

School Plan History Log

Cumberland County (180) Public District - FY 2016 - Homestead Elementary School (180-0010) Public School - School Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
12/14/2015 6:47:56 AM	Rebecca Wood	Status changed to 'LEA School Plan Reviewer Approved'.	S
12/14/2015 6:41:40 AM	Robin Pinder	Status changed to 'School Plan Reviewer Approved'.	S
12/14/2015 6:41:01 AM	Robin Pinder	Status changed to 'Draft Completed'.	S
12/10/2015 2:51:07 AM	Rebecca Wood	Status changed to 'LEA School Plan Reviewer Returned Not Approved'.	S
12/3/2015 12:48:30 PM	Robin Pinder	Status changed to 'School Plan Reviewer Approved'.	S
12/3/2015 12:09:37 PM	Justin Whittenbarger	Status changed to 'Draft Completed'.	S
11/16/2015 9:55:39 AM	Rebecca Wood	Status changed to 'LEA School Plan Reviewer Returned Not Approved'.	S
11/13/2015 4:32:14 PM	Robin Pinder	Status changed to 'School Plan Reviewer Approved'.	S
11/13/2015 1:53:43 PM	Justin Whittenbarger	Status changed to 'Draft Completed'.	S
8/10/2015 4:30:56 PM	Justin Whittenbarger	Status changed to 'Draft Started'.	S
4/9/2015 11:59:23 AM	ePlan Administrator	Status changed to 'Not Started'.	S

School Planning Team

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*** Please identify all planning team members, including title. The plan shall be developed in consultation teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and with parents of children.**

Robin Pinder, Principal
Justin Whittenbarger, Assistant Principal
Camille Connor, PreK Teacher
Lynette Aslinger, PreK Teacher
Christina McCloud, K Teacher
Leah Threet, K Teacher
Karma Tackett, K Teacher
Christy Cotton, K Teacher
Rachel Davis, K Teacher
Karma Tackett, K Teacher
Ashleigh Burgess, 1st grade
Jennifer Davis, 1st grade
Melody DeBruyn, 1st grade
Misty Thompson, 1st grade
Bonnie Ashburn, 2nd grade
Todd Kuffel, 2nd grade
Lori Underwood, 2nd grade
Heather Whittenburg, 2nd grade
Joanna Lavoie, 2nd grade
Christy Akin, 3rd grade
Heather Hazel, 3rd grade
Teresa Pugh, 3rd grade
Sharmain Wyatt, 3rd grade
Mary DeRossett, 4th grade
Cheryl Hephner, 4th grade
Kira Updike, 4th grade
Cynthia Webb, 4th grade
Barbie Cokkinias, 5th grade
Reba McPhail, 5th grade
Jessica Rollins, 5th grade
Connie Austin, 6th grade
Brittany Hoss, 6th grade
Brooke Scruggs, 6th grade
Jackie Hancock, 7th grade
Patty Cooper, 7th grade
Tim Smith, 7th grade
Stacey Harrell, 8th grade
Ben Tollett, 8th grade
Shannon West, 8th grade
Patsy Thompson-Horst, Guidance
Debra Mendenhall, Art
Jill Pugh, Computer
Jake Sears, P.E.

Bradley Sherrill, P.E.
Amanda Baldwin, STEM
Sarah Hunter, Ag Science
Gretchen Thurman, Librarian
Rick Weyhrich, Music and Band
Lesley Williams, Teen Living
Sarah Kuffel, SPED
Sheila Carnes, SPED
Tamara Penwell, SPED
Rita Walker, SPED
Krista Miller, SPED
Tracy Bryant, RTI
Ashlee Ritzko, RTI
Michael Rollins, Homestead Baptist Church Youth Minister
Dale Braun, Plant, Grow, Harvest Church
Martha James, PTO President
Brandy Allred, 7th Grade Parent
Bulldog Backers Volunteers

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*** Summarize your accomplishments and what is working for students. To what do you attribute these accomplishments?**

Accomplishments at Homestead Elementary:

- Met three out of six achievement targets.
- Scored above state average for Proficient/Advanced for Economically Disadvantaged 3rd-8th in both ELA (50.2 vs 35.9) and Math (63.0 vs 44.8).
- These accomplishments are attributed to high expectations and strong work ethic.
- Improved in 3rd-8th Math for Economically Disadvantaged (from 62.3 to 63.0%).
- Closed gap for 3-8th Math for Students With Disabilities and met target (from 47.4 to 38.3%)
- These accomplishments are attributed to dedicated practice and emphasis on math fluency.
- Science 6th, 7th, 8th Improved to Level 5 (+4.9; +3.0; +4.0)
- These accomplishments are attributed to goal setting.
- ELA 6th Maintained Level 5 two years (+2.4)
- Math 6th Maintained Level 5 two years (+8.4)
- Math 8th Maintained Level 5 three years (+18.2)
- Reading 1st Increased to Level 5 (+12.0)
- ACT Explore Composite 3 year average is a Level 5 (significant evidence students made more progress than Growth Standard)
- Evidence for Explore: English, Level 4; Math Level 5; Reading, Level 5; Science, Level 5
- Improved wireless capabilities across the Homestead campus.

In summation, there are several factors that can be attributed to Homestead Elementary's many accomplishments. High expectations and a strong work ethic, combined with dedicated practice and goal setting, have been a successful formula.

Constructed response tasks demand deeper reasoning and collaboration among students. Analyzing data and individual conferences with students have increased student motivation.

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Accountability Achievement Targets - Data Tables

Subject & Grade Level	2014 Percent Proficient & Advanced	2015 AMO Target	2015 Percent Proficient & Advanced	2014 to 2015 Change	Met/Miss After Safe Harbor
3rd through 8th RLA	66.6	68.7	60.4	-6.2	Miss
3rd through 8th Math	68.8	70.8	69.4	0.6	Met
3rd RLA	68.5	70.5	59.5	-9	Met
3rd Math		84.6	86.9	3.3	Met
7th RLA		71.8	66.7	-3.2	Met
7th Math	53	55.9	58	5	Met
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. Cite specific examples where possible.**

Progress at Homestead Elementary was met in five of six achievement targets:

- Math 3rd-8th (69.4% up from 68.8%)
- Math 3rd (86.9% up from 83.6%)
- Math 7th (58.0% up from 53.0%)
- RLA 3rd (59.5% down from 68.5% but within safe harbor)
- RLA 7th (66.7% down from 69.9% but within safe harbor)

Challenge areas:

- RLA 3rd-8th (dropped from 66.6% to 60.4%)

Homestead also experienced a drop in students scoring an achievement level of Advanced.

Math and Science have been targeted areas and the focus has been on improving those areas; thus, the scores have improved in those areas but dropped in RLA. Overall, Homestead has experienced positive results and the school has renewed its focus on the importance of reading appropriate grade-level texts. NCE Analysis and teachers' ongoing data review allow teachers to differentiate instruction and meet the needs of diverse learners. Strengthening relationships with families and students increase student motivation. One of the challenge areas to overcome is the imbalance of instructional time due to increased testing. Lack of consistent use of research based strategies and resources (Read for Real; Strategies for Writers; 9 Habits of Good Readers) has also contributed to a negative impact on RLA.

Accountability Gap Targets - Data Tables

Gap Type	Subject & Grade Level	2014 Gap	2015 AMO Target	2015 Gap	Met/Miss After Safe Harbor
Black/Hispanic/NativeAmerican vs. All Students	3-8 Math	27.1		9.4	
Black/Hispanic/NativeAmerican vs. All Students	3-8 Reading	16.6		17	
Economically Disadvantaged vs. Non-ED	3-8 Math	13.4	12.6	15.7	Miss
Economically Disadvantaged vs. Non-ED	3-8 Reading	16.5	15.5	25.2	Miss
Limited English Proficient vs. Non-LEP	3-8 Math	69			
Limited English Proficient vs. Non-LEP	3-8 Reading	66.8			
Students with Disabilities vs. Non-SWD	3-8 Math	47.4	44.4	38.3	Met
Students with Disabilities vs. Non-SWD	3-8 Reading	46.5	43.6	54.6	Miss
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. Cite specific examples where possible.**

Progress:

Math 3rd-8th Students with Disabilities vs. Non-SWD (from 47.4% to 38.3%)

Challenges:

Math 3rd-8th Economically Disadvantaged vs. Non-ED (from 13.4% to 15.7%)

Reading 3rd-8th Economically Disadvantaged vs. Non-ED (from 16.5% to 25.2%)

Reading 3rd-8th Students with Disabilities vs. Non-SWD (from 46.5% to 54.6%)

Some of the gap targets with our Economically Disadvantaged students are attributed to fewer modifications being allowed in the testing of students. The inconsistent implementation and lack of fidelity in RTI and related personnel changes have been contributors to the gap widening this past year. An imbalance of instructional time due to increased demands of assessment and the lack of diversity in our demographics also impacted results.

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Elementary/Middle School Subjects

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)	68.5	66.6	-1.9	60.4	-6.2
Economically Disadvantaged	(%)	57.8	58.7	0.9	50.2	-8.5
Students with Disabilities	(%)	29.7	25.5	-4.2	12.5	-13
English Learners	(%)				*	
Asian	(%)				*	
Black or African American	(%)				*	
Hispanic or Latino	(%)	46.7	47	0.3	33.3	-13.7
Native American / Alaskan Native	(%)				*	
Native Hawaiian / Pacific Islander	(%)				*	
White	(%)	68.9	67.4	-1.5	61.3	-6.1
Black/African American, Hispanic, Native American	(%)	54.2	50	-4.2	43.4	-6.6
Migrant	(%)					
Female	(%)					
Male	(%)					

*** 3-8 Reading/Language Arts – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.**

There are many challenges facing 3rd-8th grade RLA as there have been significant drops across all demographics on the board. PLCs are organized and productive opportunities for the educators at Homestead to collaborate and tackle the given deficiencies with a renewed focus on reading appropriately complex grade-level texts. As previously stated, inconsistent implementation of RTI and related personnel changes and inconsistent use of research-based resources have negatively impacted the results for RLA.

3-8 Mathematics - Data Tables

3-8 Mathematics – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)	61.7	68.8	7.1	69.4	0.6
Economically Disadvantaged	(%)	52.5	62.3	9.8	63	0.7
Students with Disabilities	(%)	31.5	26.9	-4.6	35.8	8.9
English Learners	(%)				*	
Asian	(%)				*	
Black or African American	(%)				*	
Hispanic or Latino	(%)	33.3	41.1	7.8	61.9	20.8
Native American / Alaskan Native	(%)				*	
Native Hawaiian / Pacific Islander	(%)				*	
White	(%)	62.4	70.1	7.7	70	-0.1
Black/African American, Hispanic, Native American	(%)	45.9	41.7	-4.2	60	18.3
Migrant	(%)					
Female	(%)					
Male	(%)					

* 3-8 Mathematics – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

3rd-8th Math overall has experienced a continuous rise in many areas from the 2012-2013 data and there are several areas to accentuate. HES has experienced a consistent increase in proficiency due to adherence to scheduled time allotted for fluency and individualized math practice. Skills are reinforced through ongoing spiral review. Collaboration among the math department with opportunities to share effective strategies and emphasize common vocabulary have strengthened the math program. Consistent use of research-based resources (Saxon, MFIAF, and Accelerated Math) have been contributors to the success. A challenge to overcome is the gap between General-education students and SWD. Since reading has been the priority, allotting appropriate time to utilize math interventions has been a challenge, particularly for students who are below in both areas.

3-8 Science - Data Tables

3-8 Science – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
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All Students	(%)	74.6	78.2	3.6	81.6	3.4
Economically Disadvantaged	(%)	68.5	73	4.5	75.9	2.9
Students with Disabilities	(%)	48.2	40.4	-7.8	37.5	-2.9
English Learners	(%)				*	
Asian	(%)				*	
Black or African American	(%)				*	
Hispanic or Latino	(%)	46.7	68.8	22.1	71.4	2.6
Native American / Alaskan Native	(%)				*	
Native Hawaiian / Pacific Islander	(%)				*	
White	(%)	75.5	78.7	3.2	82.3	3.6
Black/African American, Hispanic, Native American	(%)	54.1	65.2	11.1	73.3	8.1
Migrant	(%)					
Female	(%)					
Male	(%)					

3-8 Science – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

While Science has seen improvement across most of the demographics, there is one area that has experienced a drop. Homestead has experienced a drop in the number of students scoring Proficient/Advanced with the students with disabilities (SWD) at the school. Lack of needed skills for reading informational texts and inability to access the Science text has been a challenge. Raising expectations, setting goals, providing additional training and resources, analyzing data, and increasing accountability proved to impact science scores in a positive manner.

3-8 Social Studies - Data Tables

3-8 Social Studies – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)	93.9	96.6	2.7		3.4
Economically Disadvantaged	(%)	91.3	95.7	4.4		2.9
Students with Disabilities	(%)	66.7	78.9	12.2		-2.9
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					

Hispanic or Latino	(%)	93.3	100	6.7		2.6
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)	94.2	96.4	2.2		3.6
Black/African American, Hispanic, Native American	(%)	87.5	100	12.5		8.1
Migrant	(%)					
Female	(%)					
Male	(%)					

3-8 Social Studies – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

No data to input.

Other K-8 Data – (K-2 Assessments, benchmark data, etc.) – Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Kindergarten: NCE Mean = 45.2 in Total Reading and 53.8 in Math

1st grade: NCE Mean = 51.0 in Total Reading and 51.6 in Math

2nd grade: NCE Mean = 53.0 in Total Reading and 57.0 in Math

Some specific areas of progress:

Kindergarten: Listening (58.8%) & Math (53.8%) both received greater emphasis.

1st grade: Sentence Reading & Comprehension -- utilized additional practice and parental support at home with leveled readers.

1st grade: Math problem solving (53.4%) -- Accelerated Math used as a supplement.

2nd grade: Vocabulary (51.2%) -- Additional test practice, skim and scan activities, and AR vocab quizzes were all utilized.

2nd grade: Math Procedures (59.0%) -- Envision curriculum provides ongoing review and Math Facts in a Flash promote fluency.

Some specific areas to strengthen:

Kindergarten: Word (44.5%) and Sentence Reading (44.7%) -- students struggled with phonological awareness & blends.

1st grade: Language decreased to Level 3

1st grade: Word Reading -- focus on vocabulary and application proved to be challenging for students.

1st grade: Math dropped to Level 3

2nd grade: Language two years at Level 1 (-8.4)

2nd grade: Math two years at Level 1 (-9.6)

2nd grade: Math Problem Solving

Challenges also include inconsistent use of phonics instruction and changes in personnel with lack of experience.

High School Subjects

English I - Data Tables

English I – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
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. Cite specific examples where possible. You may insert other data points as needed.

Homestead is a K-8 Elementary School.

English II - Data Tables

English II – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	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. Cite specific examples where possible. You may insert other data points as needed.

Homestead is a K-8 Elementary School.

English III - Data Tables

English III – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	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 III – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data

points as needed.

Homestead is a K-8 Elementary School.

Algebra I - Data Tables

Algebra I – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	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. Cite specific examples where possible. You may insert other data points as needed.

Homestead is a K-8 Elementary School.

Algebra II - Data Tables

Algebra II – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	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. Cite specific examples where possible. You may insert other data points as needed.**

Homestead is a K-8 Elementary School.

Biology I - Data Tables

Biology I – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
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. Cite specific examples where possible. You may insert other data points as needed.

Homestead is a K-8 Elementary School.

US History - Data Tables

US History – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
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. Cite specific examples where possible. You may insert other data points as needed.

Homestead is a K-8 Elementary School.

Other HS Data – Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Progress/Growth Data

*** TVAAS – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. This analysis may include a reflection of TVAAS scores across different subjects and grades, and/or for particular groups of students using diagnostic reports.**

TVAAS Data RLA Positives:

3rd grade RLA improved from Level 3 in 2013 and 2014 to Level 5 in 2015 (+4.7)

6th grade RLA maintained Level 5 two years (+2.4)

TVAAS Data RLA Challenges:

1st grade Language decreased to Level 3

2nd grade Language two years at Level 1 (-8.4)

4th grade RLA dropped (-5.4)

5th grade RLA dropped (-6.0)

7th grade RLA dropped (-3.7)

8th grade RLA dropped (-1.5)

TVAAS Data Math Positives:

3rd grade Math improved to Level 5 from Level 1 in 2013.

6th grade Math maintained Level 5 two years (+2.4)

8th grade Math maintained Level 5 three years (18.2)

TVAAS Data Math Challenges:

1st grade Math dropped to Level 3

2nd grade Math two years at Level 1 (-9.6)

3rd grade Math dropped to Level 3 from Level 5 in 2014

4th grade Math dropped (-9.6)

5th grade Math dropped (-12.6)

7th grade Math dropped (-3.8)

TVAAS Data Science Positives:

3rd grade Science maintained Level 5 for three years (+20.1)

6th grade Science improved to Level 5 (+4.9)

7th grade Science improved to Level 5 (+3.0)

8th grade Science improved to Level 5 (+4.0)

TVAAS Data Science Challenges:

4th grade Science dropped (-14.5)

5th grade Science dropped (-2.6)

In summary, when reflecting upon all of the challenges mentioned above, it is evident that many changes in personnel providing instruction in a new grade level and/or subject area contributed in some way to a lack of progress. However, stakeholders have taken ownership of the fact that instructional practices and procedures have also been ineffective in some manner as well.

Overall, it is felt that providing one-on-one and small group experiences was not pursued to its greatest potential. Collaboration with peers in and out of the building is not taking place as often as it should. Teachers have not been providing enough effective practices for growing reading stamina, and the presentation, review, and utilization of testing vocabulary has not been addressed to a satisfactory level. Homestead Elementary School continues to have various teachers on staff that are required to complete action plans due to their teacher evaluation scores from the previous year. Some of these teachers are providing instruction in the areas that are currently representing challenges within our building. It is felt that these teachers are in the process of trying to make the improvements that are necessary, but the quality of instruction has been compromised along the way during these educational pursuits. Finally, the absence of a firmly cohesive and uniform reading and language arts program, school-wide, from one grade level to the next has not been developed and implemented to an effective level.

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ACT - Data Tables

ACT Scores	Report as	2012-13	2013-14	2014-15
Composite	(Score)			
English	(Score)			
Math	(Score)			
Reading	(Score)			
Science	(Score)			

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

Students at Homestead have performed well on the Explore test. The data reveals Homestead has maintained a Level 5 each of the past three years by exceeding the predicted score. Homestead has a 3-year average growth measure of 0.97, which indicates there is significant evidence that students in the school made more progress than the growth standard. This is attributed to a school-wide, collective effort of maintaining high expectations, setting goals, and holding students accountable for their academic success.

Graduation Rate - Data Tables

Graduation Rate	Report as	2012-13	2013-14	Improvement	2014-15	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	(%)					
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*** Graduation Rate – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

Graduation Rate N/A to K-8

Other College/Career Readiness Data – (AP, dual enrollment, dual credit, etc.). Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

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Student Enrollment - Data Tables

Student Enrollment	2012-13		2013-14		2014-15	
	#	%	#	%	#	%
Represents student enrollment on October 1						
ALL Students	727		735		748	
Economically Disadvantaged	425	58.5	427	59.1	430	57.6
Students with Disabilities	87	12	129	17.6	139	18.6
English Learners	11	1.5	12	1.6	7	0.9
Asian			4	0.5	7	0.9
Black or African American			7	1	4	0.5
Hispanic or Latino	33	4.5	33	4.5	36	4.8
Native American / Alaskan Native			5		6	0.8
Native Hawaiian / Pacific Islander					3	0.4
White	681	93.7	682	92.8	692	92.5

Student Attendance - Data Tables

Student Attendance	Report as	2012-13	2013-14	2014-15
ALL Students (K-8)	(%)	95.5	96.1	95.8
Economically Disadvantaged (K-8)	(%)	94.7	95.3	95.2
Students with Disabilities (K-8)	(%)	94.5	95.7	95.1
English Learners (K-8)	(%)	94.9	97.4	95.5
Asian (K-8)	(%)	93.4	96.2	96.6
Black or African American (K-8)	(%)	92	94.5	96.5
Hispanic or Latino (K-8)	(%)	96.2	93.8	97.1
Native American / Alaskan Native (K-8)	(%)	97.6	97.4	94.7
Native Hawaiian / Pacific Islander (K-8)	(%)	95.2	96.1	97.7
White (K-8)	(%)	95.6	96.1	95.7
ALL Students (HS)	(%)			
Economically Disadvantaged (HS)	(%)			
Students with Disabilities (HS)	(%)			
English Learners (HS)	(%)			
Asian (HS)	(%)			

Black or African American (HS)	(%)			
Hispanic or Latino (HS)	(%)			
Native American / Alaskan Native (HS)	(%)			
Native Hawaiian / Pacific Islander (HS)	(%)			
White (HS)	(%)			

Student Discipline - SUSPENSIONS - Data Tables

Student Discipline - SUSPENSIONS	2012-13		2013-14		2014-15	
Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.	#	%	#	%	#	%
ALL Students (students suspended; not incidents)		0		0.2		0
Economically Disadvantaged		0		0.3		0
Students with Disabilities		0		0		0
English Learners						
Asian						
Black or African American						
Hispanic or Latino		0		0		0
Native American / Alaskan Native						
Native Hawaiian / Pacific Islander						
White		0		0.3		0

Student Discipline - EXPULSIONS - Data Tables

Student Discipline - EXPULSIONS	2012-13		2013-14		2014-15	
Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.	#	%	#	%	#	%
ALL Students (students expelled; not incidents)		0		0		0
Economically Disadvantaged		0		0		0
Students with Disabilities		0		0		0
English Learners						
Asian						
Black or African American						
Hispanic or Latino				0		0
Native American / Alaskan Native						
Native Hawaiian / Pacific Islander						
White				0		0

School Climate and Culture – Consider a variety of data sources related to school climate and culture and summarize. Cite specific examples where possible, considering differences in subgroups where relevant. Data evaluated could include safety, discipline, survey responses (parent, teacher, and/or student), attendance, etc.

An online survey was conducted to assess parents' perspectives of the leadership and school climate & culture at Homestead Elementary. The survey results yielded some very telling results: the respondents had an overwhelming approval rating of the principal's leadership and the climate at Homestead Elementary. The survey asked the respondents to respond on a 1 to 5 scale to questions directly tied to the principal's leadership and the climate & culture of the school. Respondents were also given the opportunity to respond in writing to open-ended questions about Homestead's climate & culture.

Here are some of the specific ways Homestead promotes a positive school climate & culture:

1. Character Counts emphasis and monthly recognition.
2. SWPBS: Bark Bucks/Rewards
3. Perfect Attendance Honors

The following are survey results from the teachers at Homestead regarding the principal.

4. Perception Survey Results:

- Principal collaborates with educators to analyze and use data to establish goals and strategies aimed at improving student achievement and growth (92%).
- Principal systematically monitors progress toward established goals (92%).
- The vision of our school incorporates continuous improvement (88%).

The vision of our school incorporates the expectation of ongoing professional learning and growth (95%).

- Principal recognizes and celebrates improved student performance related to school vision and goal (88%).
- Principal holds teachers/students accountable for the quality of work (88%).

Comments from surveys to support:

“Mrs. Pinder is a lot like a bulldog—tenacious yet loving. She shows respect for all students, staff and involved parties. Maintains high expectations and data-driven decision making.”

“Mrs. Pinder goes above and beyond for her staff and faculty as well as the students whom attend HES. She brings us together as a family which fosters our environment as a community of learners. She is always seeking ways to improve our school through researched based activities

and instruction. She consistently provides links to articles and different resource sites so we may improve.”

“Mrs. Pinder exhibits integrity and a love for our school family. She strives for academic excellence and wants everyone to reach their full potential.”

Areas of Growth (Based on evidence of student and educator outcomes....)

- Principal engages educators in professional learning that is differentiated to meet school-improvement needs (65% with 17% Neutral).
- Principal collaborates with others to develop/support all educators (65% with 18% Neutral).
- Principal collaborates with others to improve her practice base on multiple sources of feedback (65% with 13% Neutral).

Comments from survey to support:

“Actively listen and take into consideration the professional opinions of all educators.”

“Better communication with all stakeholders and more positive feedback.”

“Dividing up responsibilities and consider teacher input in making decisions.”

School Plan - Additional Areas

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STAFF Characteristics - Data Tables - (Please enter data in the fields provided.)

STAFF Characteristics	2012-13		2013-14		2014-15	
	#	%	#	%	#	%
Principal – Years in position					8	
Teaching Staff (Certified) – Number of Teachers					55	
1 to 3 years					13	24
4 to 10 years					22	40
11 to 20 years					10	18
21 + years					10	18
Teacher attendance rate						93.58
Level 1 Teachers					1	1.8
Level 2 Teachers					2	3.6
Level 3 Teachers					15	27.2
Level 4 Teachers					17	30.9
Level 5 Teachers					5	9

School Data - Data Tables - (Please enter data in the fields provided.)

School	Report as	2012-13	2013-14	2014-15
Length of school year – Instructional days	(#)			180
Length of school day – Instructional minutes	(#)			420

Consider your progress in the following areas:

- RTI2
- Professional Development
- Teacher Recruitment, Retention, and Evaluation
- Technology Access and Use

Reflect on what has gone well and where there is room for improvement.

RTI2 has been a much-improved area for Homestead this year due to a highly organized plan for implementation and effective communication of the expectations from both the teachers and the students.

Homestead Elementary now has a dedicated data wall located in a secure area of the building to

foster the importance of analyzing data across the school. Teachers will be able to collaborate and analyze the data available to ensure the most effective instructional practices are in place.

A delayed schedule for Kindergarten, small group testing, smaller Tier 1 groups, and fidelity implementing common assessments have all worked well at Homestead.

Professional Development has been another area that has seen improvement due to reorganizing the PLC structure and communicating the change in structure to the staff. Teachers are more organized and understanding of the expectations during PLCs. PLCs have become a true professional development opportunity for the teachers to collaborate, solve problems and work together to help the students at Homestead Elementary. Department meetings via PLC meetings throughout the year allow for stronger vertical and horizontal alignment of current standards. Common planning time provides for greater collaboration and sharing of research-based methods, provides time for data analysis and examining the data wall, and provides for differentiated instruction to be discussed as a priority.

Professional Development is an area that is taken seriously at Homestead. Staff members are required to share with other teachers after attending a PD relevant to their discipline. This sharing may be to the entire staff at a faculty meeting or it may be in a small-group setting in order to share with other grade-level teachers. The goal is for each teacher to attend at least one PD outside of school for specific grade level and/or content area or teacher action plan needs.

Teacher recruitment and retention is aided by a highly organized mentor program at Homestead. Our lead mentor and librarian, Gretchen Thurman, oversees a program that pairs novices with mentors for a period of five years. A family atmosphere is promoted at Homestead to foster relationships and build a true learning community among our staff and students.

One of the challenges with teacher retention is the issue of TEAM evaluations playing such a significant role in whether or not a teacher is able to acquire tenure.

Technology access has been aided tremendously by increasing the range and reliability of our wireless service across the campus. There are currently 132 computers available for student use in the building. Incorporating technology across the curriculum is a priority.

Consider your progress in the following areas:

- Parent and Community Involvement
- Communicating Assessment Results with the Community
- Other stakeholder Engagement Efforts

Reflect on what has gone well and where there is room for improvement.

The PTO program at Homestead has been very proactive and dedicated to growing its

involvement in the happenings at Homestead. The "Bulldog Backers" are dedicated to reaching out to the community and recruiting community members to support Homestead Elementary. At various times throughout the year, a meal will be served at the PTO meetings in an effort to maintain and recruit supporters of the program. Whether providing small tokens of appreciation to the teachers or raising money for a new playground, the Bulldog Backers work hard to recruit new parents to be involved and invested in their children's educational experience.

There are also churches and businesses that support the efforts at Homestead. Central Baptist Church has an outreach church service that meets at Homestead on Sunday mornings. Central has been more than gracious in donating needed supplies to Homestead Elementary. Progressive Savings Bank also supports attendance and character initiatives at Homestead Elementary.

School data is posted visibly in the school lobby in an effort to communicate how Homestead is performing overall as a school.

Family Access is a program that allows a student's family to view online attendance, view grades, provide funds for cafeteria service, etc. This is just one tool families at Homestead have at their disposal to have as much access to their students' information as possible in order to stay connected. Remind 101 and the websites of individual teachers are also tools to help communicate with the families at Homestead. Each Monday, a message about the week's events at Homestead is relayed to the parents and community via School Messenger. Assignment books, newsletters, and monthly service projects all contribute to keeping parents informed and invested in Homestead.

The Kindergarten teachers at Homestead incorporate a "K-Ready" program for parents to help with the transition to Kindergarten. This program has proven highly effective at helping both parents and students transition to a public school setting.

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*** List, in priority order, your top 3-5 areas of need as identified through the needs assessment. These should be the areas that you can most reasonably address in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.**

1. Homestead Elementary's achievement gap in 3-8 Reading for students with disabilities grew to 54.6% in the 2014-2015 school year from a previous 46.5% in the 2013-2014 school year. The gap with economically disadvantaged students grew in both 3-8 Math (from 13.4% in 2014 to 15.7% in 2015) and 3-8 Reading (from 16.5% in 2014 to 25.2% in 2015). Homestead Elementary's achievement gap for students with disabilities and economically disadvantaged students will decrease to meet the state average or lower.
2. The percentage of students scoring Proficient or Advanced in 3-8 RLA has decreased over the past three years. Last year's 60.4% in 2014-2015 was a drop from 66.6% in 2013-2014, which was a drop from 68.5% in 2012-2013. In the 2015-2016 school year, Homestead Elementary will improve its ratio of students scoring Proficient or Advanced in Reading Language Arts to meet or exceed the district expectations.
3. Homestead Elementary has experienced a drop in Reading Language Arts growth across a wide spectrum. In 2015, 4th grade RLA (-5.4), 5th grade RLA (-6.0), 7th grade RLA (-3.7), and 8th grade RLA (-1.5) all ended with less growth than what was projected. As a result, reading and writing across the curriculum with a focus on the basics (less is more) will be a priority at Homestead in 2015-2016 in order to meet projected growth.

Part of meeting the above needs will stem from all teachers viewing themselves as reading teachers and having a stronger emphasis on all students reading from the Social Studies and Science content areas. Incorporating strategies from the TNReady training sessions and utilizing quality, text-based culminating assessments will play a significant role in meeting the above needs.

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Plan Items ()

G 1) District-Level: High Student Performance - School-Level: Homestead High Student Performance

Description:

District-Level: For SY 2015-2016, Cumberland County Schools will maintain or exceed its percentile rank in 3-5 math, 3-5 reading/language arts, 6-8 math, 6-8 reading/language arts, high school math, high school English, and ACT. In addition to this ranking, a TVAAS score of 3 will be earned in each of the grade span/subject designations.

School-Level: For SY 2015-2016, Homestead Elementary will maintain or exceed its percentile rank in 3-5 math, 3-5 reading/language arts, 6-8 math, 6-8 reading/language arts. In addition to this ranking, a TVAAS score of 3 will be earned in each of the grade span/subject designations.

Performance Measure:

District-Level: Results of the TNReady Assessment will generate a percentile rank in the areas of: 3-5 math; 3-5 reading/language arts; 6-8 math; 6-8 reading/language arts; high school math; high school language arts; ACT. The 15-16 percentile rank in each of these areas will be greater than or equal to the 14-15 ranking. A TVAAS score of 3 will be earned in each of the grade spans and subjects listed above.

School-Level: Results of the TNReady Assessment will generate a percentile rank in the areas of: 3-5 math; 3-5 reading/language arts; 6-8 math; 6-8 reading/language arts. The 15-16 percentile rank in each of these areas will be greater than or equal to the 14-15 ranking. A TVAAS score of 3 will be earned in each of the grade spans and subjects listed above.

S 1.1) District-Level: Address teaching and learning needs for all students - School-Level: Address teaching and learning needs for all students

Description:

District-Level: Target specific academic deficits of students in all subgroups

AS 1.1.1) Close Gap between SWD in ELA and ED in ELA and Math by implementing research-based activities into daily classroom lessons that emphasize dialogue/collaborative discussion and small group differentiated instruction; developing metacognitive strategies to strengthen comprehension; encouraging student choice and promoting reading for pleasure; and analyzing data, addressing skill deficits, determining students at-risk, and monitoring student progress.

Description:

Incorporate supplemental resources including Read for Real; Word Wisdom; Writing Strategies; Successful Reader; Accelerated Reader/Math; and Math Fluency; utilize focused vocabulary instruction and pre-teach difficult concepts/terminology; scaffold writing tasks and use story maps/graphic organizers for summarizing/retelling story; include Friends in Literature program for all students; discuss results of TCAP NCE Analysis; STAR Screening; MICA Benchmark Assessments and create action plans during weekly PLC's; and provide support during Before/After School Tutoring; Reading Lab; and Guys Read for students identified at-risk.

Benchmark Indicator:

Gap will decrease by at least 5% with both Students with Disabilities in Reading and Economically Disadvantaged Students in Reading and Math.

Person Responsible:

Robin Pinder

Estimated Completion Date:

5/27/2016

AS 1.1.2) Achieve proficiency in ELA by implementing nonfiction/informational texts and writing across the curriculum; generating interaction between schemata and texts, activating prior knowledge, and promoting student ownership with multiple strategies; incorporating research based strategies into daily classroom lessons; incorporating research based strategies into daily classroom lessons.

Description:

Include a variety of resources such as Readworks, Newsela; AR 360; and Reading Eggs; utilize K-W-L charts, choice boards, and paired/choral reading; include vocabulary organizers with Marzano's 6 Step Process; practice reciprocal teaching and vertical lanning.

Benchmark Indicator:

Increase percentage of students scoring Proficient or Advanced in ELA by at least 5%

Person Responsible:

Robin Pinder

Estimated Completion Date:

5/27/2016

AS 1.1.3) Achieve growth in ELA for grades 4-8 by focusing on basics with culminating assessments/performance tasks built into lesson plan; enhancing inquiry skills and developing assessment capable learners; fostering reading and writing across the curriculum to support literacy.

Description:

Incorporate close reading strategies and include Critical Thinking Question Stems, Bloom's Higher Order Thinking Prompts, and Webb's DOK items; provide opportunities to write across all curricular areas; enhance inquiry skills and develop assessment capable learners; analyze video and identify opportunities for students to Visualize, SQ3R; Self-verbalization/self-questioning/self-monitoring; provide specific, timely, and effective feedback; incorporate discipline-based instruction in reading and writing across the curriculum that enhances student achievement and is essential to learning; provide response to student's journal writing (whole class discussion; peer review; one-on-one conferences).

Benchmark Indicator:

Exceeding TVAAS Data Projections

Person Responsible:

Robin Pinder

Estimated Completion Date:

5/27/2016

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Required Items [Expand All] [Collapse All]	Component Met
<p>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.</p> <p>Explanation Homestead continuously evaluates data of all groups and subgroups in an effort to improve. In an effort to constantly evaluate HES, TVAAS data is posted on data walls for teachers to review, online parent surveys have been utilized to gauge parental concerns, and HES works to ensure transparency with the new TNReady assessment format and features. School-wide analysis of Homestead Elementary School has resulted in the following findings in regards to needs assessment: Overall students in third through eighth grade Reading/Language Arts are experiencing a decline in proficiency. Fourth and Fifth Grade Reading/Language Arts are two specific areas in critical need of increased intervention. In the subjects of Reading/Language Arts for third through eighth grade students, decreases in proficiency have been noted for the following subgroups: all students, economically disadvantaged, and students with disabilities. In the subject of Mathematics for third through eighth grade students, decreases in proficiency have been noted for the following subgroups: all students and economically disadvantaged. In accordance with this needs assessment, that was conducted in conjunction with the previous year's TCAP data, the following interventions have been strengthened more specifically for the following subgroups: For students in the Economically Disadvantaged subgroup, the faculty and staff of Homestead Elementary School have utilized funds from a 21st Century Grant to provide before and after school tutoring opportunities. Kindergarten students are assessed using a new diagnostic tool called the Upper Cumberland Kindergarten Readiness Assessment. Kindergarten has also implemented a standards-based grading system. A comprehensive needs assessment is also completed at the beginning of each year for students in every subject/grade level. Kindergarten teachers give the Readiness Assessment to all incoming kindergarten students. Teachers in grades first through eighth, complete data sheets based on the previous year's TCAP results. These data sheets are used to identify students that are advanced, proficient, basic, and below basic in the different subject areas. Teachers use these scores to identify students that need extra help in each of the different subject areas or skills. Homestead utilizes other assessment data to drive instruction and change teaching strategies and make modifications to meet the needs of the students. These assessments include, but are not limited to: *TCAP Assessment Data (TVAAS in grades 3rd-8th) *STAR Math: Grades 1st-8th *STAR Early Literacy: Grades PreK-1st *STAR Reading: Grades 1st-8th *Explore Test: 8th grade students Teachers, students, parents, community, and other stakeholders take surveys in accordance with the School Improvement Planning process to express their needs. This data is used to make the best decisions for all of the stakeholders involved with Homestead Elementary School.</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>

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

Homestead Elementary utilizes several programs to improve achievement with lowest achieving students: 21st Century Before & After School Lab; Sharing strategies during PLC and faculty meetings; Volunteer GEMS & HOPE; CTE -- STEM, FCCLA, AG. The school will determine if needs have been met through effective progress monitoring and adjusting based on results. School-wide reform strategies to improve achievement in the lowest achieving students has been addressed in multiple ways. Successive benchmark assessments are given at predetermined times within the school year to monitor success and improvement. This program has also been implemented for use, in the same manner, for all students that have been identified as either Tier II or Tier III in the school's RTI program. Benchmark results will be utilized by the school in December and May to determine if needs have been met or not with these students. Additional opportunities are provided for students both before and after school hours through Homestead Elementary School's tutoring program. Students who have been identified as at-risk are given the top priority for enrollment in this program. However, any student is eligible to participate, as long as sufficient space is available that does not overcrowd tutoring sessions. Evaluation of report cards generated each marking period for students who participate in the tutoring sessions will be evaluated by the school to identify whether the strategy has been successful for students or not. Homestead Elementary also implements various other programs such as Study Island and Saxon Phonics, utilizes resources such as Storyworks Magazine, Scope Magazine, and Readworks.org, as well as utilizing opportunities provided via the MIST and MICA websites in an ongoing attempt to provide a rich and accelerated program for all students. The faculty and staff of the school will evaluate formative assessments connected with each of these strategies to determine their overall effectiveness for students in the classroom. The guidance counselor at Homestead Elementary is also very active in efforts to provide counseling and mentoring services throughout the school year.

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

Parent Conferences are scheduled during the school year to give parents an opportunity to meet with their children's teachers. Star Screening occurs multiple times per year. Tutoring is offered and recommended to students struggling in class. RTI utilizes Wilson, PRO, and A-Math in an effort to closely monitor student progress. The faculty and staff of Homestead Elementary will also be monitoring student achievement very closely in the classroom. Specific assignments and vital deficient areas can be communicated to the staff members providing the before and after school tutoring services. These efforts will help to provide meaningful instruction in small groups to students who are struggling the most. Another method in which teachers can provide timely assistance for the students of our school is through the daily adherence of schedules followed school-wide for RTI2.

4) **Instruction by Highly Qualified Staff**
Address instruction by highly qualified staff (and effectiveness in TN).



Explanation

Homestead Elementary School is staffed 100% by highly qualified teachers and staff for the 2015-2016 school year. Every teacher at Homestead Elementary is presently highly qualified for the subject and/or grade level that he/she is currently assigned. All highly qualified assurance pages signed by the teacher are kept on file at the central office and by our administration. Also, if a certified staff member is going to be on extended leave (a week or more) every effort is made to find highly qualified personnel to fill the position during that time. A current substitute list is made available to the school by the central office. There are many substitutes who are currently highly qualified, and there are some retired teachers who are currently on our substitute list. Every paraprofessional at HES is also highly qualified. Paraprofessionals have become highly qualified by earning a 2-year degree or by passing an equivalency exam provided by our county. Documentation of paraprofessional highly qualified status is kept on file at central office and by our administration.

5) **Attracting High Quality/Effective Teachers**
Address strategies to attract high quality/effective teachers to high needs schools.



Explanation

The administration of Homestead Elementary School follows state and county procedures to recruit, retain, and evaluate teachers in our building. The administration researches model schools in the state and implements ideas when recruiting teachers. County-wide pay scale to retain qualified teachers. Supplemental salary opportunities such as Mentoring, Leadership, etc. Use of the Tennessee Core TEAM Model when evaluating.

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

Professional Development is matched to a teacher's area of deficit based on TEAM and TVAAS results. A daily memo from the principal at Homestead offers resources & strategies for teachers to use. Faculty are encouraged to attend PD beyond the district requirements. Faculty are required to share findings from PD at faculty meetings with other faculty members. The administration of Homestead Elementary consistently implements and enforces the professional development expectations in accordance with county and state guidelines. The administration also routinely encourages and promotes attendance at professional development activities over and above the minimum requirements, in attempts to keep up with the rapidly changing methods of educating students in today's society. Opportunities are provided for colleagues to share knowledge that they have gained at professional development activities with other faculty and staff members. The administration of HES routinely approves teacher requests to attend events that have the most recent and highly recommended strategies available. Professional development activities are pursued in accordance with tested state standards. In addition, professional development activities are explored in accordance with research-based strategies. Homestead Elementary School understands the importance of professional development. We try to make sure that we provide a variety of professional activities that cover all areas that are important to student achievement, as well as accommodate any specific teacher request. Administrators and faculty members are required to have thirty hours of professional development over a period of one calendar year. Twelve of those hours are back-to-school in-services and the other eighteen are optional school board approved professional development activities. Homestead Elementary strives to provide teachers and paraprofessionals with quality instruction that improves their ability to provide efficient services to all students. In addition, it is understood that there is an importance in being able to understand the implementation and utilization of testing, federal programs, and personal development. Professional Development Activities are designed to improve instruction, increase academic strategies, increase understanding of standards and objectives, and address techniques used in the classroom, as well as provide opportunities to effectively implement new technology into the classroom setting. The goal of the Homestead Elementary School's professional development is to increase learning for all students, which includes special education, cultural, linguistic, behavioral, and economically disadvantaged students. Many of these activities are funded by Homestead's Title programs, which serve to provide ongoing academic achievement for our staff. Administrators can suggest professional activities as refinement opportunities for staff in the TEAM Evaluation process. There are an abundance of professional learning opportunities for our staff. Staff members are required to attend a minimum of one events during the summer months. The following are examples of Professional Development Activities that are offered through the summer months, as well as a few that are available throughout the school year. Tech Tuesdays (Offered each week by county tech dept.) Common Core TNReady Training Google Scripts, Forms, and Productive Tools Tech Tools for Teachers Counselors Crisis Planning Google email for students and other Google sources You Tube for Education Coordinated School Health Planning, Questioning, and Thinking Indicators of the teacher Evaluation Rubric Intro to iPad and Teacher Apps SMARTboard/Promethean Board Training Cartoons for Social Studies Google Galore PreK-4th Grade Apps Study Island Skyward Training Common Core-Read/Language Arts Google Sites CPR Special Education/Inclusion Media/Movie Makers Google Apps/Docs School Leadership Differentiating for Higher Achievers Crisis Team Training Librarian Inservice New Hire Inservice Successful Reader Batelle Online

7) **Increase Parental Involvement**

Address strategies to increase effective parental involvement through means such as family literacy services.



Explanation

There are several ways Homestead relays information to the parents at HES: Bulldog Backers PTO, Homestead Elementary School website, Homestead Elementary Facebook page, and a weekly phone call each Monday to inform parents of any events they may need to be aware of during the week. In addition to those, a student, parent, and teacher compact is issued yearly in our school handbook to emphasize shared responsibility and partnership for improved academic achievement. Parent-teacher conferences are held once each semester for parents, the student, and teacher to discuss methods of improving student achievement both at school and home. Parent Orientation informational meetings each fall (Back-to-School Night) inform parents of Title I school-wide programs, tutoring programs through 21st Century Community Learning Centers (21st CCLC), and new standards and curriculum. This is also a great chance to allow parents, community members, and students to meet our faculty, staff, and administration. We encourage parents to volunteer and provide a form to all parents in our yearly registration packet that allows them to be approved by Central Services. Teachers post weekly updates of classroom lessons, homework, and needed parent information on their web pages. Mandated by the district, mid-nine week progress reports are to be distributed by the teacher to each student. A grade card is sent home at the end of each nine-weeks grading period to keep parents up to date on their child's academic progress. Several grade levels send home weekly or bi-monthly progress reports. The HES website and Facebook page are maintained with current information and events. Community Character newsletters are sent home monthly to encourage parents to focus on building student character through at-home activities. The Bullying Hotline is provided to parents and community 24 hours a day, 7 days a week to anonymously report acts of violence, bullying, possession of weapons, etc. Mass communication is simulated via animated phone messaging. Parents and community members are sought to participate in School Improvement and Title I committees. Parents can use the Family Access component of Skyward to view their child's grades online for each class. A text-based program titled Remind 101 is utilized school-wide, as well as in individual classrooms, to notify parents of important events, details, and other school information. Parents are invited to Academic Honors Programs held each nine weeks and at year's end to celebrate student success. Monday and/or daily folders are used in lower grades as a communication tool. Graded papers, classroom newsletters, weekly spelling/vocabulary words are a few examples of items sent home in these folders. We provide information about Renaissance "Home Connect" where parents can monitor progress in Accelerated Reader and Accelerated Math. We maintain an open-door policy and welcoming atmosphere. A marquee is used for community communication. Examples include: student affirmation, monthly character traits, upcoming events. We have an active PTO (Bulldog Backers) that meets monthly. An 8th grade recognition ceremony is held after school hours for parents, teachers, and relatives to attend. Homestead Elementary School has implemented the Ready! for Kindergarten program for PreK and kindergarten parents. Three sessions are offered (with childcare and snack supper provided) to teach parents how to effectively prepare their child for success in school. This program is grant-funded through the Upper Cumberland CORE office and the Children's Reading Foundation. Parents are given kits of learning tools to use with their child.

8) Coordination of Programs

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

Federal monies are used for staff and instructional resources. Homestead Elementary cooperates with Head Start for a seamless transition to HES. Homestead Elementary School offers a Family and Consumer Sciences class to fifth, sixth, seventh, and eighth grade students through career and technical educational services. Yearly purchases of the Saxon Phonics Program to address phonemic awareness and phonetics in the primary grades has also been a high priority. Homestead Elementary School houses two Pre K classrooms on its campus. These classes are staffed with a certified teacher and a teaching assistant. Homestead's PreK program complies with all federal guidelines and expectations. Homestead Elementary utilizes 21st Century Program funds to provide before and after school tutoring sessions to students from multiple grade levels who have been identified as "at-risk".

9) **Transitioning Preschool Students**

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

Kindergarten Readiness = Family Orientation, Kinder Prep & Kinder Boost Summer Programs
Homestead Elementary School houses two public school preschool programs on its campus. Students participate in this public school program for the course of one full year. During that time, these students are also exposed to the faculty and staff that they will ultimately have when they transition into Kindergarten, especially during daily special area rotations such as music and art. At the conclusion of their preschool year, parents register their child as prospective Kindergarten students for the successive school year. Homestead Elementary offers the Ready! for Kindergarten to PreK and kindergarten families. This is a collaborative effort with the Upper Cumberland CORE office and Children's Reading Foundation. This program is designed to inform parents of what is expected of students entering kindergarten and teaches them how to effectively interact with their child to appropriately prepare them for success in school. Two kindergarten teachers are trained as facilitators to organize these events. Kindergarten teachers have created a "Kindergarten Handbook" that is given to all families at kindergarten pre-registration. It outlines procedures and basic information for incoming kindergarten families.

10) **Use of Assessments for Improving Performance**

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

Formative assessments via Triand; TVAAS Data Wall; Data Teams review monthly STAR, CBM, Benchmark results. There are multiple methods in which the administration of Homestead Elementary School will be able to ensure that teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction. These methods include, but are not limited to the following: Each month, the principal and RTI Coordinator meet with all certified staff on their planning periods to engage in Data Meetings. These meetings include conversations that are centered around assessment results involving report cards, progress monitoring assessments, benchmark assessments, and other forms of assessment that vary throughout the year. Sign in sheets are maintained by the principal. Each month, all certified staff members are required to attend a Professional Learning Community group that they have been assigned to by administration. Each of these meetings are centered around utilizing data to enhance and drive instruction for all students in the content areas. Teachers that attended TNReady trainings during the previous summer redeliver the content learned during those trainings. Minutes and sign-in sheets from these meetings are submitted to administration. Every grade level is required to engage in a minimum of at least one documented meeting per week. These meetings are required to include discussions on data and the decisions that are made based on the results that are being represented by the data that is generated. Minutes and sign-in sheets from these meetings are submitted to the administration each week. At the beginning of each year, all certified employees are required to engage in a data analysis of the information received from the previous year's TCAP assessment. In accordance with this analysis, teachers must identify areas of personal reinforcement, as well as areas of refinement. This data analysis is used to assist the teacher in making improvements in their instruction for the current year.

School Plan Related Documents

Cumberland County (180) Public District - FY 2016 - Homestead Elementary School (180-0010) Public School - School Plan - Rev 0

Optional Documents

Type	Document Template	Document/Link
School Plan Supporting Documents	N/A	

School Plan Checklist

Cumberland County (180) Public District - FY 2016 - Homestead Elementary School (180-0010) Public School - School Plan - Rev 0

Checklist Description ([Collapse All](#) [Expand All](#))

<input type="checkbox"/> 1. Planning Tool - Planning Team	<input type="text" value="OK"/>	Rebecca Wood	11/16/2015 9:03:04 AM
1. School planning team represents the school's stakeholders including teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and parents of children. (required)			
2. Stakeholders are identified with full name and title. (required)			
<input type="checkbox"/> 2. Planning Tool - Summary of Accomplishments and What's Working	<input type="text" value="OK"/>	Rebecca Wood	11/16/2015 9:04:42 AM
1. School summarized accomplishments and identified what is working for students. (required)			
2. School included what is attributed to these accomplishments. (required)			
<input type="checkbox"/> 3. Planning Tool - Accountability Data Guiding Questions	<input type="text" value="OK"/>	Rebecca Wood	12/9/2015 2:45:09 PM
1. School analyzed Accountability Achievement Targets and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible. (required)			
2. School analyzed Accountability Gap Targets and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible. (required)			
<input type="checkbox"/> 4. Planning Tool - Achievement Data Guiding Questions	<input type="text" value="OK"/>	Rebecca Wood	12/14/2015 6:45:12 AM
1. School analyzed Reading/Language Arts data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible. (required)			
2. School analyzed Mathematics data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible. (required)			
3. School analyzed Other subject data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible. (optional)			
4. School analyzed Progress/Growth data and provided a summary of progress and challenges, identifying underlying reasons for each. (required)			
<input type="checkbox"/> 5. Planning Tool - College/Career Readiness Data Guiding Questions	<input type="text" value="OK"/>	Rebecca Wood	11/16/2015 9:42:02 AM
1. School analyzed Explore/Plan/ACT data and provided a summary of progress and challenges, identifying underlying reasons for each. (required)			
2. School analyzed Graduation Rate data and provided a summary of progress and challenges, identifying underlying reasons for each. (required)			

3. School analyzed Other College & Career Readiness Data was considered (AP, dual enrollment, dual credit, etc.) and provided a summary of progress and challenges, identifying underlying reasons for each. (optional)			
<input type="checkbox"/>	6. Planning Tool - School Climate & Culture Guiding Questions	<input type="text" value="OK"/>	Rebecca Wood 12/10/2015 2:44:43 AM
1. School analyzed school climate & culture data and provided a summary of progress and challenges, identifying underlying reasons for each. (optional)			
<input type="checkbox"/>	7. Planning Tool - Additional Areas Guiding Questions	<input type="text" value="OK"/>	Rebecca Wood 11/16/2015 9:50:08 AM
1. School analyzed additional areas and reflected on what has gone well and where there is room for improvement. (optional)			
<input type="checkbox"/>	8. Planning Tool - Prioritized List of Needs	<input type="text" value="OK"/>	Rebecca Wood 11/16/2015 9:50:59 AM
1. School listed, in priority order, its top three areas of need as identified through the needs assessment.			
2. School prioritized list of needs align with data.			
<input type="checkbox"/>	9. Planning Tool - Goals	<input type="text" value="OK"/>	Rebecca Wood 12/10/2015 2:50:43 AM
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 needs within that goal. (i.e. the school AMOs were included and did not just duplicate the LEA AMOs)			
3. Goals are aligned with prioritized list of needs.			
4. Identified goals are specific, measurable, ambitious, relevant, and time-bound.			
<input type="checkbox"/>	10. Planning Tool - Strategies	<input type="text" value="OK"/>	Rebecca Wood 12/14/2015 6:43:08 AM
1. Each strategy describes the specific change in practice necessary to meet the related goal.			
2. Each strategy is aligned to the goal it is intended to meet.			
3. Each strategy is research-based.			
<input type="checkbox"/>	11. Planning Tool - Action Steps	<input type="text" value="OK"/>	Rebecca Wood 12/10/2015 2:50:43 AM
1. The action step descriptions are clearly stated and specific.			
2. In conjunction with the strategy, the action steps answer the five W's: Who, What, Where, When and Why.			
3. The benchmark is described.			
4. The person responsible is populated and is the appropriate individual for this action step.			
5. The estimated date of completion is realistic and aligns with other activities to allow district to reach goals. (NOTE: all Action Steps do not all have an end of school year date.)			

6. The action steps are appropriate and aligned to the goals and strategies.



12. Planning Tool - Component Relationships - Title I Schools Only

OK

Rebecca Wood

12/14/2015 6:44:17 AM

1. Component relationships are made for 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.