

Stakeholder Involvement

Who? SIT Team, Community Members, School Administration

When? The Comprehensive Needs Assessment and our Schoolwide Plan was discussed during our April SIT Meeting. Two involved community members were made aware of the school plan, data was shared with them, and feedback was given.

How? During our April SIT meeting data (attendance, EOG scores, iReady, teacher turnover; school strengths and weaknesses; school discipline; and surveys completed by staff, parents, and students) was discussed. Team discussed options about how to best use our funds. The representatives reporting back to Principal after discussions with the group they represent on 4/1/2021.

Comprehensive Needs Assessment

Strengths: Cherryville

Weaknesses: 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 2017/18 to 2018/19. Our reading gap however grew from 17/18 to 18/19 by 3 points. Over the past several years the reading gap between our EDS students and non EDS students has grown.

Demographics: Total membership (month 9): 1415 - 414 students; 1516 - 394 students, and 1617 - 400 students, 17/18 405, 18/19 398, 19/20 414, 20/21 373, 21/22 359 (month 7)

Teacher Information: We have a very stable experienced teaching staff with very little teacher turnover (hovered around 3-5% over past 3 years). We currently have one beginning teacher in kindergarten, one in music, and one in art.

Prioritized Needs

- 1) **Continue to fund Teacher Assistants.** Our teacher assistants provide a much needed service to our 1st, 2nd, and 3rd grade teachers and students. Our grade level assistants work regularly with students in small groups. Our teachers collaborate and work with our assistants to ensure that students being pulled for small groups are getting quality instruction. Our grade level assistants are also able to perform clerical needs for teachers, such as making copies, taking care of sick children, and any other various issues that might take away from their instructional time with their students. Based on meetings with the School Improvement Team, there is consensus that our funds will be best utilized on keeping grade level assistants.
- 2) **Reading Teacher - We will fund a part-time Literacy Teacher (Mandy Harrill)**
- 3) **Instructional Supplies**
- 4) **Tutors**

Component 1: Opportunities for All Students 1114(b)(7)(A)(i)

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 benchmark data or iReady student reports.

Budget Implication: The funding for 2 additional teacher assistants, part-time literacy teacher, and content teacher

Component 2: Strong, Well Rounded Program 1114(b)(7)(A)(ii)

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In addition, we have added Maker Space opportunities for our students pre COVID. After our media center renovation we are using the space to incorporate a wide variety of learning opportunities. Our Media Specialist works with Teacher Assistants and Art Teacher during Maker Space.

Pre COVID We also provide bi-weekly **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.

Budget Implications: Previous Slide

Component 3: Allowable Activities 1114(b)(7)(A)(iii)

PBIS was fully implemented at Cherryville Elementary.

Better systems for recognizing positive behaviors school-wide - Through PBIS

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.

Parent and Family Engagement-1116

School Data

2016/17 EOG proficiency - Reading 51.6 / Math 60.1

2017/18 EOG proficiency - Reading 60.0 / Math 63.6

2018/19 EOG proficiency - Reading 77 / Math 82

2021/22 EOG proficiency - Reading 50.5 / Math 82.4

Upcoming Parent Events

Title I Annual Meeting