

Title I Schoolwide Plan

Cherryville Elementary
4/16/2021



Stakeholder Involvement

Who? SIT Team, Community Members, School Administration

When? The Comprehensive Needs Assessment and our Schoolwide Plan was discussed during our March 29 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 March 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: 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%. Our EOG in both reading and math took huge leaps the last year of State testing. We grew an additional 17% in reading proficiency and 20% in Math. Our 3rd grade proficiency in reading and math was the highest in the district.

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

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 no beginning teachers and our least experienced teacher has 9 years teaching experience.

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. Our Teacher Assistants have a monthly PLC that is led by my Media Specialist where they plan technology lessons.
- A **mentor program** with 7 mentors who work with struggling students. This program hopes to grow and has shown positive results based on specific student discipline data.
- **Budget Implication:** 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. I have discussed this plan with Dr. Balknight and there will be enough funds to cover the \$19,000 for the additional teacher assistant.

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.

Coordinate and Integrate All Funds

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. Budget is discussed during every SIT meeting where data is looked at and needs are prioritized. Our SIT team and parent representatives believe that our Title 1 funds will be best used by purchasing grade level assistants for the 2021/2022 school year.

Parent and Family Engagement-1116

- 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, parents will be informed about iReady reports and other student specific data that is being sent home. In addition, Title 1 funds will be used to purchase books/resources for each student during the curriculum nights.
 - Adjusting the times has been discussed to increase attendance
- 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:** Funding from Parent Involvement Allotment



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
- Benchmarks for 19/20 prior to pandemic were trending at the 2018/2019 marks in both reading and math.