Schoolwide Plan

2026-2027

School Name:

Chapel Grove Elementary

Building Principal:

Miriam Harvey

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:

April 16, 2026

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):
Comprehensive Needs Assessment (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:Narrative: The completion of the Comprehensive Needs Assessment involved a thorough analysis of data from a variety of critical sources: EOG Student Achievement Data, iReady Reports, NC School Report Cards, Parent and Staff Surveys, TWCS Survey Data, Climate and Culture Surveys, Educators Handbook Discipline Data, and Attendance and Enrollment Data from PowerSchool. Stakeholders collaborated to compile data, analyze data, and identify priority factors for use within the Comprehensive Needs Assessment. We worked with the district Accountability Department to review and compile perception data as well as student achievement and discipline data, attendance and enrollment data for both students and staff. Perception data is very critical to the understanding of the culture of our community and school. Data from each benchmark period was analyzed and information on student performance for reading and math was gathered from iReady Diagnostic Assessments. NC Check-In Data was analyzed quarterly.
Once the School Improvement Team and Administration reviewed the data, members of the School Improvement Team met with grade level teams, presented the data, and discussed our school's current needs. Our School Improvement Team convened to set goals specific to improving the culture and climate of the school, identified the specific interventions for struggling students and developed a reform strategy for our school based on our current Title 1 Budget.

Summarize the results and conclusions:

The Comprehensive Needs Assessment indicates that Chapel Grove Elementary is demonstrating positive academic growth and improving overall performance, while continuing to face challenges in reading proficiency, subgroup performance, and consistency across grade levels. Overall proficiency increased to 48.4% in 2024–2025, following a decline in 2023–2024, and the school exceeded growth expectations at 82.7%, reflecting strong instructional impact and improved teaching practices.

Academic Performance Trends

Reading: Reading performance showed mixed results across grade levels. While Grade 5 demonstrated a strong rebound (29.0% to 44.4%), Grade 3 reading declined to 31.5%, indicating a need for stronger foundational literacy support. Grade 4 reading remained relatively stable at 44.4%. Overall reading proficiency increased slightly to 39.2%, but continues to remain below desired benchmarks.

Math: Math performance showed significant improvement, particularly in Grade 3, which increased to 60.3% proficiency, indicating the success of early numeracy strategies. Grade 4 math improved to 40%, while Grade 5 math increased to 31.7% but remains an area of concern. Overall math proficiency increased to 45.3%, demonstrating progress but also highlighting the need for continued targeted support in upper grades.

Science: Science performance in Grade 5 rebounded to 63.5%, the highest level in recent years, demonstrating strong instructional alignment and effective content delivery.

Early Literacy (mClass) Trends: mClass data shows strong gains in early grades, with Kindergarten improving from 27% to 44% and Grade 1 increasing from 15% to 42%. However, Grade 2 showed a decline, and Grade 3 demonstrated moderate growth, indicating a need for improved consistency in literacy instruction across grade levels.

Strengths Identified

- Strong overall growth (82.7%), exceeding expectations
- Significant gains in math, especially Grade 3
- Recovery and strong performance in Grade 5 science
- Improved early literacy outcomes in K–1
- Evidence that resource alignment and instructional adjustments are positively impacting student outcomes

Areas for Improvement

- Reading proficiency remains below 50% across grade levels
- Decline in Grade 3 reading indicates gaps in foundational literacy
- Math performance in Grades 4 and 5 remains inconsistent
- Need for sustained instructional practices to maintain gains over time
- Gap between student growth and proficiency levels

Subgroup Analysis

Subgroup data reveals significant achievement gaps among key populations. English Learners (12.1%) and Students with Disabilities (approximately 5%) continue to perform significantly below proficiency in both reading and math. Hispanic students experienced a decline with only partial recovery, while Black students demonstrated notable improvement, particularly in math. AIG students continue to outperform all groups, creating a wide performance gap.

These trends indicate a need for targeted interventions, differentiated instruction, and increased support systems for identified subgroups to ensure equitable access to academic success.

Attendance Trends

Attendance data shows a decline from 95.01% to 89.9% throughout the school year, with the most significant decreases occurring during winter months. Primary grades (K–2) experienced the largest declines, suggesting that attendance may be impacting early literacy development and overall student performance.

Conclusion:

Chapel Grove Elementary is demonstrating strong growth and positive momentum, particularly in math and science; however, continued focus is needed on improving reading proficiency, closing subgroup achievement gaps, strengthening instructional consistency across grade levels, and addressing attendance concerns. Sustained, data-driven strategies and targeted interventions will be critical to ensuring long-term academic success and increasing overall student proficiency.

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:
Hiring a Class Size Reduction Teacher improves student achievement by allowing for more individualized instruction, increased engagement, and stronger teacher-student relationships. Smaller class sizes create a more focused learning environment and better support students who need additional help.
Additionally, after-school tutoring for grades 3–5 will provide targeted, small-group instruction in reading and math for students performing below grade level. This extended learning time supports skill development, reinforces core instruction, and helps improve outcomes for underperforming students.

Budget Implications: $69,200.00 (Beginning Teacher Swap) To Be Hired - Class size reduction teacher.
$21,500 Four Classified Teachers (Afterschool Tutoring)
$45,955 Additional Teacher Assistant - for Small Group Interventions

Benchmark/Evaluation: Using mCLASS data (BOY, MOY, EOY) to monitor growth in foundational literacy skills, as well as ACCESS scores to measure English Learner language proficiency. Additional progress monitoring through classroom assessments and data meetings will be used to adjust instruction and ensure continuous improvement in student outcomes.

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: Providing additional K–5 literacy materials is an evidence-based way to improve student achievement by strengthening reading instruction and addressing foundational skill gaps. Standards-aligned resources—such as leveled texts, phonics tools, and vocabulary supports—will enhance differentiation and engagement, particularly for English Learners and students below grade level. This approach supports language development, comprehension, and equitable access to grade-level content.

$9,000 Instructional Supplies (K–5 literacy materials to support core instruction and targeted intervention, with emphasis on underperforming subgroups including EL students)
$15,812.50 Software i-Ready Math and Reading Resources**:** Digital assessment and personalized instruction for up to 250 students in Grades 2–5 to support differentiated core instruction, progress monitoring, and targeted intervention, with emphasis on underperforming subgroups, including English Learners.

Benchmark/Evaluation: mClass (BOY, MOY, EOY), NC Check-Ins, i-Ready diagnostics

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: Based on CNA data, the school will implement MTSS and PBIS to address gaps in literacy, behavior, and student engagement, with a focus on underperforming subgroups. Supports will include targeted interventions, counseling and mentoring services, and professional development in data-driven instruction

Budget Implications:$1,000 Professional Development (including materials, training, and substitute coverage for off-campus sessions)

Benchmark/Evaluation:mCLASS (BOY, MOY, EOY), NC Check-Ins, i-Ready diagnostics, behavior data (ODRs/PBIS), and subgroup performance data

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.
Chapel Grove operates with federal, state, and local dollars. The school coordinates and plans with this in mind. Staffing is accomplished by integrating federal, state, and local funds. Instructional supplies are purchased with dollars from all sources. Positive Behavior Intervention and Support is funded through local, state, and federal dollars. Federal funds are used to provide substitutes for teachers to attend professional development, teachers are funded through state-allocated funds, and student incentives are funded through local and school funds. Transition plans are funded using local and federal funds. Federal funds are used to pay for transporting 5th-grade students to feeder middle schools, allowing students to tour their school. Title I funds will be used to fund open house/family night events, which gives our PreK and Kindergarten students the opportunity to transition into elementary and for students to transition effectively to the next grade level. In addition, open house/family night events provide opportunities to develop and strengthen relationships with parents and the school community.

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: August 11, 2026 5pm-6:30pm Orientation, NCELI, SBG, RTA & Annual Title I Meeting

- 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):
  August - Meet the Teacher / Open House/Annual Meeting Title I Meeting
  September - Science Night
  December - All Around the World (Reading Night)
  April - Spring into Success: End of Year Assessment Night (EOG, mClass)
  October / March - Parent Conferences

- 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): April 1, 2026 and throughout the school year.
  August 2026
  September 2026
  December 2026
  April - 2027

- 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: Chapel Grove Elementary School will partner with families and local agencies to provide opportunities for parent and community engagement. We will strengthen our PTO, which was re-established this year. Opportunities will be provided for parents to engage in the school family and also to engage in their child's classroom as a participant in the learning process. A parent resource center has been established at CGES where parents can come to obtain valuable information and resources to better support their students.
Budget Implications:$2,477.75 **$5,000** has been set aside to purchase additional and updated literature for our school library.
Benchmark/Evaluation: ❏ Event attendance records will be collected to track attendance for each event/meeting for each classroom teacher and each grade level. ❏ Surveys will be given to participants after each event/meeting.Information will be analyzed after each event/meeting in order 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 50% parent participation.

Principal Signature Miriam Harvey_____ Date _04-16-26_____

___ Approved

____ Unapproved (see comments)

Title I Representative

Signature _____ Date _____