by analyzing literacy data. 2. Teachers will use Heggerty materials as a Tier I instructional tool to enhance language skills. 3. Where needed Heggerty and other phonological and phonics materials will be used to target language deficits in ELL students. 4. Technicians will be hired to provide early interventions to students. 5. Substitutes will be hired to provide teacher teams time to collaborate on literacy curriculum maps, attend data meetings or participate in focused observations or lesson studies. 6. Registration fees and substitute costs will be provided for teachers to attend literacy conferences. Stipends will be paid to teachers that attend summer professional development. 7. The number of books in the leveled library and take-home library will be increased to include decodable books. 8. Students reading below expected benchmark levels will receive additional instructional support. 9. Reading time outside school will be encouraged and monitored using a School Wide goal and Incentive Program 10. Teachers will benchmark students' reading progress using Acadience Benchmark Assessments. Teachers will also use Acadience Progress Monitoring throughout the year to monitor student progress. 11. Teachers and the School Intervention team will use data to identify students who are at risk, at grade level, or

	above grade level to drive instruction and meet student needs. 12.
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2. Outline a **communication plan** specifying how staff, families, and other stakeholders will be made aware of the Schoolwide Program.

This plan will be developed and presented through the School Community Council, which consists of the school administrator, teachers/Staff, Parent Teacher Organization, and parents/guardians. Once the plan is finalized it will be available in the office for anybody to view. Also, all families will receive an overview report of this Title I plan available online on the school's website, emailed home to parents/guardians and discussed at Title I Parent night on September 24th, 2021.

3. Summarize **parent and family engagement** strategies that will be implemented to improve student learning, e.g., literacy training, using technology, etc. (ESEA 1118(e)(2))

Parents and families will have 3 times they will be able to come to Parent Teacher Conferences with their student's teacher to review student growth and progress toward learning goals. This year Cherry Creek will have a Literacy night called to celebrate the school-wide reading goal and also empower families to reduce the effects of summer reading slide. Parents and families will be able to come to the school, visit with the grades that they have students in and learn literacy games or activities that they can feel empowered to do at home with their own children.

D. Regular Monitoring and Plan Revision – ESEA Sec. 1114(b)(3)

The Schoolwide Program strategies are regularly monitored, and revised as necessary, based on evolving student needs.

- Articulate the **benchmarks** to be used to evaluate program effectiveness, including, but not limited to, measuring the academic progress of each student.
- Indicate the **frequency**, e.g., monthly, quarterly, annually, etc. with which each benchmark will be monitored.
- Specify the **resources**, e.g., time, personnel, methods, that will be dedicated to monitoring and evaluating the implementation of the Schoolwide Program.

Benchmarks	Frequency	Resources
Acadience Reading Assessments	3 Times a Year, BOY, MOY, EOY	Technicians complete assessments with students individually 3 times a year.
Acadience Reading Progress Monitoring	Weekly	Teachers will progress monitor non proficient students weekly.
iReady Math Diagnostic	3 Times a Year, BOY, MOY, EOY	Teachers will assign iReady Diagnostics to class 3 times a year.
District Framework Math Benchmarks	End of each term. 4x a year.	Teachers will assign each benchmark and use data to drive instruction and interventions.
Acadience Math Assessments	3 times a Year, BOY, MOY, EOY	Teachers and technicians complete assessments with students in whole class sessions and individually 3 times a year.

E. Coordination and Integration of Services and Resources – ESEA Sec. 1114(b)(6)

Show how Title I funds, along with other local, state and/or federal resources, will be used to implement the Schoolwide Program strategies.

Program	Amount Available	How the Intents and Purposes of the Program will be Met
State Education	\$1,477,022	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment

Funding		services as needed. State education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.
Title I, Part A	\$244,200	To provide all children a significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Title III	\$11,307	To ensure that students who are English learners, including immigrant children and youth, and refugees develop English proficiency and meet the same academic content and achievement standards that other students are expected to meet. Funds are used to implement language instruction education programs designed to help English learners achieve these standards.
Trust Lands	\$57,543	Funds are used to address specific needs at the school with the input of the School Community Council.
Total	\$1,703,105	

***Additional Programs/Funding Streams:** Title I, Part C, Education of Migratory Children; Title I, Part D, Programs for Children and Youth Who are Neglected, Delinquent, At-Risk; Title II, High Quality Teachers and Principals; Title III, Language Instruction for Limited English Proficient and Immigrant Students; Title VI, Indian Education; Title VII, Part B, McKinney-Vento, Education for Homeless Children and Youths; IDEA, Part B, Assistance for Children with Disabilities; Carl D. Perkins, Vocational and Technical Education (CTE); Title I, Family Engagement; Title I, Sec. 1003(a) and (g), School Improvement; State School Turnaround; Utah Trust Lands; State Enhancement for At-Risk Students (EARS); etc.

****Additional Equity Resources:** teacher quality, school leadership quality, academic rigor, instructional time and attention, early learning/interventions, whole child approaches, diverse and inclusive school approaches, family academic engagement, etc.

F. Staff Qualifications – ESEA Sec. 1111(g)(2)(J)

All teachers and instructional paraprofessionals **must** meet State certification and licensure requirements.

Documentation for school staff demonstrates the following:

All teachers are state certified, i.e., have a Professional License, Associate License, or LEA-Specific License (Board Rule R277-301) and appear as **USOE Qualified in CACTUS**.

All instructional paraprofessionals are highly qualified, i.e., a high school graduation/GED and one of the following: an associate degree (or higher); at least 48 semester hours at an accredited college or university, or a score of 460 or higher on the ParaPro Assessment.

WE, THE UNDERSIGNED, HEREBY CERTIFY that to the best of our knowledge we have complied with all the components in our Title I Schoolwide Program and have developed our plan based on needs and strengths identified through a comprehensive analysis of current academic and nonacademic data. We have built into our plan a process for evaluating whether the evidence-based strategies are resulting in improved student outcomes.

School Principal/Director

LEA Title I Director (if different)