School Plan History Log

#### Cleveland (061) Public District - FY 2015 - Arnold Memorial Elementary School (061-0010) Public School - School Plan - Rev 0

Date	User	Status (S) / Comment (C)	S/ C
12/1/2014 12:49:46 FM	Debra Torres	Status changed to 'LEA School Plan Reviewer Approved'.	S
12/1/2014 12:44:46 FM	Michael Chai	Status changed to 'School Plan Reviewer Approved'.	S
12/1/2014 12:44:41 FM	Michael Chai	Status changed to 'Draft Completed'.	S
12/1/2014 11:41:39 AM	Debra Torres	Status changed to 'LEA School Plan Reviewer Returned Not Approved'.	S
11/25/2014 12:19:24 FM	Michael Chai	Status changed to 'School Plan Reviewer Approved'.	S
11/25/2014 12:18:58 FM	Michael Chai	Status changed to 'Draft Completed'.	S
11/24/2014 2:36:26 PM	Debra Torres	Status changed to 'LEA School Plan Reviewer Returned Not Approved'.	S
11/12/2014 10:15:55 AM	Michael Chai	Status changed to 'School Plan Reviewer Approved'.	S
11/12/2014 10:15:36 AM	Michael Chai	Status changed to 'Draft Completed'.	S
10/31/2014 10:28:29 AM	Michael Chai	Status changed to 'Draft Started'.	S
9/5/2014 2:31:17 PM	ePlan Administrator	Status changed to 'Not Started'.	S

School Planning Team
Claveland (061) Public District - EV 2015 - Arnold Memorial Flomentary School (061,0010) Public School - School
Cleveland (061) Public District - FY 2015 - Arnold Memorial Elementary School (061-0010) Public School - Schoo Plan - Rev 0
Please identify all planning team members, including title
Michael Chai, Principal
Julie Shirer, Instructional Facilitator
Cheryl Matthews, Teacher - 3rd Grade Adam Moss, Teacher - 5th Grade
Kellie Guinn, Teacher - Stri Grade  Kellie Guinn, Teacher - Kindergarten
Danielle DeBusk, Teacher - 4th Grade
Rebecca Marino, Media Specialist
Marsha Wallace, Parental Involvement Coordinator (Parent Advisory Board)
Betty Dunn, Grandparent (Parent Advisory Board)
Misty Burrell, Parent (Parent Advisory Board)
Rodney Williams, Parent (Diverse Populations Committee)
Vanessa Hammond, Parent (Diverse Populations Committee)

School Plan - Summary of Accomplishments and What's Working

Cleveland (061) Public District - FY 2015 - Arnold Memorial Elementary School (061-0010) Public School - School Plan - Rev 0

Summarize your accomplishments and what is working for students and why

#### Value-Added



Grades 3-8: TCAP Criterion Referenced Academic Achievement: Cleveland, Arnold Memorial Elementary School									
	2012			2013		2014			
	Grade	Score	Grade	Score	Grade	Score	Trend		
3-8 M ath	С	47	С	49	В	50	+		
3-8 Reading	С	46	С	47	С	47	NC		
3-8 Science	D	43	С	45	С	46	NC		
3-8 Social Studies	С	45	C	46	С	48	NC		

Achievement Data — These criterion reference scores represent the average level of achievement in each subject across grades 3-8. These scores represent the most recent three years of data; as a result, district-level data is only available when three years of data is available. The scores represent the average normal curve equivalent (NCE) when compared to performance in the 2008-09 school year. Scores at or above 50 indicate that performance in that subject met or exceeded the average performance across the state in 2008-09. Grades are assigned according to the following scale: 55 to 99. A, 50 to 54: B, 45 to 49: C, 40 to 44: D, 0 to 39: F.

Grade 4-8 Va	lue-Added Growth Standard: C	leveland, Arnold Memorial Elem	entary School	
	2	013	2	014
	Status	Mean Gain	Status	Mean Gain
Math	A	8.7	A	6.8
Reading	A	2.6	В	1.1
Science	С	0.4	С	0.4
Social Studies	В	1.5	В	1.6

Each value represents the most recent three years of data; as a result, district-level data is only available when three years of data is available. Gains compare average student growth in the given subject and school year to growth during the 2008-09 base year. Positive values indicate that actual growth exceeded the expected growth and negative values indicate that actual growth fell short of the expected growth. Grades for student growth are assigned according to the following scale: Greater than or equal to 1.75: A, 0.5 to 1.74: B, -0.49 to 0.49: C, -2 to -0.50: D, Less than -2: F.

Arnold Memorial has a history of strong value added scores.

Over the past 3 years the Proficient / Advanced percentages increased

In the 2013-2014 Arnold Memorial worked to reduce gaps and come off the Focus School list.

The TELL survey points to a strong school climate.

Arnold Memorial has numerous interventions in place for students.

Data is reviewed to make sure interventions are helping and Arnold understands and teaches to the school demographic.

School Plan - Accountability Data

Cleveland (061) Public District - FY 2015 - Arnold Memorial Elementary School (061-0010) Public School - School Plan - Rev 0

Data entry tables have been provided so LEAs may enter some data for the needs assessment. It is recommended that at least the most recent year of data be entered for applicable areas. Also, entry of data that is noted in your analysis will be beneficial. LEAs are not required to enter all data elements. The prepopulated data enhancement will be functional next year.

http://tn.gov/education/districts/lea operations.shtml

Accountability Achievement Targets - Data Tables - (Recommended entry of at least the 2014 AMO and Percent Proficient & Advanced.)

Subject & Grade Level	2013 Percent Proficient & Advanced	2014 AMO Target	2014 Percent Proficient & Advanced	2013 to 2014 Change	Met/Miss After Safe Harbor
3rd through 8th RLA	42.4	46.7	29.9	-12.5	
3rd through 8th Math	50.9	47.3	44.8	-6.1	
3rd RLA	47.4	47.9	28.3	-19.1	
3rd Math	57.9	49.7	48.3	-9.6	
7th RLA					
7th Math					
9th through 12th Algebra I					
9th through 12th English II					
9th through 12th Graduation Rate					
9th through 12th English III					
9th through 12th Algebra II					

Accountability Achievement Targets – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

We need to be able to improve our proficient and advanced percentage for both math and ELA.

- ELA P/A scores dropped 12.5 percent from 2013 to 2014
- Reasons for this drop may be attributed to an over focus on the Common Core State Standards and not enough focus on TN SPIs.
- Third grade ELA P/A percentage dropped by 19.1%
- Math P/A scores dropped 6.1 percent from 2013 to 2014
- We were on a full Common Core State Standards implementation and did not fully focus on remaining SPIs. The additional rigor of Common Core Standards may have also presented difficulty for the students.
- Third grade Math P/A percentage dropped by 9.6%

Accountability Gap Targets - Data Tables - (Recommended entry of at least the 2014 AMO and Gap.)

Gap Type	Subject & Grade Level	2013 Gap	2014 AMO Target	2014 Gap	Met/Miss After Safe Harbor
Black/Hispanic/NativeAmerican vs. All Students	3-8 Math	7.5	6.1	-0.1	
Black/Hispanic/NativeAmerican vs. All Students	3-8 Reading	5.6	9.3	7.5	
Economically Disadvantaged vs. Non-ED	3-8 Math	26.1	41.2	8.3	
Economically Disadvantaged vs. Non-ED	3-8 Reading	32.7	41.9	30.3	
Limited English Proficient vs. Non-LEP	3-8 Math	1	0.9	28.6	
Limited English Proficient vs. Non-LEP	3-8 Reading	18.3	28.2	19.2	
Students with Disabilities vs. Non-SWD	3-8 Math	37.1	22.7	32.6	
Students with Disabilities vs. Non-SWD	3-8 Reading	21	17.2	9.9	
Black/Hispanic/NativeAmerican vs. All Students	Algebra I/Algebra II				
Black/Hispanic/NativeAmerican vs. All Students	English II/English III				
Economically Disadvantaged vs. Non-ED	Algebra I/Algebra II				
Economically Disadvantaged vs. Non-ED	English II/English III				
Limited English Proficient vs. Non-LEP	Algebra I/Algebra II				
Limited English Proficient vs. Non-LEP	English II/English III				
Students with Disabilities vs. Non-SWD	Algebra I/Algebra II				
Students with Disabilities vs. Non-SWD	English II/English III				

Accountability Gap Targets – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Over the past two years some of the gaps have been reduced and some have grown.

#### Progress

- Our Black/Hispanic/Native American population scored better than the white population in math. This equaled a -.1 gap. The Black/Hispanic group is over 50% of our demographic. Teachers are aware of trying to build background knowledge, vocabulary and create lessons that are highly engaging for all students.
- The Economically Disadvantaged vs. Non-Ed gap was reduced by 17.8% in math and by 2.4% in ELA. Arnold is 80% economically disadvantaged and teachers are aware of trying to build background knowledge, vocabulary and create lessons that are highly engaging for all students.

There was a reduction of gaps for Students with Disabilities vs. Non-SWD in both math (4.5% less) and ELA (11. less).	.1%
Challenges	
<ul> <li>The ELA gap grew 1.9% for the Black/Hispanic/Native American vs. White. This can be attributed to our overall difficulty with ELA in 2014.</li> <li>The LEP vs. Non-LEP gaps have grown in both Math (27.6% increase) and ELA (.9% increase). This may be due the increase of LEP students we serve. Our numbers for this particular group have increased by a greater percentage over the past few years.</li> </ul>	to

School Plan - Academic Data

Cleveland (061) Public District - FY 2015 - Arnold Memorial Elementary School (061-0010) Public School - School Plan - Rev 0

Data entry tables have been provided so LEAs may enter some data for the needs assessment. It is recommended that at least the most recent year of data be entered for applicable areas. Also, entry of data that is noted in your analysis will be beneficial. LEAs are not required to enter all data elements. The prepopulated data enhancement will be functional next year.

#### **Elementary/Middle School Subjects**

3-8 Reading/Language Arts - Data Tables - (Recommended entry of at least 2013-14 data for All Students and any subgroups noted in the analysis.)

3-8 Reading/Language Arts – % Proficient / Advanced	Report as	2011-12	2012-13	Improvement	2013-14	Improvement
All Students	(%)	43.2	42.4	-0.8	29.9	-12.5
Economically Disadvantaged	(%)	35.5	36.1	0.6	24.9	-11.2
Students with Disabilities	(%)	27.2	23.6	-3.6	21.1	-2.5
English Learners	(%)	14.3	25	9.7	12.5	-12.5
Asian	(%)	50	100	50	50	-50
Black or African American	(%)	25	31	7	17.8	-13.2
Hispanic or Latino	(%)	45.2	44.1	-1.1	26.9	-17.2
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)	51	45.9	-5.1	38.6	-7.3
Black/African American, Hispanic, Native American	(%)	33.3	36.8	3.5	22.4	-14.4
Migrant	(%)					
Female	(%)					
Male	(%)					

## 3-8 Reading/Language Arts – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Number of Students Tested

- All Students 174
- Economically Disadvantaged 145
- English Learners 16
- Asian 6
- Black or African American 45
- Hispanic or Latino 52
- Black/Hispanic/Native American 98

This area is our greatest challenge based on data from 2013-2014.

- P/A percentages in every subgroup area decreased.
- The groups that point to our greatest number are the all students and economically disadvantaged groups.
- The African American and Hispanic/Latino groups are the greatest areas of concern when it comes to ethnic

subgroups.

• Overall, this data is indicative of our entire school population.

3-8 Mathematics - Data Tables - (Recommended entry of at least 2013-14 data for All Students and any subgroups noted in the analysis.)

3-8 Mathematics – % Proficient / Advanced	Report as	2011-12	2012-13	Improvement	2013-14	Improvement
All Students	(%)	43.8	50.9	7.9	44.8	-6.1
Economically Disadvantaged	(%)	36	45.8	9.8	43.4	-2.4
Students with Disabilities	(%)	22.7	17.6	-5.1	15.8	-1.8
English Learners	(%)	42.9	50	7.1	18.8	-31.2
Asian	(%)	50	100	50	66.7	-33.3
Black or African American	(%)	27.3	31	3.7	35.6	4.6
Hispanic or Latino	(%)	51.6	58.8	7.2	51.9	-6.9
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)	48.9	56.3	7.4	42.8	-13.5
Black/African American, Hispanic, Native American	(%)	37.3	43.4	6.1	44.9	1.5
Migrant	(%)					
Female	(%)					
Male	(%)					

3-8 Mathmatics – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

#### Number of Students Tested

- All Students 174
- Economically Disadvantaged 145
- English Learners 16
- Asian 6
- Black or African American 45
- Hispanic or Latino 52
- White 70
- Black/Hispanic/Native American 98

#### Challenges

- We had a decrease in the number of students proficient and advanced in every category except for our Black student subgroup and the Black/Hispanic/Native American group.
- The decrease in P/A percent for Asian students accounted for 6 students.
- The decrease in P/A percent for LEP accounted for 16 students.
- The greatest challenges are in our All Students (6.1% decrease) and our white population (13.5% decrease)

#### Progress

■ Our African American demographic had a P/A increase of 4.6%

## 3-8 Science - Data Tables - (Recommended entry of at least 2013-14 data for All Students and any subgroups noted in the analysis.)

3-8 Mathematics – % Proficient / Advanced	Report as	2011-12	2012-13	Improvement	2013-14	Improvement
All Students	(%)	41.4	44.8	3.4	41.4	-3.4
<b>Economically Disadvantaged</b>	(%)	33.1	36.8	3.7	35.9	-0.9
Students with Disabilities	(%)	22.7	17.7	-5	15.8	-1.9
English Learners	(%)	0	25	25	6.3	-18.7
Asian	(%)	50	100	50	66.7	-33.3
Black or African American	(%)	20.5	23.8	3.3	20	-3.8
Hispanic or Latino	(%)	32.2	47	14.8	40.4	-6.6
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)	54.4	52.8	-1.6	52.9	0.1
Black/African American, Hispanic, Native American	(%)	25.3	34.2	8.9	31.7	-2.5
Migrant	(%)					
Female	(%)					
Male	(%)					

## 3-8 Science – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Number of Students Tested

- All Students 174
- Economically Disadvantaged 145
- English Learners 16
- Asian 6
- Black or African American 45
- Hispanic or Latino 52
- White 70
- Black/Hispanic/Native American 98

#### Challenges

- We had a decrease in the number of students proficient and advanced in every category except for our White student subgroup.
- The decrease in P/A percent for Asian students accounted for 6 students.
- The decrease in P/A percent for LEP accounted for 16 students.
- The greatest challenges are in our All Students (3.4% decrease) due to the number of students tested.

#### Progress

- Our White demographic had a P/A increase of .1%
- Overall the scores were less negative than ELA.

## 3-8 Social Studies - Data Tables - (Recommended entry of at least 2013-14 data for All Students and any subgroups noted in the analysis.)

3-8 Mathematics – % Proficient / Advanced	Report as	2011-12	2012-13	Improvement	2013-14	Improvement
All Students	(%)		76.8		81.6	4.8
<b>Economically Disadvantaged</b>	(%)		73.5		69	-4.5
Students with Disabilities	(%)		25.1		52.6	27.5
English Learners	(%)		62.5		75.1	12.6
Asian	(%)		100		100	
Black or African American	(%)		69		72.1	3.1
Hispanic or Latino	(%)		85.3		90.4	5.1
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)		76.3		79.4	3.1
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

## 3-8 Social Studies – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Number of Students Tested

■ All Students - 174

- Economically Disadvantaged 145
- English Learners 16
- Asian 6
- Black or African American 45
- Hispanic or Latino 52
- White 70
- Black/Hispanic/Native American 98

#### Challenges

Our Economically Disadvantaged group had a P/A decrease of 4.5%

#### Progress

- All groups, except for ED showed improvement in the P/A percentage
- Overall proficiency was 81.6%
- SWD had an improvement of 27.5%

#### **High School Subjects**

English I - Data Tables - (Recommended entry of at least 2013-14 data for All Students and any subgroups noted in the analysis.)

English I – % Proficient / Advanced	Report as	2011-12	2012-13	2013-14
All Students	(%)			
Economically Disadvantaged	(%)			
Students with Disabilities	(%)			
English Learners	(%)			
Asian	(%)			
Black or African American	(%)			
Hispanic or Latino	(%)			
Native American / Alaskan Native	(%)			
Native Hawaiian / Pacific Islander	(%)			
White	(%)			
Black/African American, Hispanic, Native American	(%)			
Migrant	(%)			
Female	(%)			
Male	(%)			

English I – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

English II - Data Tables - (Recommended entry of at least 2013-14 data for All Students and any subgroups noted in the analysis.)

English II – % Proficient / Advanced	Report as	2011-12	2012-13	Improvement	2013-14	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

English II – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

English III - Data Tables - (Recommended entry of at least 2013-14 data for All Students and any subgroups noted in the analysis.)

English III – % Proficient / Advanced	Report as	2011-12	2012-13	Improvement	2013-14	Improvement
All Students	(%)					
<b>Economically Disadvantaged</b>	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					

				Ī
Male	(%)			

English III – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Algebra I - Data Tables - (Recommended entry of at least 2013-14 data for All Students and any subgroups noted in the analysis.)

Algebra I – % Proficient / Advanced	Report as	2011-12	2012-13	Improvement	2013-14	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

Algebra I – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Algebra II - Data Tables - (Recommended entry of at least 2013-14 data for All Students and any subgroups noted in the analysis.)

Algebra II – % Proficient / Advanced	Report as	2011-12	2012-13	Improvement	2013-14	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					

Native Hawaiian / Pacific Islander	(%)			
White	(%)			
Black/African American, Hispanic, Native American	(%)			
Migrant	(%)			
Female	(%)			
Male	(%)			

Algebra II – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Biology I - Data Tables - (Recommended entry of at least 2013-14 data for All Students and any subgroups noted in the analysis.)

Biology I – % Proficient / Advanced	Report as	2011-12	2012-13	2013-14
All Students	(%)			
Economically Disadvantaged	(%)			
Students with Disabilities	(%)			
English Learners	(%)			
Asian	(%)			
Black or African American	(%)			
Hispanic or Latino	(%)			
Native American / Alaskan Native	(%)			
Native Hawaiian / Pacific Islander	(%)			
White	(%)			
Black/African American, Hispanic, Native American	(%)			
Migrant	(%)			
Female	(%)			
Male	(%)			

Biology I – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

US History - Data Tables - (Recommended entry of at least 2013-14 data for All Students and any subgroups noted in the analysis.)

US History – % Proficient / Advanced	Report as	2011-12	2012-13	2013-14
All Students	(%)			
Economically Disadvantaged	(%)			
Students with Disabilities	(%)			
English Learners	(%)			

Asian	(%)		
Black or African American	(%)		
Hispanic or Latino	(%)		
Native American / Alaskan Native	(%)		
Native Hawaiian / Pacific Islander	(%)		
White	(%)		
Black/African American, Hispanic, Native American	(%)		
Migrant	(%)		
Female	(%)		
Male	(%)		

US History – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

#### **Progress/Growth Data**

TVAAS – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

TVAAS

Report: School Value Added Test: TCAP
School: Arnold Memorial Elementary School Subject: Math

District: Cleveland Year: 2014

Estimated School Growth Measure									
Grade	3	4	5	Growth Me	asure over				
Growth Standard		0.0	0.0	Grades Relative to					
State 3-Yr-Avg		4.7	2.2	Growth Standard	State				
2012 Growth Measure		-0.5 Y	12.2 G*	5.9	2.4				
Standard Error		1.9	1.7	1.3	1.3				
2013 Growth Measure		3.4 G*	21.4 G*	12.4	9.0				
Standard Error		1.9	1.7	1.3	1.3				
2014 Growth Measure		-10.6 R*	14.8 G*	2.1	-1.3				
Standard Error		1.9	1.8	1.3	1.3				
3-Yr-Avg Growth Measure		-2.6 R*	18.1 G*	6.8	3.4				
Standard Error		1.1	1.0	0.6	0.6				

#### Math Progress

■ Double digit gains in 5th grade over the past three years.

#### Math Challenges

■ 10.6 point loss for 4th grade in the 2014 school year. This brought the 3-year average into a negative score.

#### TVAAS

Report: School Value Added Test: TCAP

School: Arnold Memorial Elementary School Subject: Reading/Language

District: Cleveland Year: 2014

	Estimated School Growth Measure									
Grade	3	4	5	Growth Me	asure over					
Growth Standard		0.0	0.0	Grades R	elative to					
State 3-Yr-Avg		1.9	-0.4	Growth Standard	State					
2012 Growth Measure		5.8 G*	8.4 G*	7.1	6.3					
Standard Error		2.0	1.9	1.4	1.4					
2013 Growth Measure		1.3 G	1.1 G	1.2	0.4					
Standard Error		1.9	1.8	1.3	1.3					
2014 Growth Measure		-6.3 R*	-3.7 R	-5.0	-5.8					
Standard Error		1.9	1.9	1.3	1.3					
3-Yr-Avg Growth Measure		0.3 G	2.0 G*	1.1	0.3					
Standard Error		1.1	1.1	0.7	0.7					

#### **ELA Progress**

2012 and 2013 had growth and the 3-Year averages also have areas of growth.

#### ELA Challenges

2014 had negative scores for both 4th and 5th grade.

#### TVAAS

Report: School Value Added Test: TCAP
School: Arnold Memorial Elementary School Subject: Composite

District: Cleveland Year: 2014

Estimated School Growth Measure										
Grade	4	5	Growth Measure ove							
Growth Standard	0.0	0.0	Grades R	elative to						
State 3-Yr-Avg	1.9	1.6	Growth Standard	State						
2012 Growth Measure	0.3 G	6.8 G*	3.6	1.8						
Standard Error	1.3	1.2	0.9	0.9						
2013 Growth Measure	-1.2 Y	10.8 G*	4.8	3.0						
Standard Error	1.3	1.1	0.9	0.9						
2014 Growth Measure	-9.4 R*	7.5 G*	-0.9	-2.7						
Standard Error	1.3	1.2	0.9	0.9						
3-Yr-Avg Growth Measure	-3.4 R*	8.4 G*	2.5	0.7						
Standard Error	0.8	0.7	0.4	0.4						

Progress 5th grade has had growth over the last three years
Challenges Positive growth has been an issue for 4th grade. Last year it was in all subject levels. In previous years it was because of Science and Social Studies.

School Plan - College/Career Readiness

Cleveland (061) Public District - FY 2015 - Arnold Memorial Elementary School (061-0010) Public School - School Plan - Rev 0

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ACT - Data Tables - (Recommended entry of at least the 2013-14 data.)

ACT Scores	Report as	2011-12	2012-13	2013-14
Composite	(Score)			
English	(Score)			
Math	(Score)			
Reading	(Score)			
Science	(Score)			

Explore/Plan/ACT – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Graduation Rate - Data Tables - (Recommended entry of at least 2013-14 All Students and any subgroups noted in the analysis.)

Graduation Rate - % Proficient / Advanced	Report as	2011-12	2012-13	Improvement	2013-14	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					

Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					
Graduation Rate – underlying reason	Analyze s for eac	the data and pro	vide a summary	of progress and	challenges, iden	tifying

School Plan - School Climate and Culture

Cleveland (061) Public District - FY 2015 - Arnold Memorial Elementary School (061-0010) Public School - School Plan - Rev 0

Data entry tables have been provided so LEAs may enter some data for the needs assessment. It is recommended that at least the most recent year of data be entered for applicable areas. Also, entry of data that is noted in your analysis will be beneficial. LEAs are not required to enter all data elements. The prepopulated data enhancement will be functional next year.

Student Enrollment - Data Tables - (Data entry optional but is recommended if noted in the analysis.)

Student Enrollment	201	2011-12		2012-13		3-14
	#	%	#	%	#	%
ALL Students			423		411	
Economically Disadvantaged			338	82	329	80
Students with Disabilities			45	10.6	48	11.7
English Learners			52	12.3	72	17.5
Asian			6	1.4	11	2.7
Black or African American			105	24.8	104	25.3
Hispanic or Latino			112	26.5	123	29.9
Native American / Alaskan Native						
Native Hawaiian / Pacific Islander						
White			198	46.8	172	41.8

Student Attendance - Data Tables - (Data entry optional but is recommended if noted in the analysis.)

Student Attendance	Report as	2011-12	2012-13	2013-14
ALL Students	(%)		95.2	95.4
Economically Disadvantaged	(%)			
Students with Disabilities	(%)			
English Learners	(%)			
Asian	(%)			
Black or African American	(%)			
Hispanic or Latino	(%)			
Native American / Alaskan Native	(%)			
Native Hawaiian / Pacific Islander	(%)			
White	(%)			

Student Discipline - SUSPENSIONS - Data Tables - (Data entry optional but is recommended if noted in the analysis.)

Student Discipline - SUSPENSIONS	2011-12		2012-13		2013-14	
	#	%	#	%	#	%
ALL Students (students suspended; not incidents)			40	9.5	30	7.3

Economically Disadvantaged					
Students with Disabilities					
English Learners					
Asian					
Black or African American		22	21	14	13.5
Hispanic or Latino					
Native American / Alaskan Native					
Native Hawaiian / Pacific Islander					_
White		14	7.1	13	7.6

Student Discipline - EXPULSIONS - Data Tables - (Data entry optional but is recommended if noted in the analysis.)

Student Discipline - EXPULSIONS	20	2011-12		2-13	2013-14	
	#	%	#	%	#	%
ALL Students (students expelled; not incidents)						
Economically Disadvantaged						
Students with Disabilities						
English Learners						
Asian						
Black or African American						
Hispanic or Latino						
Native American / Alaskan Native						
Native Hawaiian / Pacific Islander						
White						

#### School Safety – Evaluate and summarize.

Arnold Memorial Elementary School conducted two fire drills in the first month of school. Arnold conducts a fire drill every month we are in session. Arnold conducts two lockdown/intruder drills during the school year. Arnold conducts a minimum of two inclement weather/tornado drills during the school year. Arnold has a full time school resource officer that helps with building safety and security. Additionally, there are 19 security cameras located at different areas inside and outside the building.

## Discipline – Evaluate and summarize disciplinary actions, suspensions, expulsions, etc. (by subgroups including racial/ethnic, ED, SWD, EL, male/female).

Suspensions decreased from the 2012-2013 school year to the 2013-2014 school year. The percentage of African American suspensions decreased while the white percentage increased a little. Overall, discipline referrals decreased from the 12-13 school year to the 13-14 school year.

TELL (or Other) Survey – Evaluate and summarize.

Arnold Memorial Elementary School (TELL TN 2013) 100.00% responded Arnold (TELL TN 2011) 87.50% responded

## Arnold Memorial Elementary School TELL TN 2013

#### **Managing Student Conduct**

Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

a. Students at this school understand expectations for their conduct.	94.7%	75.0%
b. Students at this school follow rules of conduct.	78.9%	25.9%
c. Policies and procedures about student conduct are clearly understood by the faculty.	94.7%	50.0%
d. School administrators consistently enforce rules for student conduct.	97.4%	14.8%
e. School administrators support teachers' efforts to maintain discipline in the classroom.	100.0%	29.6%
f. Teachers consistently enforce rules for student conduct.	86.8%	67.9%
g. The faculty work in a school environment that is safe.	97.3%	75.0%

Overall, there was a significant increase in the percentage of teachers who agreed with statements in the 2013 TELL Survey. This was an improvement over the 2011 survey. One of the greatest areas of improvement was in managing student conduct.

#### % Agree

Arnold Memorial Elementary School TELL TN 2013 Arnold TELL TN 2011

#### **Professional Development**

Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.

professional development in your school.		
<ul> <li>Sufficient resources are available for professional development in my school.</li> </ul>	88.6%	96.3%
<ul> <li>b. An appropriate amount of time is provided for professional development.</li> </ul>	86.1%	96.4%
c. Professional development offerings are data driven.	87.9%	96.3%
d. Professional learning opportunities are aligned with the school's improvement plan.	93.5%	92.9%
e. Professional development is differentiated to meet the needs of individual teachers.	54.5%	57.1%
f. Professional development deepens teachers' content knowledge.	77.8%	71.4%
g. Professional development provides teachers with strategies to involve families and other community members as active partners in their children's education.	55.9%	50.0%
h. Teachers are encouraged to reflect on their own practice.	97.4%	88.9%
i. Follow up is provided from professional development in this school	76.7%	81.5%
<ul> <li>j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.</li> </ul>	81.2%	81.5%
k. Professional development is evaluated and results are communicated to teachers.	37.9%	60.7%
Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	85.3%	75.0%
m. Professional development enhances teachers' abilities to help improve student learning.	80.6%	89.3%

The greatest opportunity for improvement was in the area of teacher professional development. PD at the school needs to be:

- Differentiated to meet the needs of teachers.
- Focused on improving student learning.
- Evaluated by the teachers and have the results communicated back to them.

#### Parent & Student Surveys – Evaluate and summarize.

Arnold administers a Title I Survey and Needs Assessment every year.

We had 154 Surveys returned.

- 122 from non-ESL families
- 32 from ESL families

The highest score possible on a survey is 33 (positive score). Of the 154 surveys 87 of them were at a 31 or above.
Many surveys stated they were not familiar with our school improvement plan.
Many families seem to have a scheduling conflict for when we offered events. There were also some families that had transportation issues.
Other – Summarize other factors impacting climate and culture.
N/A

School Plan - Additional Areas

Cleveland (061) Public District - FY 2015 - Arnold Memorial Elementary School (061-0010) Public School - School Plan - Rev 0

Data entry tables have been provided so LEAs may enter some data for the needs assessment. It is recommended that at least the most recent year of data be entered for applicable areas. Also, entry of data that is noted in your analysis will be beneficial. LEAs are not required to enter all data elements. The prepopulated data enhancement will be functional next year.

STAFF Characteristics - Data Tables - (Recommended entry of at least the 2013-14 data; especially if noted in the analysis.)

STAFF Characteristics	201	1-12	2012-13		201	3-14
	#	%	#	%	#	%
Principal – Years in position			1		2	
Teaching Staff (Certified) – Number of Teachers			32		32	
1 to 3 years			7	22	4	12.5
4 to 10 years			9	28	9	28
11 to 20 years			8	25	9	28
21 + years			8	25	10	31.25
Teacher attendance rate						
Level 1 Teachers						
Level 2 Teachers			4	12.5	4	12.5
Level 3 Teachers			12	37.5	22	68.75
Level 4 Teachers			10	31.25	3	9
Level 5 Teachers			4	12.5	2	6

School Data - Data Tables - (Data entry optional but is recommended if noted in the analysis.)

School	Report as	2011-12	2012-13	2013-14
Length of school year – Instructional days	(#)	181	181	181
Length of school day – Instructional minutes	(#)	420	420	420

District Data - Data Tables - (Data entry optional but is recommended if noted in the analysis.)

District Per Pupil Expenditures	Report as	2011-12	2012-13	2013-14
Per pupil expenditures per ADA	(\$)		9147.51	9356
Local %	(%)		36.73	34.66
Federal %	(%)		10.04	12.29
State %	(%)		52.23	53.03

RTI2 / Student Interventions & Supports – How are timely interventions and student services provided to support individual needs?

Intervention is happening at the Tier 2 and Tier 3 levels.

- 45 minute interventions
- Intervention happens 5 days per week
- RTI Meetings happen at least once per quarter
- Students placed into groups based on AIMSWEB screeners
- Lowest 25% of student referred to intervention
- Arnold started with the lowest scoring students and built groups from that point
- Interventions are based on skill deficit areas as identified by the AIMSWEB screeners

#### Focused Interventions

- Provided for one hour per grade level in grades 3, 4 and 5
- Provided in both Math and ELA (licensed teachers)
- Grade levels each have two 30 minute groups for students to have small group intervention
- This intervention starts mid-November
- Group intervention is determined by the teachers based on student needs and formative assessment data

#### Small Group Reading

- Small group reading occurs for Kindergarten, 1st and 2nd grade
- Groups are composed by reading level
- Groups meet for 30 minutes five days a week

#### Professional Development – Describe your PD plan and how it focuses on improving instruction.

Systemwide PD has been offered in the area of writing for this year. The past two years have focused on Common Core math and Common Core language arts.

At the school level there has been an analysis of the data from the CODE website. This data looked at score averages from teacher evaluations. Professional Development has allotted times for teachers to gain strategies on introducing Standards and Objectives, Student Motivation, and Presenting Instructional Content.

Professional Development has also focused on Curricular Vertical Teaming. In this model teachers from each level will meet to discuss content areas and curricular alignment.

#### Highly Qualified & Effective Teachers – Describe how you recruit, retain and evaluate teachers.

An interview team is composed of all interested parties when looking for a new teacher candidate.

Only licensed candidates are considered for positions.

Each candidate is scored on a rubric and best fit is considered before hiring.

Cleveland City Schools uses the TEAM TN rubrics for teacher evaluation.

## Parent and Community Involvement – Describe strengths and challenges around parent and community involvement.

Arnold Memorial Elementary has a history of having a strong Parent Involvement Coordinator. Parent/Student evenings have brought out 150 - 200 participants. This year Arnold has had more parents involved with helping teachers and providing supervisoin and intervention during tiered instruction. Teachers have stated that they would like parents to be more involved in their classrooms and in the educational life of the students.

## Communicating Assessment Results – How does you analyze and communicate assessment results to stakeholders?

Data is given to teachers during beginning of the year faculty meetings.

Data is shared with parents at PTO meetings.

Data is shared with both the Parent Advisory Board and the Diverse Populations committee. Both of these committees are

parent committees at Arnold Memorial Elementary School. A summary of the School Improvement Plan will be sent home to all families.
AIMSWEB data on each student will be sent home to all families.
Fechnology – Describe strengths and challenges around technology.
Arnold Memorial Elementary School has the following items:
<ul> <li>ActivBoards and projectors in every classroom</li> <li>A minimum of three student computers in every classroom</li> <li>Up to date teacher computers for every certified teacher in the building</li> <li>A computer lab with 40 student work stations</li> <li>A mobile iPad cart with 40 iPads</li> <li>Two mobile laptop carts with 30 computers each.</li> </ul>
All technology is available to all grade level teachers. The mobile carts are used on a rotational basis and half of the grade levels receive the carts for two weeks each month. Teachers have this schedule and the schedule is made for the entire school year.  Teachers are accustomed to using the ActivBoards and the technology in their classrooms.  Arnold has a subscription to IXL Math and ELA. Teachers use these programs to support their classroom instruction.  Arnold has a subscription to Big Universe. Teacher use this program to support their classroom instruction.
Challenges include: Teachers desire additional Professional Development to further the use of instructional technology in the classroom. There needs to be additional <b>student use of technology</b> during classroom instruction.

School Plan - Prioritized List of Needs

Cleveland (061) Public District - FY 2015 - Arnold Memorial Elementary School (061-0010) Public School - School Plan - Rev 0

List, in priority order, your areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.

- 1. Arnold Memorial Elementary needs to improve English Language Arts Proficient and Advance scores. This is applicable to all subgroups.
  - ELA P/A scores dropped 12.5 percent from 2013 to 2014
  - Reasons for this drop may be attributed to an over focus on the Common Core State Standards and not enough focus on TN SPIs.
  - Third grade P/A percentage dropped by 19.1%
- 2. Arnold Memorial Elementary needs to improve Math Proficient and Advance scores in 4th Grade and we need to have growth in both the 4th and 5th grade.
  - Math P/A scores dropped 6.1 percent from 2013 to 2014
  - We were on a full Common Core State Standards implementation and did not fully focus on remaining SPIs. The additional rigor of Common Core Standards may have also presented difficulty for the students.
  - Third grade P/A percentage dropped by 9.6%
- 3. Arnold Memorial Elementary needs to reduce the accountability gaps present in our data.
  - The ELA gap grew 1.9% for the Black/Hispanic/Native American vs. White. This can be attributed to our overall difficulty with ELA in 2014.
  - The LEP vs. Non-LEP gaps have grown in both Math (27.6% increase) and ELA (.9% increase). This may be due to the increase of LEP students we serve. Our numbers for this particular group have increased by a greater percentage over the past few years.
- 4. Arnold Memorial Elementary needs to improve on the Professional Development offered to teachers.
  - Differentiated to meet the needs of teachers.
  - Focused on improving student learning.
  - Evaluated by the teachers and have the results communicated back to them.

#### Cleveland (061) Public District - FY 2015 - Arnold Memorial Elementary School (061-0010) Public School - School Plan - Rev 0

#### Plan Items ( )

G 1) District-Level: Mathematics - School-Level: Mathematics

#### Description:

District-Level: By 2014/15, the district will reach AMOs in mathematics (Grades 3-8 = 52.2%; Grade 3 = 47.9%; Grade 7 = 51.3%; Algebra I = 59.4%; Algebra II = 61.9%) and have positive TVAAS growth in all grade levels (2013/14 negative reports are: Grade 4 = -0.1; Grade 8 = -1.3; Algebra I = -4.8).

#### Performance Measure:

District-Level: Official state release of AMOs and TVAAS results

#### [5] 1.1) District-Level: Local benchmarking - School-Level: Local benchmarking

#### Description:

District-Level: Benchmark tests will be administered online every nine weeks in the school year to serve as formative assessment at the classroom level and as a means to analyze subgroup and cross-teacher and -school performance at the district level.

#### AS 1.1.1) Administer benchmark tests and analyze results

#### Description:

Administer SchoolNet benchmark tests thrice yearly. Follow-up with teachers to ensure results are analyzed, and instructional decisions are based upon this data. Student proficiency and advance percentages will raise to 54% from 44.8%

#### Benchmark Indicator:

Improvement of student scores. The majority of students tested should be proficient and advanced rather that basic or below basic.

#### Person Responsible:

Michael Chai

#### **Estimated Completion Date:**

5/1/2015

Funding Application	Grant	Notes	Amount
Other	Other	Paid by district general budget	\$0.00

# Component Item Name School-wide Needs Assessment Plan Use of Assessments for Improving Performance

#### AS 1.1.2) Data Based Decision Making

#### Description:

Teachers will meet as a grade level to decide whether curriculum was completely mastered based on the data. Reteaching and review will occur based on results. These meetings will take place on November 4, 2014, January 5, 2015, and February 16, 2015.

Benchmark Indicator:

Increase percentage of proficiency on School Net results and classroom post-test data.

Person Responsible:

RTI Team and Classroom Teachers

**Estimated Completion Date:** 

5/1/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	No Funds Needed	\$0.00

Component	Item Name					
School-wide Plan	Timely Assistance					
	Use of Assessments for Improving Performance					

## § 1.2) District-Level: Before/after/summer school activities if appropriate - School-Level: Before/after/summer school activities if appropriate

#### Description:

District-Level: Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.

#### AS 1.2.1) Enrichment Programs

#### Description:

Certified teachers will provide extended day (after regular school hours) enrichment to further higher student learning. This will be done during Math Olympiads. The program will begin August 26, 2014 and it will end April 28, 2015. The students will meet from 3:45 - 5:00 during each session.

#### Benchmark Indicator:

Assessments completed during Math Olympiads. These assessments will be instructor created or they will be materials supplied by Math Olympiads. The percentage of correct answers will help determine student progress. This will help teachers to know how to advance certain students or how to provide remediation on a topic.

#### Person Responsible:

Adam Moss and Cheryl Matthews

#### **Estimated Completion Date:**

4/28/2015

Funding Application	Grant	Notes	Amount
Other	Other	General Budget - Extended Contracts	\$1,400.00

Component	Item Name
School-wide Plan	School-wide Reform Strategies
	Instruction by Highly Qualified Staff

#### AS 1.2.2) Tutoring Programs

#### Description:

Certified teachers will provide extended day (before or after regular school hours) tutoring to meet student

needs. This will be done during small group tutoring. This tutoring will begin August 26, 2014 and will end April 28, 2015. Students will meet after school from 3:30 until 5:00 for each session.

#### Benchmark Indicator:

Classroom formative assessments. The teacher will be doing individual tutoring and assessment with each student in the class. The student progress will be monitored by the teacher and instruction will be created for each student at their level. Assessments will be created by the teacher.

#### Person Responsible:

Leslie Melton

#### **Estimated Completion Date:**

4/27/2015

Funding Application	Grant	Notes	Amount
Other	Other	General Budget - Extended Contracts	\$700.00

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies

#### AS 1.2.3) Tutoring / Enrichment Programs

#### Description:

Certified teachers will provide extended day (before regular school hours) tutoring/enrichment to meet student needs or further higher student learning. This will be done during IXL Math Lab. The lab will be open 2-3 days per week from 7:40 AM - 8:10 AM. This will begin on October 13, 2014 and will end April 28, 2015.

#### Benchmark Indicator:

Classroom test, formative assessments and IXL reports. IXL reports will be reviewed and student progress and work will be adjusted in the IXL program to meet the individual needs of each student.

#### Person Responsible:

**Cheryl Matthews** 

#### **Estimated Completion Date:**

5/1/2015

Funding Application	Grant	Notes	Amount
Other	Other	General Budget - Extended Contract	\$700.00

Component	Item Name
	School-wide Reform Strategies
Plan	Instruction by Highly Qualified Staff

#### AS 1.2.4) Family Involvement Programming

#### Description:

Create a night of family-oriented math and science fun. This will be open to all grades K-5 on April 14, 2015. This is done to help create academic family time as it relates to math. Additionally, it creates hands on math practice for students. The hands on activities will help students to better understand the concepts and will help parents to assist with math at home.

#### Benchmark Indicator:

Increased parental involvement leading to stronger communication between home and school. Attendance of parents at the evening.

Person Responsible:

Marsha Wallace

**Estimated Completion Date:** 

4/14/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Paid by Title I funds - Parent Coordinator Budget	\$750.00

Component	Item Name
	Increase Parental Involvement
Plan	Coordination of Programs

## S 1.3) District-Level: Prevention/intervention (Mathematics) - School-Level: Prevention/intervention (Mathematics)

Description:

District-Level: Provide academic interventions and other focused supplemental supports to close gaps in mathematics.

#### AS 1.3.1) Small Group Focused Instruction

#### Description:

Provide a certified teacher to give small group instruction to students in need of remediation or to push advanced level students' level of learning. This will be provided for students who need to move from Basic to Proficient or from Proficient to Advanced. This instruction will take place during the school day.

Benchmark Indicator:

School Net tests, classroom assessments and IXL reports

Person Responsible:

Classroom teachers and Mary VanBenschoten, PhD.

**Estimated Completion Date:** 

5/18/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Local School Title I Budget	\$4,500.00

Component	Item Name
	School-wide Reform Strategies
Plan	Timely Assistance
	Instruction by Highly Qualified Staff

#### AS 1.3.2) RTI Groups

#### Description:

Utilize classroom teachers and interventionists to provide students with a tiered math intervention program based on results from AIMSweb screener. This instruction will take place during the school day.

Benchmark Indicator:

AIMSweb progress monitoring scores, M-COMP and M-CAP.

Person Responsible:

RTI Team, classroom teachers, and interventionists

**Estimated Completion Date:** 

5/22/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Leigh Ann Sprouse and some interventionised used.	\$50,000.00

Component	Item Name
	Needs Assessment
Plan	Use of Assessments for Improving Performance

#### AS 1.3.3) AIMSweb Progress Monitoring

#### Description:

Administer AIMSweb math screeners, AIMSweb progress monitoring assessments, and School Net benchmark assessment to identify areas of student needs in mathematics. Progress monitoring will take place during the tiered instructional times.

Benchmark Indicator:

School Net tests and AIMSweb assessments.

Person Responsible:

Julie Shirer, classroom teachers, and interventionists.

**Estimated Completion Date:** 

5/22/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Shirer and Sprouse paid through Title 1 Funds	\$75,000.00
Other	Other	Assistants/teachers paid by District General Funds	\$50,000.00

**Total** \$125,000.00

Component	Item Name
	Needs Assessment
Plan	Timely Assistance
	Use of Assessments for Improving Performance

#### AS 1.3.4) IXL Math

#### Description:

Purchase and provide K-5 classrooms with a subscription to the IXL online math program. Program is available for use at home and in the classroom to support and extend student learning. Teachers have the option to use this for small group time in their classrooms. Additionally, this program can be used in any type of student center.

Benchmark Indicator:

IXL assessment results and state wide testing results.

Person Responsible:

Michael Chai and classroom teachers

**Estimated Completion Date:** 

5/22/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Instructional Materials 71100-429	\$1,600,00

# Component Item Name School-wide School-wide Reform Strategies Plan Use of Assessments for Improving Performance

#### AS 1.3.5) Master Schedule and Departmentalization

#### Description:

Provide 3-5 teachers with 90 minutes and K-2 with 60 minutes for whole group math instruction. Structure 3-5 grade levels with departmentalization to allow teachers to specialize in their instructional area of expertise.

#### Benchmark Indicator:

TCAP testing results. Additionally, teacher feedback will be sought and possible adjustments will be made based on improving student performance.

#### Person Responsible:

Michael Chai and Scheduling Team

**Estimated Completion Date:** 

8/1/2014

Component	Item Name
School-wide	School-wide Reform Strategies

## S 1.4) District-Level: Professional Development- Improve Student Performance - School-Level: Professional Development- Improve Student Performance

#### Description:

District-Level: Provide ongoing, high quality professional development for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

#### AS 1.4.1) Instructional Facilitator- Grade Level Meetings & Professional Development

#### Description:

The Instructional Facilitator will assist teachers with issuance of formative assessment, analyzing data, facilitation of RTI documentation, and providing in-school PD to teachers in the area of mathematics. This will take place on the first Thursday of each month. Meetings will take place during grade level planning time.

#### Benchmark Indicator:

Instructional Facilitator survey and PD survey of teachers

#### Person Responsible:

Julie Shirer

**Estimated Completion Date:** 

5/8/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Shirer paid out of Title I funds	\$60,000.00

#### AS 1.4.2) Vertical Team Meetings

#### Description:

Teachers will meet monthly to discuss and analyze the scope and sequence of the math domains from K-5 to gain a clearer understanding of the developmental progress for student learning.

#### Benchmark Indicator:

Alignment of math standards and content taught across grade levels, PD survey, teacher knowledge of standard progression and forms turned in following PD sessions.

#### Person Responsible:

Michael Chai and K-5 Math Vertical Team

#### **Estimated Completion Date:**

5/22/2015

Component	Item Name
School-wide	Professional Development

#### AS 1.4.3) Common Core State Standards Implementation in Mathematics

#### Description:

Provide teachers with discipline-specific professional development to effectively implement teaching strategies in Common Core State Standards. PD sessions are directed by the Instructional Facilitator and a consultant, Sue O'Connell. This will take place on September 12, 2014 and January 23, 2015.

#### Benchmark Indicator:

Increase in TEAM observations in the areas of presentation and activities.

#### Person Responsible:

Michael Chai, Julie Shirer and Sue O'Connell

#### **Estimated Completion Date:**

5/22/2015

Funding Application	Grant	Notes	Amount
Other	Other	Paid by district general and federal budgets.	\$0.00

## School-wide Plan Professional Development

#### AS 1.4.4) Title I Conference

#### Description:

Teachers and administrators will attend conferences, such as the Title I state conference such as the one in Gatlinburg, with the goal of increasing capacity to meet the needs of Title I students.

#### Benchmark Indicator:

56% of students in third grade will be proficient or advanced on TCAP in 2014/2015. Teachers attending conferences will be expected to return to school and give school-level professional development based on what they learned.

#### Person Responsible:

Attending teachers, Michael Chai, Debby Torres

#### **Estimated Completion Date:**

1/5/2015

Funding Application	Grant	Notes	Amount
Consolidated Title I-A		Professional Development - 72210-524	\$2,000.00

Component	Item Name
School-wide	Professional Development

#### © 2) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts

#### Description:

District-Level: By 2014-2015, district will reach AMO in Reading/Language Arts (Grades 3-8 = 48.9%; Grade 3 = 35.4%; Grade 7 = 52.6%; English II = 68.6%; English III = 52.6%) and have positive TVAAS growth in all grade levels (2013-2014 negative reports are: Grade 5 = -1.5; Grade 6 = -3.9 (based on AMO improvement model); Grade 7 = -1.0).

#### Performance Measure:

District-Level: Official state release of AMOs and TVAAS results

#### [3] 2.1) District-Level: Local benchmarking - School-Level: Local benchmarking

#### Description:

District-Level: Benchmark tests will be administered online every nine weeks in the school year to serve as formative assessment at the classroom level and as a means to analyze subgroup and cross-teacher and -school performance at the district level.

#### AS 2.1.1) Administer benchmark tests and analyze results

#### Description:

Administer SchoolNet benchmark tests every nine weeks. These tests will be tied only to the SPIs. Follow-up with teachers to ensure results are analyzed and instructional decisions are based upon data.

#### Benchmark Indicator:

Improvements in the proficient and advanced percentages of students taking School Net tests. This improvement will be seen in both School Net and TCAP.

#### Person Responsible:

Michael Chai and Julie Shirer

#### **Estimated Completion Date:**

5/22/2015

Funding Application	Grant	Notes	Amount
Other	Other	Paid by district general budget	\$0.00

## Component Item Name

School-wide Needs Assessment

Plan School-wide Reform Strategies

Use of Assessments for Improving Performance

## s 2.2) District-Level: Before/after/summer school activities if appropriate - School-Level: Before/after/summer school activities if appropriate

## Description:

District-Level: Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.

## AS 2.2.1) Tutoring / Enrichment Programs

## Description:

Certified teachers will provide extended day (after regular school hours) tutoring/enrichment to meet student needs or further higher student learning. This will be done during IXL ELA Lab. This program will begin October 21, 2014 and will end April 28, 2015. The students will meet from 3:45 - 5:00 during each session.

## Benchmark Indicator:

Classroom test, formative assessments and IXL reports. IXL reports will be generated and will help the teacher to understand what areas of skill will need to be covered for each group of students. These assessments are created by the IXL program and the instruction is specialized based on the results of the assessments.

## Person Responsible:

Tracy Lenz and Tiana Hubbard

## **Estimated Completion Date:**

5/15/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Title I Extended Contract Numbers	\$1,400.00

## Component Item Name

School-wide School-wide Reform Strategies
Plan
Instruction by Highly Qualified Staff

Use of Assessments for Improving Performance

## AS 2.2.2) After School Play

## Description:

Select students in grades 3 - 5 will participate in an after school play. This play will promote the Common Core State Standards of Speaking and Listening and help to develop fluency. Students will be selected in mid-November and they play will have a minimum of 3 performances in February.

## Benchmark Indicator:

This extension opportunity provides students with the experience with learning lines, the delivery of text, and the mechanics of a production. Students participating in the program will have a greater understanding of reading comprehension and parts of text. Comprehension and context will be taught to the students as they are practicing for the play. Teachers will be looking for greater fluency in student reading and understanding of the material as they deliver lines.

## Person Responsible:

Danielle DeBusk and Tara Pollard

**Estimated Completion Date:** 

2/27/2015

Funding Application	Grant	Notes	Amount
Other	Other	General Budget - Extended Contracts	\$1,400.00

## **Component** Item Name

School-wide Needs Assessment

Plan Increase Parental Involvement

## AS 2.2.3) Family Involvement Programming

## Description:

Provide involvement activities in the area of reading to increase interactions between students and families, ultimately improving student performance. This will be open to all grade levels. The events are the Girls Night In (Feb. 10, 2015) and Boys Night Out (March 10, 2015). The time for both events will be 5:30 - 7:00. This is done to hep with parent participation in student reading, understanding and comprehension of a story, and it gives real life application to what students have been reading before the evening.

## Benchmark Indicator:

Classroom assessments, sign in sheets from family nights, Title I Survey

Person Responsible:

Marsha Wallace

**Estimated Completion Date:** 

5/22/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Parent Coordinator Budget - 72310-499	\$500.00

## Component Item Name

School-wide

Increase Parental Involvement

s 2.3) District-Level: Prevention/intervention (ELA) - School-Level: Prevention/intervention (ELA)

## Description:

Plan

District-Level: Provide academic interventions and other focused supplemental supports to close gaps in reading.

## AS 2.3.1) Response to Intervention Groups

## Description:

Students who fall at or below the 25 percentile in reading on AIMSWEB screener will be placed into small groups of 3 - 5 to be served in their area of deficit. These groups will be held for 45 minutes each school day. These groups will meet during the school day.

## Benchmark Indicator:

Improvement in the AIMSWEB progress monitoring, benchmarking and TCAP proficient and advance percents. Person Responsible:

Julie Shirer

**Estimated Completion Date:** 

5/15/2015

	unding Application	Grant	Notes	Amount
C	onsolidated	Title I-A	IF and Sprouse will help with these groups	\$50,000.00

## Component Item Name

School-wide School-wide Reform Strategies
Plan

Instruction by Highly Qualified Staff

AS 2.3.2) Response to Intervention Meetings

## Description:

A Team has been formed consisting of the Principal, Instructional Facilitator, Special Education Teacher, Guidance Counselor, School Psychologist and appropriate grade level teachers. This team will meet every 4 ½ weeks to discuss each child receiving progress monitoring.

## Benchmark Indicator:

Changes made in the intervention groups. Additionally, changes should happen in other small group focused interventions. As a result 46% of our 3-5 student population will be proficient/advanced on the RLA TCAP as compared to 29.9% in 2014.

Person Responsible:

RTI Team

**Estimated Completion Date:** 

5/15/2015

## Component Item Name

School-wide Timely Assistance

Plan Coordination of Programs

AS 2.3.3) Small group reading in grades K - 2

## Description:

All k - 2 students will be tested every nine weeks and placed in a small group consisting of 4 - 6 students. This group will work on the students' instructional level for 30 minutes a day; students will focus on reading leveled reading books, phonics and vocabulary work.

## Benchmark Indicator:

Improvement of reading skills, letter and phoneme recognition. This will be seen in progress monitoring and AIMSWEB benchmarking.

## Person Responsible:

Julie Shirer and Instructional Assistants

**Estimated Completion Date:** 

5/22/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Sprouse assists with these groups.	\$50,000.00

## Component Item Name

School-wide Plan

School-wide Reform Strategies

AS 2.3.4) Focused Instruction in grades 3 - 5

## Description:

Students in grades 3 - 5 will work in small group with Karen Johnson, a certified teacher, on identified areas of need in ELA. This instruction will take place during the school day. The purpose of this instruction is to provide reteaching to student groups that are having a difficult time mastering content in the whole class setting.

## Benchmark Indicator:

School Net tests, classroom assessments and IXL reports

## Person Responsible:

Classroom Teachers, Karen Johnson and Michael Chai

## **Estimated Completion Date:**

5/1/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Other Salaries 71100-189	\$4,500.00

Component	Item Name
	Needs Assessment
Plan	Timely Assistance
	Instruction by Highly Qualified Staff
	Use of Assessments for Improving Performance

## AS 2.3.5) IXL - Language Arts

## Description:

Purchase and provide K-5 classrooms with a subscription to the IXL online ELA program. Program is available for use at home and in the classroom to support and extend student learning. This program will be used both during the school day in the classroom and small group activities. It will also be used during after school tutoring.

## Benchmark Indicator:

IXL Assessments and State Wide Assessments

## Person Responsible:

Michael Chai and Classroom Teachers

## **Estimated Completion Date:**

5/15/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Instructional Supplies/Materials - 71100-429	\$1,600.00
Component	Item Name		

School-wide Timely Assistance

Plan Use of Assessments for Improving Performance

## AS 2.3.6) Master Schedule

Description:

The master schedule has been created to maximize the instructional time during the school day. Most 3 - 5 classes have uninterrupted 90 minute blocks for ELA and all K - 2 classes have 120 + minutes.

Benchmark Indicator:

Classroom assessments, School Net Benchmarks, AIMSWEB Benchmarks and TCAP results

Person Responsible:

Michael Chai

**Estimated Completion Date:** 

8/1/2014

Funding Application	Grant	Notes	Amount
Other	Other	No funds needed	\$0.00

## **Component Item Name**

School-wide Plan

School-wide Reform Strategies

## AS 2.3.7) Use of the Leveled Library

Description:

The leveled library is a vast resource for teachers. It contains fiction and nonfiction books which can be used whole class, in small groups and in centers.

Benchmark Indicator:

Differentiation of teacher lessons and lesson plans. Leveled reading and ELA materials provided to students in the classroom

Person Responsible:

**Grade Level Teachers** 

**Estimated Completion Date:** 

5/22/2015

Funding Application	Grant	Notes	Amount
Other	Other	Library Complete - No funds needed	\$0.00

## AS 2.3.8) Support of Media Specialist during student special classes

## Description:

Rebecca Marino, Arnold's Media Specialist, is teaching ELA standards during library classes, and working with grade level teachers to support classroom ELA instruction.

Benchmark Indicator:

School Net, classroom assessment, AIMSWEB tests and TCAP results

Person Responsible:

Rebecca Marino

**Estimated Completion Date:** 

5/22/2015

Funding Application	Grant	Notes	Amount
Other	Other	No funds needed	\$0.00

## Component Item Name

School-wide

Plan Instruction by Highly Qualified Staff

§ 2.4) District-Level: Professional Development- Improve Student Performance - School-Level: Professional Development- Improve Student Performance

## Description:

District-Level: Provide ongoing, high quality professional development for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

## AS 2.4.1) Instructional Facilitator- Grade Level Meetings & PD

## Description:

Instructional facilitators will be placed in each school to assist teachers with issuance of formative assessment, analyzing data, facilitation of RTI documentation, and providing in-school PD to teachers in the area of reading/ language arts. Grade Level Meetings will occur on the first Thursday of every month starting in September.

## Benchmark Indicator:

Teacher uses of best practices in the classroom. Evidence will be seen in evaluation scores and evidence.

## Person Responsible:

Julie Shirer, classroom teachers, Michael Chai

## **Estimated Completion Date:**

5/22/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Shirer paid out of Title I Funds	\$60,000.00

# School-wide Professional Development

Plan

**Professional Development** 

## AS 2.4.2) SE CORE Office Professional Development

## Description:

Specific professional development is being provided for grades K - 2 and grade 3 - 5 in the area of writing by our SE Core Office. This professional development is offered on October 1, 2014, October 20, 2014, November 10, 2014 and January 12, 2015.

## Benchmark Indicator:

TCAP Writing Assessment, writing data from grades 3 - 5.

## Person Responsible:

Jeff Elliott, SE CORE Office, Grade Level Teachers

**Estimated Completion Date:** 

1/12/2015

Funding Application	Grant	Notes	Amount
Other	Other	Provided by CORE Office	\$0.00

#### Component **Item Name**

School-wide

**Professional Development** 

AS 2.4.3) State Writing Professional Development

Description:

Plan

The system Instructional Facilitators will deliver the summer state writing professional development to grade level teachers in the system. This has taken place during the summer of 2014.

Benchmark Indicator:

Student writing work, TCAP Writing Assessment

Person Responsible:

Melissa Bishop, Instructional Facilitator, Grade Level Teachers

**Estimated Completion Date:** 

4/30/2015

Funding Application	Grant	Notes	Amount
Other	Other	No funds needed	\$0.00

## Component Item Name

School-wide

**Professional Development** Plan

AS 2.4.4) Vertical Team Meetings

Description:

Teachers will meet monthly to discuss and analyze the scope and sequence of the ELA domains from K-5 to gain a clearer understanding of the developmental progress for student learning

Benchmark Indicator:

Alignment of ELA standards and content taught across grade levels, PD survey, teacher knowledge of standard progression and forms turned in following PD sessions.

Person Responsible:

Michael Chai, Julie Shirer, LEAD Team

**Estimated Completion Date:** 

5/22/2015

Funding Application	Grant	Notes	Amount
Other	Other	No funds needed	\$0.00

## Component Item Name

School-wide Plan

Professional Development

**G** 3) District-Level: Integration of Technology Usage for Learning by Teachers and Students - **School-Level: Integration** of Technology Usage for Learning by Teachers and Students

## Description:

District-Level: By 2014-2015, the district will reach AMOs in mathematics (Grades 3-8 = 52.2%; Grade 3 = 47.9%; Grade 7 = 51.3%; Algebra I = 59.4%; Algebra II = 61.9%) and have positive TVAAS growth in all grade levels (2013/14 negative reports are: Grade 4 = -0.1; Grade 8 = -1.3; Algebra I = -4.8). By 2014-2015, district will reach AMO in Reading/Language Arts (Grades 3-8 = 48.9%; Grade 3 = 35.4%; Grade 7 = 52.6%; English II = 68.6%; English III = 52.6%) and have positive TVAAS growth in all grade levels (2013/14 negative reports are: Grade 5 = -1.5; Grade 6 = -3.9 (based on state AMO improvement model); Grade 7 = -1.0).

## Performance Measure:

District-Level: Official state release of AMOs and TVAAS results

## § 3.1) District-Level: Technology that Impacts Teaching and Learning - School-Level: Technology that Impacts Teaching and Learning

## Description:

District-Level: Use of technology by teachers and students to impact the quality, content and structure of teaching and learning.

## AS 3.1.1) Integration of Technology Carts

## Description:

Provide iPad cart, iPods, and two laptop carts to be shared school-wide for whole group and small group student instruction. A rotation of these carts has been implemented. The expectation is that each grade level has access to one class set of computers or iPads every other week. The availability of these carts will lead to increased student use of technology in the classroom.

## Benchmark Indicator:

Increase in TEAM observations in the area of student technology use. Observed use of technology in the classroom by teachers and students during instruction.

## Person Responsible:

Michael Chai, Andrew Overstreet and classroom teachers

## **Estimated Completion Date:**

5/22/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	71100-722 - Regular Instrucitonal Equipment	\$2,000.00

Component	Item Name
	Professional Development
Plan	Use of Assessments for Improving Performance

## AS 3.1.2) Technology Professional Development

## Description:

The computer teacher will provide Professional Development for teachers on integrating technology into their classroom lessons. Student use of iPads, laptops, and the ActivBoard will be part of this professional

development. The PD will take place during after school faculty meetings. The meetings will take place on the 2nd Thursdays of December, January, February, March and April.

## Benchmark Indicator:

Teacher evaluations and observations. Increase usage by teacher and students during instruction.

## Person Responsible:

Classroom teachers, Andrew Overstreet, Michael Chai

## **Estimated Completion Date:**

5/1/2015

Funding Application	Grant	Notes	Amount
Other	Other	No funds needed	\$0.00

## Component Item Name

School-wide Plan

**Professional Development** 

## AS 3.1.3) Student Use of Technology

## Description:

Students will use technology in conjunction with their classroom instruction. This technology will be made available to students on bi-weekly rotation of technology carts in the grade levels.

## Benchmark Indicator:

Increased student use of technology in the instructional environment.

## Person Responsible:

Classroom Teachers

## **Estimated Completion Date:**

5/22/2015

Funding Application	Grant	Notes	Amount
Other	Other	No Funds Needed	\$0.00

## AS 3.1.4) Teacher Integration of Technology

## Description:

Teachers in grades K - 5 will continue to use all Activ Board technology in their classrooms. Additionally, teachers will use apps on the iPads and the laptop carts to integrate technology into their instructional delivery. This will happen every other week when the technology carts are available to the teachers.

## Benchmark Indicator:

Increased use of technology by the teachers in the instructional setting.

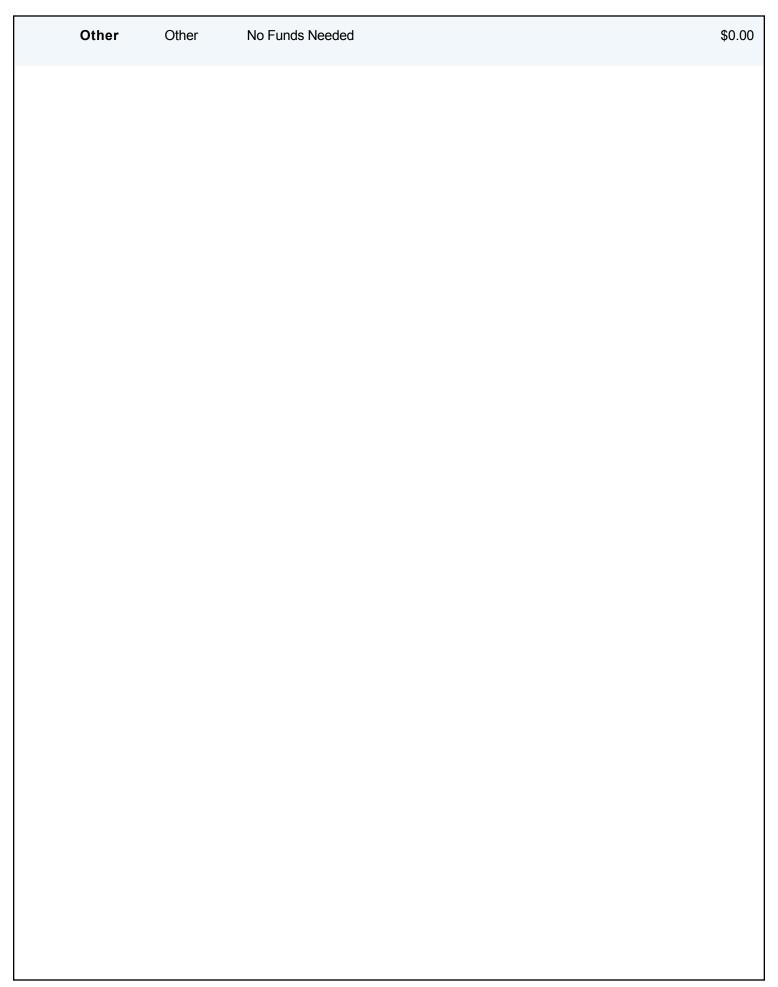
## Person Responsible:

Classroom Teachers

## **Estimated Completion Date:**

5/22/2015

Funding			
Application	Grant	Notes	Amount



Cleveland (061) Public District - FY 2015 - Arnold Memorial Elementary School (061-0010) Public School - School Plan - Rev 0

## Required Items [Expand All] [Collapse All]

## Component Met

## 1) Needs Assessment



Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the Common Core State Standards.

## **Explanation**

The school completed the needs assessment looking at total school information, subgroups of ethnicity, economically disadvantaged, SWD, ESL (no migrant children enrolled) in terms of academic information. The following was found. Our Black/Hispanic/Native American population scored better than the white population in math. This equaled a -.1 gap. This group is over 50% of our demographic. Teachers are aware of building back ground knowledge, vocab and making highly engaging lessons for all students. The ED vs. Non-ED gap was reduced by 17.8% in math and by 2.4% in ELA. Arnold is 80% ED and teachers are aware of building back ground knowledge, vocab and making highly engaging lessons for all students. The ELA gap grew 1.9% for the Black/Hispanic/Native American vs. White demographic. LEP vs. Non-LEP gaps have grown in both math (27.6% increase) and ELA (.9% increase). This may be due to the increase of LEP enrillment. We had decreases in proficiency in all subgroups for ELA. The greatest size group of this category was Economically Disadvantaged. Our greatest area of concern for ethnicity was the African American and Hispanic/Latino subgroup. We had math decreases in proficiency in every category except our African American population. Our greatest challenges are the groups of all students and the white population. In science we had a decrease of all subgroups except for the white population. Our Economically Disadvantaged group had a decrease in proficiency of 4.5% in Social Studies.

- G 1) District-Level: Mathematics School-Level: Mathematics
  - S 1.1) District-Level: Local benchmarking School-Level: Local benchmarking
    - AS 1.1.1) Administer benchmark tests and analyze results
  - § 1.2) District-Level: Before/after/summer school activities if appropriate **School-Level**:

## Before/after/summer school activities if appropriate

- AS 1.2.2) Tutoring Programs
- s 1.3) District-Level: Prevention/intervention (Mathematics) School-Level:

## Prevention/intervention (Mathematics)

- AS 1.3.2) RTI Groups
- AS 1.3.3) AIMSweb Progress Monitoring
- g 2) District-Level: Reading/Language Arts School-Level: Reading/Language Arts
  - [S] 2.1) District-Level: Local benchmarking School-Level: Local benchmarking
    - AS 2.1.1) Administer benchmark tests and analyze results
  - [S] 2.2) District-Level: Before/after/summer school activities if appropriate School-Level:

## Before/after/summer school activities if appropriate

AS 2.2.2) After School Play

[\$] 2.3) District-Level: Prevention/intervention (ELA) - School-Level:

Prevention/intervention (ELA)

AS 2.3.4) Focused Instruction in grades 3 - 5

## 2) School-wide Reform Strategies

Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans.

## **Explanation**

Meet Proficiency Students in grades K-2 continue to have a small group reading program. Students in grades 3-5 have the opportunity for focused intervention in math or ELA. Tier 2 and Tier 3 is offered at all grade levels for 45 minutes a day in math or ELA. Strengthen Core Academics Created a new master schedule to allow for three 90 minute blocks in grades 3, 4 and 5. Created large blocks of instructional time for grades K-2. System wide PD offered in ELA, Math, and Writing over the last three vears. Continued math PD with a specialist. Writing PD for grades 3-5. Teacher evaluation completed with fidelity. Before and After School Programming School Play to assist with improving ELA. Math Olympiad group pushes and advances math skills with proficient students. Before school IXL time for grades 3-5 to assist with math concepts. After school IXL and ELA time to assist 5th grade students with ELA concepts. Small group tutoring in first grade for students to have assistance with math and literacy. Under Served Populations Special Family Night programs to encourage family involvement, math, and literacy. Teachers attended CCSS training on how to develop lesson that push thinking and effort of students. Tech Ed Programs Computer class offered for all students in grades 3-5. Computer class starting a rotation for 2nd grade. Technology available for teachers to use in classroom lessons for grades K-5. The school keeps record of all these services. Teachers keep data on students served in the classroom and intervention. Our parent coordinator keeps track of family involvement. Our school counselor keeps track of counseling referrals, career awareness and referrals made to outside services. 1. Arnold Memorial Elementary needs to improve English Language Arts Proficient and Advance scores. This is applicable to all subgroups. ELA P/A scores dropped 12.5 percent from 2013 to 2014 Reasons for this drop may be attributed to an over focus on the Common Core State Standards and not enough focus on TN SPIs. Third grade P/A percentage dropped by 19.1% 2. Arnold Memorial Elementary needs to improve Math Proficient and Advance scores in 4th Grade and we need to have growth in both the 4th and 5th grade areas. Math P/A scores dropped 6.1 percent from 2013 to 2014 We were on a full Common Core State Standards implementation and did not fully focus on remaining SPIs. The additional rigor of Common Core Standards may have also presented difficulty for the students. Third grade P/A percentage dropped by 9.6% 3. Arnold Memorial Elementary needs to reduce the accountability gaps present in our data. The ELA gap grew 1.9% for the Black/Hispanic/Native American vs. White. This can be attributed to our overall difficulty with ELA in 2014. The LEP vs. Non-LEP gaps have grown in both Math (27.6% increase) and ELA (.9% increase). This may be due to the increase of LEP students we serve. Our numbers for this particular group have increased by a greater percentage over the past few years. 4. Arnold Memorial Elementary needs to improve on the Professional Development offered to teachers. Differentiated to meet the needs of teachers. Focused on improving student learning. Evaluated by the teachers and have the results communicated back to them.

V

- **G** 1) District-Level: Mathematics School-Level: Mathematics
  - s 1.2) District-Level: Before/after/summer school activities if appropriate **School-Level**: **Before/after/summer school activities if appropriate** 
    - AS 1.2.1) Enrichment Programs
    - AS 1.2.2) Tutoring Programs
    - AS 1.2.3) Tutoring / Enrichment Programs
  - [S] 1.3) District-Level: Prevention/intervention (Mathematics) School-Level:

## **Prevention/intervention (Mathematics)**

- AS 1.3.1) Small Group Focused Instruction
- AS 1.3.4) IXL Math
- AS 1.3.5) Master Schedule and Departmentalization
- @ 2) District-Level: Reading/Language Arts School-Level: Reading/Language Arts
  - S 2.1) District-Level: Local benchmarking School-Level: Local benchmarking
    - AS 2.1.1) Administer benchmark tests and analyze results
  - S 2.2) District-Level: Before/after/summer school activities if appropriate **School-Level**:
  - Before/after/summer school activities if appropriate
    - AS 2.2.1) Tutoring / Enrichment Programs
  - \$\sumset\$ 2.3) District-Level: Prevention/intervention (ELA) **School-Level**:

## Prevention/intervention (ELA)

- AS 2.3.1) Response to Intervention Groups
- AS 2.3.3) Small group reading in grades K 2
- AS 2.3.6) Master Schedule

## 3) Timely Assistance

Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.

## **Explanation**

Tiered intervention happened for students in September. RTI testing started the 2nd week of school. Small group reading happened for K-2 grade students in August and will continue until the end of the year. The RTI team will meet several times during the year to assess the interventions for these students. Students in grades 3-5 will have the opportunity for small group focused instruction. These groups will begin mid-November and continue until the week before TCAP. Data from interventions and assessments will be used to change the groups as needed. RTI Benchmarking will happen mid-year and at the end of the year. Teachers have access to TCAP data in August. They use this data to make decisions for grouping and educational needs.

1) District-Level: Mathematics - School-Level: Mathematics



s 1.1) District-Level: Local benchmarking - School-Level: Local benchmarking AS 1.1.2) Data Based Decision Making [s] 1.3) District-Level: Prevention/intervention (Mathematics) - School-Level: Prevention/intervention (Mathematics) AS 1.3.1) Small Group Focused Instruction AS 1.3.3) AIMSweb Progress Monitoring 3 District-Level: Reading/Language Arts - School-Level: Reading/Language Arts s 2.3) District-Level: Prevention/intervention (ELA) - School-Level: Prevention/intervention (ELA) AS 2.3.2) Response to Intervention Meetings AS 2.3.4) Focused Instruction in grades 3 - 5 AS 2.3.5) IXL - Language Arts Instruction by Highly Qualified Staff Address instruction by highly qualified staff (and effectiveness in TN). **Explanation** All faculty members are licensed and qualified to teach at their assigned grade level. This past year Arnold had zero teachers at a level 1, four teachers at a level 2 (12.5%), 22 teachers at a level 3 (68.75%), three teachers at a level 4 (9%) and 2 teachers at a level 5 (6%). [6] 1) District-Level: Mathematics - School-Level: Mathematics [S] 1.2) District-Level: Before/after/summer school activities if appropriate - School-Level: Before/after/summer school activities if appropriate AS 1.2.1) Enrichment Programs AS 1.2.3) Tutoring / Enrichment Programs s 1.3) District-Level: Prevention/intervention (Mathematics) - School-Level: Prevention/intervention (Mathematics) AS 1.3.1) Small Group Focused Instruction @ 2) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts [S] 2.2) District-Level: Before/after/summer school activities if appropriate - School-Level: Before/after/summer school activities if appropriate AS 2.2.1) Tutoring / Enrichment Programs [S] 2.3) District-Level: Prevention/intervention (ELA) - School-Level: Prevention/intervention (ELA) AS 2.3.1) Response to Intervention Groups AS 2.3.4) Focused Instruction in grades 3 - 5 AS 2.3.8) Support of Media Specialist during student special classes

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## 5) Attracting High Quality/Effective Teachers

Address strategies to attract high quality/effective teachers to high needs schools.

## **Explanation**

Cleveland City Schools operates a large teacher database, School Stream, that is used to review candidates for any open positions. Interviews take place at Arnold with the principal and representation of all affected parties. Candidates are scored on a rubric for how they answered their questions. Qualifications are considered as is the best fit for the building.

## 6) Professional Development

Address high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

## **Explanation**

Systemwide PD has been offered in the area of writing for this year. The past two years have focused on Common Core math and Common Core language arts. At the school level there has been an analysis of the data from the CODE website. This data looked at score averages from teacher evaluations. Professional Development has allotted times for teachers to gain strategies on introducing Standards and Objectives, Student Motivation, and Presenting Instructional Content. Professional Development has also focused on Curricular Vertical Teaming. In this model teachers from each level will meet to discuss content areas and curricular alignment. Professional development is discussed in leadership team meetings as well as with the faculty/staff as a whole. A list of desired topics is kept by the principal. Future PD is based on student data, teacher evaluation scores and professional needs of the faculty and staff.

- G 1) District-Level: Mathematics School-Level: Mathematics
  - **s** 1.4) District-Level: Professional Development- Improve Student Performance **School-Level: Professional Development- Improve Student Performance** 
    - AS 1.4.2) Vertical Team Meetings
    - AS 1.4.3) Common Core State Standards Implementation in Mathematics
    - AS 1.4.4) Title I Conference
- [6] 2) District-Level: Reading/Language Arts School-Level: Reading/Language Arts
  - **S** 2.4) District-Level: Professional Development- Improve Student Performance **School-Level: Professional Development- Improve Student Performance** 
    - AS 2.4.1) Instructional Facilitator- Grade Level Meetings & PD
    - AS 2.4.2) SE CORE Office Professional Development
    - AS 2.4.3) State Writing Professional Development
    - AS 2.4.4) Vertical Team Meetings
- **G** 3) District-Level: Integration of Technology Usage for Learning by Teachers and Students **School-Level: Integration of Technology Usage for Learning by Teachers and Students** 
  - § 3.1) District-Level: Technology that Impacts Teaching and Learning **School-Level: Technology that Impacts Teaching and Learning** 
    - AS 3.1.1) Integration of Technology Carts



 $\overline{\vee}$ 

## AS 3.1.2) Technology Professional Development **Increase Parental Involvement** $\overline{\vee}$ Address strategies to increase effective parental involvement through means such as family literacy services. **Explanation** Arnold Memorial Elementary has a history of having a strong Parent Involvement Coordinator. Parent/Student evenings have brought out 150 - 200 participants. This year Arnold has had more parents involved with helping teachers and providing supervision and intervention during tiered instruction. Additional parent nights are planned for the 2014-2015 school year. Parental involvement has been discussed at both the Diverse Populations Committee Meeting and at the Parental Advisory Board meetings. In the near future grade levels will meet to brainstorm about communication going home that would give parents particular instruction on how to help their child on academic issues on a weekly basis. **G** 1) District-Level: Mathematics - **School-Level: Mathematics** [S] 1.2) District-Level: Before/after/summer school activities if appropriate - School-Level: Before/after/summer school activities if appropriate AS 1.2.4) Family Involvement Programming g 2) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts [S] 2.2) District-Level: Before/after/summer school activities if appropriate - School-Level: Before/after/summer school activities if appropriate AS 2.2.2) After School Play AS 2.2.3) Family Involvement Programming **Coordination of Programs** $\overline{\vee}$ Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training. **Explanation** Administration at Arnold Memorial Elementary School meet with district supervisors on an monthly basis. They also meet at the elementary level with other elementary school principals. Information from federal state, and local levels is discussed at these meetings. Additionally, if further information is needed then supervisors will come to Arnold to meet with administration. This includes the nutrition department, ESL, Special Services, Coordinated School Health, and Data and Testing information. Head Start invites administration to their meetings when they take place. Arnold hosts a Head Start in the building and information from Head Start supervisors is communicated to the Arnold administration. Emails and follow up meetings happen and deadlines on specific information are given. G 1) District-Level: Mathematics - School-Level: Mathematics

S 1.2) District-Level: Before/after/summer school activities if appropriate - School-Level: Before/after/summer school activities if appropriate

AS 1.2.4) Family Involvement Programming [6] 2) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts s 2.3) District-Level: Prevention/intervention (ELA) - School-Level: Prevention/intervention (ELA) AS 2.3.2) Response to Intervention Meetings **Transitioning Preschool Students**  $\overline{\vee}$ Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start Early Reading First, or a public school preschool program to local elementary school programs. **Explanation** Students in Pre-K are a part of the Arnold schedule. They have a scheduled time for breakfast and lunch. They have a special time to use the gym. They are aware of the rules of the school and participate when in the hallways and in their classroom. When special programs come to Arnold the Pre-K is always invited to take part. In the spring the Pre-K spends some time visiting the kindergarten classes and the kindergarten program. There is a special time for Pre-K parents to enroll their students in kindergarten. Additionally, parents of Pre-K students are often in the building for pick up and drop off. Parents become aware of the building procedures for dropping off and picking up students. 10) Use of Assessments for Improving Performance  $\overline{\vee}$ How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program. **Explanation** Teachers are a part of the RTI team that determines placement of students into Tiered groups. Teachers receive information from the School Net Benchmarking tests. This information is used to adjust instruction in the classroom as well as for the creation of small group focused instruction. Teachers use IXL assessments to determine specific skill needs of students. Teachers use AIMSWEB to know about the skill deficits of children. They also use the AIMSWEB progress monitoring to adjust classroom instruction and to know how to address needs in small group Tier 2 and Tier 3 time. [G] 1) District-Level: Mathematics - School-Level: Mathematics

- s 1.1) District-Level: Local benchmarking School-Level: Local benchmarking
  - AS 1.1.1) Administer benchmark tests and analyze results
  - AS 1.1.2) Data Based Decision Making
- s 1.3) District-Level: Prevention/intervention (Mathematics) School-Level:

Prevention/intervention (Mathematics)

- AS 1.3.2) RTI Groups
- AS 1.3.3) AIMSweb Progress Monitoring
- AS 1.3.4) IXL Math
- [6] 2) District-Level: Reading/Language Arts School-Level: Reading/Language Arts

§ 2.1) District-Level: Local benchmarking - School-Level: Local benchmarking AS 2.1.1) Administer benchmark tests and analyze results s 2.2) District-Level: Before/after/summer school activities if appropriate - School-Level: Before/after/summer school activities if appropriate AS 2.2.1) Tutoring / Enrichment Programs s 2.3) District-Level: Prevention/intervention (ELA) - School-Level: Prevention/intervention (ELA) AS 2.3.4) Focused Instruction in grades 3 - 5 AS 2.3.5) IXL - Language Arts G 3) District-Level: Integration of Technology Usage for Learning by Teachers and Students -School-Level: Integration of Technology Usage for Learning by Teachers and Students s 3.1) District-Level: Technology that Impacts Teaching and Learning - School-Level: **Technology that Impacts Teaching and Learning** AS 3.1.1) Integration of Technology Carts

School Plan Related Documents Cleveland (061) Public District - FY 2015 - Arnold Memorial Elementary School (061-0010) Public School - School Plan - Rev 0 **Optional Documents Document Template Document/Link** Type School Plan Supporting Documents N/A

School Plan Checklist

## Cleveland (061) Public District - FY 2015 - Arnold Memorial Elementary School (061-0010) Public School - School Plan - Rev 0

Che	ecklist Description (Collapse All Expand All)				
_	1. Planning Tool - Needs Assessment	ОК	Debra Torres	11/24/2014 2:09:52 PM	
	School included most recent assessment data including school AMOs.				
	2. School identified and discussed reasons for the areas of year.	greatest progress and challer	nge for last		
	3. School identified planning team members which include appropriate stakeholders involved in the planning process.				
_	2. Planning Tool - Goals	ОК	Debra Torres	11/24/2014 2:09:52 PM	
	1. School goals are aligned with the LEA goals. (i.e. when school extended the LEA goal, the school's goal title is aligned with the LEA goal title)				
	2. School goals descriptions are based on the school's need were included and did not just duplicate the LEA AMOs)	ls within that goal. (i.e. the sch	iool AMOs		
-	3. Planning Tool - Strategies	ОК	Debra Torres	11/24/2014 2:09:52 PM	
	1. School strategies describe the specific change in school practice necessary to meet the related goal.				
	2. Each strategy is aligned to the goal it is intended to meet.				
	4. Planning Tool - Action Steps	ОК	Debra Torres	12/1/2014 11:39:53 AM	
	1. School action step descriptions are clearly stated, specific, and aligned with the associated strategy.				
	2. School action steps answer the five W's: Who, What, Where, When and Why.				
	3. The benchmark is appropriate for the action and measural	ole.			
	4. The person responsible is populated and is the appropriat	e individual for this action step	).		
	5. The estimated date of completion is realistic and aligns wi reach goals. (NOTE: all Action Steps do not all have an end		school to		
=	5. Planning Tool - Component Relationships	ОК	Debra Torres	11/24/2014 2:09:53 PM	
	1. Component relationships were made with the appropriate	action steps.			
	2. All component items have either a component relationship or a note has been provided describing how the plan component requirement has been met.				
_	6. Planning Tool - Grant Relationships (Funding Sources)	ОК	Debra Torres	12/1/2014 12:49:32 PM	
	1. The action steps utilize multiple funding sources, and these grant relationships are created with appropriate comments.				