Cumberland County (180) Public District - FY 2016 - Pleasant Hill Elementary (180-0060) Public School - School Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
11/9/2015 6:59:35 PM	Kari Rockwell	Status changed to 'School Plan Reviewer Approved'.	S
11/1/2015 7:37:59 AM	Kari Rockwell	Status changed to 'Draft Completed'.	S
8/11/2015 1:38:16 PM	Kari Rockwell	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.

Kari Rockwell, Principal
Dwayne Davis, Assistant Principal
Sandy Helton, Teacher
Dr. Jacqueline Smith, Teacher
Laura Kidwell, Guidance Counselor
Angela Randolph, Teacher
Tracie Buckner, Teacher
Jay Wright, Teacher
Susie Stewart, Teacher
Cristy Wallace, Parent, PTO Member
Amanda Threet, Parent, PTO Member

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

- Doubled math time in 7-8th grades allows teachers to ensure automaticity of basic facts and to work on in-depth problem solving producing a 6.7 growth measure in 7th grade which shows significant evidence that progress was made.
- RTI interventions allows for individual and small group learning and intense teaching in which fundamentals are learned and gaps are filled.
- Scholastic News, Scholastic Storyworks, and Scholastic Scope are products used that are much more rigorous than our current RLA series.
- Monitoring Bell-to-Bell instruction ensuring that children receive every possible minute of instructional time.
- Using assessment data to determine student and teacher strengths and weakness, driving future instruction, reteaching and review.
- Written guidelines for student expectations keep students on track and notifies parents when a student is not working with or toward expectations.
- Doubled time in 8th RLA for 14-15 produced a 3.3 growth measure which is significant evidence that students made more progress than the growth standard.
- CORE Office support in the areas of data use and analysis, RLA, and math.

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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	46.5	49.8	47.6	1.1	Met
3rd through 8th Math	36.2	40.2	45.8	9.6	Met
3rd RLA	49	52.2	33.3	-15.7	Miss
3rd Math	53	55.9	52.7	-0.3	Met
7th RLA	44.5	48	46.3	1.8	Met
7th Math	27	31.6	42.9	15.9	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.

<u>**Strengths:**</u>

- 7th grade math met and exceeded the AMO goal with a positive proficiency change from 27 percent to a P/A of 42.9 percent (15.9%)

    This is due to a focus on math in 7th grade RTI enrichment time

    Team support for math across 7th grade

    A math co-teaching situation in 7th grade

    The use of TNCore produced common core tasks in which problem solving is encouraged

- Minimal growth of 1.1 to a P/A of 47.6 was made in 3-8 RLA.

While this is growth, the lack of a current, rigorous basal leaves teachers to search for outside rigorous materials.

All classrooms at PHS, grades 1-8 have chosen to use Scholastic products such as Scholastic News, Scholastic Scope, and Scholastic Storyworks as a supplement/replacement to the current series.

- 3-8 Math met the AMO target with a change of 9.6%.

Doubled math instructional time in grades 7-8 helped to greatly support math growth.
The entire junior high team of teachers pulled together to support math growth.

A true math inclusion class was implemented with a solid co-teaching effort, supporting regular ed and students with special needs.

Challenges:

- 3-8 RLA, while the AMO was met through Safe Harbor, did not meet the proficiency requirement for 2015.

This is in part, due to the lack of rigorous basal/reading series. Teachers have begun to almost exclusively search for their own materials outside of using Scholastic materials.

- 3rd grade struggled in both RLA and math.

There is a need for teachers to align their teaching to the curriculum.

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	-19.3		5.8	
Black/Hispanic/NativeAmerican vs. All Students	3-8 Reading	13.2		7.6	

Group	Subject				
Economically Disadvantaged vs. Non-ED	3-8 Math	11.8	11.1	15.1	Miss
Economically Disadvantaged vs. Non-ED	3-8 Reading	16.8	15.7	19.2	Miss
Limited English Proficient vs. Non-LEP	3-8 Math	36.3			
Limited English Proficient vs. Non-LEP	3-8 Reading	46.6			
Students with Disabilities vs. Non-SWD	3-8 Math	16.2	15.2	37.4	Miss
Students with Disabilities vs. Non-SWD	3-8 Reading	40.1	37.6	41.3	Met
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.

3-8 Math:

The 14-15 school year was the first time teachers co-taught the inclusion class and although we didn't see growth in ED vs. Non-ED, we believe that with this continued teaching strategy, the gap will close.

The number of SWD taking the regular TCAP in 14-15 was a large increase over the previous year when many student took the MAAS.

This was also a year of transition for the SWDs because they moved from full math pull-out to full inclusion.

3-8 Reading: The 14-15 school year allowed for a school-wide focus on math and doubled instruction time as well. Reading materials are lacking and require teachers to reach beyond the traditional text. ED vs. Non-ED students received RTI or enrichment services only in the area of math.

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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	(%)	41	46.5	5.5	47.6	1.1
Economically Disadvantaged	(%)	36.9	41.6	4.7	43.3	1.7
Students with Disabilities	(%)	26.3	13.6	-12.7	12.7	-0.9
English Learners	(%)				*	
Asian	(%)					
Black or African American	(%)				*	
Hispanic or Latino	(%)				*	
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)	41.6	46.8	5.2	47.9	1.1
Black/African American, Hispanic, Native American	(%)				40	
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.

- 3-8 Reading showed growth however it is minimal.

    At some grade levels (7-8), RLA instruction was doubled however the focus for RTI was math.

    ED students showed a P/A increase. This may be contributed to the school's "no zero" policy, uninterrupted instruction, and an after school program focused on increasing student abilities in reading and math.

    The 5th grade RLA teacher uses Scholastic Storyworks to provide rigorous instructional materials.

    The 6th grade RLA teacher has struggled for multiple years to show growth.

The 7-8 RLA teachers used Scholastic Scope to provide rigorous instructional materials.

3-8 Mathematics - Data Tables

3-8 Mathematics – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)	30	36.2	6.2	45.8	9.6
Economically Disadvantaged	(%)	25.8	32.7	6.9	42.4	9.7
Students with Disabilities	(%)	21	22.8	1.8	14.3	-8.5
English Learners	(%)				*	
Asian	(%)					
Black or African American	(%)				*	
Hispanic or Latino	(%)				*	
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)	30.2	35.7	5.5	46	10.3
Black/African American, Hispanic, Native American	(%)				40	
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.

- 3-8 Math showed a large gain of 9.6.

Grades 7-8 used RTI enrichment to reinforce basic math skills filling in math building blocks. This was an additional 45 minutes per day.

RTI implementation showed success, moving students from Tier 3 on the first screener to Tier 1 or 2 on the 2nd screener.

ED students showed a P/A increase. This may be contributed to the school's "no zero" policy, uninterrupted instruction, and an after school program focused on increasing student abilities in reading and math.RTI implementation showed success, moving students from Tier 3 on the first screener to Tier 1 or 2 on the 2nd screener.

The number of SWD taking the regular TCAP in 14-15 was a large increase over the previous year when

many student took the MAAS.

This was also a year of transition for the SWDs because they moved from full math pull-out to full inclusion.

3-8 Science - Data Tables

3-8 Science – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)	59.7	63.6	3.9	67.3	3.7
Economically Disadvantaged	(%)	58.2	58.8	0.6	63.7	4.9
Students with Disabilities	(%)	30.4	30.3	-0.1	29.1	-1.2
English Learners	(%)				*	
Asian	(%)					
Black or African American	(%)				*	
Hispanic or Latino	(%)				*	
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)	60.3	64.1	3.8	68.1	4
Black/African American, Hispanic, Native American	(%)				40	
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.

Science data remained mostly stagnant, except 7th grade which showed growth amongst the students and the teacher herself.
Instruction times remained the same and resources and materials did not change. All grades levels except for 6th and 8th have a NCE above the state averages.

The P/A percentages for science are the highest in the school overall.

Scholastic Science Spinner was used in 5th and 6th Science
Scholastic Science World and Scholastic Science Choices were used in 7th and 8th grades.

3-8 Social Studies - Data Tables

3-8 Social Studies – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)	85.1	87.7	2.6		3.7

Economically Disadvantaged	(%)	82	84.6	2.6		4.9
Students with Disabilities	(%)	59.6	60.6	1		-1.2
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)	84.9	88	3.1		4
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. Cite specific examples where possible. You may insert other data points as needed.

While there is no data, students and teachers became aware of the new level of writing that is now required in the social studies classroom.

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.

K-2 SAT 10:

First grade has found success over the past several years in SAT 10 language, math, and reading. All 3 teachers have very high expectations for their students and often seek out SAT 10 type instructional materials.

Second grade has struggled over the past 3 years. The teachers have worked diligently to overcome this struggle. The negative growth is changing and moving back to the green/blue. The change is due to the positive relationship with the CORE office, many peer visits to level 5 teachers/schools, and highly effective trainings in accountable talk and number talks.

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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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	**(%)**					

	Report as					
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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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.

Strengths:

Math across our building saw improvement, except for 3rd grade. This growth was due to multiple factors such as the use of Scholastic Math, reviews across all grade levels of basic facts, additional math time in 7-8th grade. Team support in 7-8th grades.

5th and 8th grade reading found success with a 4.1 and a 3.3 growth measure. This growth was due to multiple factors such as the use of Scholastic Storyworks and Scholastic Scope as well as a high level of expectations.

Challenges:

3rd grade struggled in both reading and math. In math, the negative growth is shrinking which shows progress. The struggle in reading continues. The teachers must align their curriculum.

4th grade math was a struggle in 14-15 making no gains.

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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.

Explore test results over the past 3 years have shown significant improvement with a level 5 earned in 2015. The improvement is due to monitored bell-to-bell instruction, a co-teaching experience for all inclusion students, and a focus on slinging the curriculum with the standards.

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	**(%)**					

* Graduation Rate – Analyze the data and provide a summary of progress and challenges, identifying

underlying reasons for each.

Not Applicable

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.

Not Applicable

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Student Enrollment - Data Tables

Student Enrollment	2012-13		2013-14		2014-15	
Represents student enrollment on October 1	#	%	#	%	#	%
ALL Students	563		567			
Economically Disadvantaged	420	74.6	431	76.1		
Students with Disabilities	64	11.4	99	17.5		
English Learners				0.5		
Asian			1	0.2		
Black or African American			1	0.2		
Hispanic or Latino	12	2.1	8	1.4		
Native American / Alaskan Native						
Native Hawaiian / Pacific Islander						
White	547	97.2	557	98.2		

Student Attendance - Data Tables

Student Attendance	Report as	2012-13	2013-14	2014-15
ALL Students (K-8)	(%)	93.7	94.6	94.7
Economically Disadvantaged (K-8)	(%)	93.4	94.3	94.4
Students with Disabilities (K-8)	(%)	93.5	94.1	93
English Learners (K-8)	(%)	93.9	89.3	98.6
Asian (K-8)	(%)	92.3	90.2	92.4
Black or African American (K-8)	(%)	96.5	91.9	98.1
Hispanic or Latino (K-8)	(%)			
Native American / Alaskan Native (K-8)	(%)			
Native Hawaiian / Pacific Islander (K-8)	(%)	92.8	100	98.9
White (K-8)	(%)	93.8	94.7	94.7
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 year as the denominator.	#	%	#	%	#	%
ALL Students (students suspended; not incidents)		0.1		0.9		0
Economically Disadvantaged		0.2		1		0
Students with Disabilities		0		2.5		0
English Learners						
Asian						
Black or African American						
Hispanic or Latino		0		0		0
Native American / Alaskan Native						
Native Hawaiian / Pacific Islander						
White		0.2		0.9		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 year as the denominator.	#	%	#	%	#	%
ALL Students (students expelled; not incidents)		0.1		0		0
Economically Disadvantaged		0.2		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.

Two major surveys were implemented in the 14-15 school year. The first, designed and provided by AdvancED surveyed faculty, staff, students, and parents. All stakeholders stated that they believed holding students accountable for both academic and personal goals was/is necessary for student success. Students stated they felt safe at school and agreed that data conversations were important. Teachers agreed that the use of data to drive instruction was necessary for student growth in our school.

In the second survey, the Teacher Perception Survey, teachers and staff revealed a high level of satisfaction with the 14-15 school year and the numerous changes that occurred. One survey noted that more faculty meetings were needed in order to share information. A few surveys stated that Mrs. Rockwell did not know all of the student names in her first year at the school.

According to our SWPBS data, the largest area of concern was incomplete work. This is addressed through the use of Buzz Bucks, various reward programs, and surprise incentives. Teachers use a consistent tracking form for all students providing continuity amongst classes and allowing students/parents to easily understand the expectations and consequences.

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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					2	
Teaching Staff (Certified) – Number of Teachers					35	
1 to 3 years					4	9
4 to 10 years					8	23
11 to 20 years					13	38
21 + years					10	30
Teacher attendance rate						97.75
Level 1 Teachers					0	0
Level 2 Teachers					6	17
Level 3 Teachers					14	40
Level 4 Teachers					8	23
Level 5 Teachers					7	20

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.

RTI at PHS was successful in the 14-15 school year. While scheduling was at times difficult, we had 1.5 positions to act as coordinator and interventionist with our Tier 2 and Tier 3 students. We, as a faculty and staff, saw growth in many students and found the value in RTI. We've truly had to limit the quantity of school programs in order to protect not only core instruction time, but now also RTI.

Professional Development continues to be top quality as our district truly supports the requests and needs of our

teacher. Teachers have access to varied and high quality professional development across the state of TN.

Teacher recruitment is an ongoing process that goes smoothly at our school. We advertise by email and on the district website. Prospective teachers send their resumes through email. Our school uses the school leadership team to serve as a hiring committee. Teacher evaluation is determined by a teacher's individual growth and/or his/her level of effectiveness.

Technology access is growing. We have 5 labs (mobile and stationary) and 2 iPad carts. Our school is completely wireless. Out of 24 regular education classrooms, 18 have interactive whiteboards. As we move forward in 15-16, we plan to work towards giving every classroom an interactive whiteboard.

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.

We host multiple parent events each year. We offer two Dinner with Data events, 2 parent-teacher conference nights, Back to School Night, Ready for Kindergarten, Boo Hoo Breakfast (for PK and K parents), Breakfast with Santa, the Santa Shop, and daily/weekly volunteer opportunities in classrooms and for concessions. We have a small but mighty PTO group that works diligently to offer events for our students and families.

Our assessment results are communicated through a Dinner with Data, 2xs per year. The first night is to discuss TCAP results and the 2nd is to discuss benchmark results from first semester.

We offer multiple pancake breakfasts, spaghetti dinners, and fine arts programs to attract the local community.

The attendance at these events varies although those whom have attended are very pleased.

Strengths:
Various event offerings for parents, community members, students, and families. Well organized and strong PTO.

Weakness:
Parents and families tend to show most often when there is an incentive which is not always possible due to cost.

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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. 90% Reading proficiency goal for 3rd grade.

2. 3rd Math

3. 3-8 Reading

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Plan Items ( )

G 1) District-Level: 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.

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.

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

Description:

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

S 1.2) District-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation or State assessment results.

S 1.3) District-Level: Instructional & Educational Materials/Supplies & Equipment

Description:

District-Level: Purchase supplemental instructional and educational materials/supplies and equipment that support the scientifically research based curriculum of the district.

S 1.4) District-Level: Promote effective parental involvement

Description:

District-Level: Promote effective parental involvement in the planning, implementing, and evaluating of district improvement activities.

S 1.5) District-Level: Contracted Services

Description:

District-Level: Contracted services to support the educational program

S 1.6) District-Level: Consolidated Administration

Description:

District-Level: Consolidated administration will be used to administer all Title programs. This includes office personnel and supplies/materials needed to administer the program.

⑤ 1.7) District-Level: Indirect Costs

Description:

District-Level: Funds for indirect costs paid to LEA are used to support the infrastructure which promotes the goals and activities of the LE

⑤ 1.8) District-Level: Other charges (homeless)

Description:

District-Level: Funds used for educational supplies/materials and health/wellness supplies for homeless students.

Ⓖ 2) District-Level: Foundation for Success in Early Grades

Description:

District-Level: Build a foundation beginning at home and reaching through the 3rd grade that sets students up for success especially in the area of reading. 90% of all 3rd graders in Cumberland County will be proficient in reading by 2020.

Performance Measure:

District-Level: Standards based report cards; participation rates in the Ready for Kindergarten program; 3rd grade TNReady scores

⑤ 2.1) District-Level: READ 20 and READY for Kindergarten

Description:

District-Level: These two programs will support families' efforts to promote reading readiness and foundational skills.

⑤ 2.2) District-Level: Standards-based focus

Description:

District-Level: Standards-based pacing, assessments, and report cards for grades Kindergarten, 1st grade, and 2nd grade will be created and implemented to promote student achievement

⑤ 2.3) District-Level: Communication to Promote Early Foundation

Description:

District-Level: Communications to appropriate stakeholders will assist in goal support.

Ⓖ 3) District-Level: English Language Acquisition

Description:

District-Level: Limited English proficient students will maintain or improve percentile rank in terms of the number of LEP students scoring proficient or advanced on the reading/language arts and math portions of the TNReady Assessment.

Performance Measure:

District-Level: The performance measures for this goal are: the percentage of limited English proficient students, making progress toward achieving the proficient level on the WIDA Access which is the assessment for ESL students; the percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment (TNReady) and the percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 2.1.

[s] 3.1) District-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation or State assessment results.

[s] 3.2) District-Level: Address teaching and learning needs related to ESL students

Description:

District-Level: Close the academic achievement gap between ELL students the ALL subgroup.

[s] 3.3) District-Level: Instructional & Educational Materials

Description:

District-Level: Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

[G] 4) District-Level: Graduation

Description:

District-Level: For 2015-2016, Cumberland County graduates will meet or exceed 93%.

Performance Measure:

District-Level: Performance measures include: the percentage of students who graduate from high school each year with a regular diploma, disaggregated by race, ethnicity, students with disabilities, English learners, economically disadvantaged, gender, migrant status; and the percentage of students who drop out of school, disaggregated by race, ethnicity, students with disabilities, English learners, economically disadvantaged, gender, migrant status.

[s] 4.1) District-Level: System of Accountability

Description:

District-Level: Design effective measures to monitor the success of programs toward goals.

[G] 5) District-Level: Safe, Orderly, and Caring Schools

Description:

District-Level: Cumberland County Schools will promote and maintain a safe, orderly, and caring school environment.

Performance Measure:

District-Level: Staff, students, and parents surveys

[s] 5.1) District-Level: Upgraded Safety Plans

Description:

District-Level: Cumberland County Schools will annually upgrade safety plans for district and schools

[s] 5.2) District-Level: Violence, Alcohol, Tobacco, Drug, Gang Prevention Curriculum

Description:

District-Level: Individual schools will focus on developing strong student character, personal responsibility, and community/world involvement through the implementation of a violence, alcohol, tobacco, drug, and gang prevention curriculum

[S] 5.3) District-Level: Comprehensive Health Education

Description:

District-Level: An increased proportion of schools will provide age-level appropriate comprehensive health education to fight obesity and prevent health problems.

[G] 6) District-Level: Quality Teachers, Administrators, and Staff

Description:

District-Level: Highly qualified, highly effective teachers, administrators, and staff will lead Cumberland County Schools.

Performance Measure:

District-Level: Highly qualified teacher percentage reported on the State Report Card for Cumberland County

[S] 6.1) District-Level: Recruiting and Retaining High Quality Teachers, Administrators, and Staff

Description:

District-Level: Cumberland County Schools will recruit and retain an effective highly qualified and diverse teaching staff by seeking, hiring, and supporting: new teacher candidates from a variety of higher education institutions and proven veteran teachers from across the area, state, and region.

[S] 6.2) District-Level: Leadership Academy

Description:

District-Level: A Leadership Academy will be developed to train new and aspiring administrators, as well as, quality, effective teacher leaders.

[S] 6.3) District-Level: Mentoring Program

Description:

District-Level: Cumberland County Schools will maintain and strengthen the teacher-mentoring program.

[G] 7) District-Level: 21st Century Systems

Description:

District-Level: Cumberland County Schools will provide and maintain the technology and facilities representative of a 21st Century school district.

Performance Measure:

District-Level: Assessment of technology inventory and usage

[S] 7.1) District-Level: Culture of Educational Technology Use

Description:

District-Level: Cumberland County Schools will establish and sustain a culture of increased educational technology use by saturating learning environments with appropriate technology supported by in-depth professional development and clearly developed educational standards.

[S] 7.2) District-Level: Facilities

Description:

District-Level: Cumberland County Schools will assess and maintain in-place facilities and resources in order to best provide safe and equal learning environments for all students while anticipating a gradual

student population growth.

G 8) District-Level: Parent, Community, Business Collaboration

Description:

District-Level: Cumberland County Schools will promote positive parental engagement, collaborative community relations, and active business partnerships.

Performance Measure:

District-Level: Event participation

S 8.1) District-Level: Creating Partnerships

Description:

District-Level: School professionals will cultivate high quality partnerships with families and communities that support the learning of all students.

S 8.2) District-Level: Institutions of Higher Learning

Description:

District-Level: School professionals will collaborate with institutions of higher learning to enhance educational opportunities for students.

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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

A comprehensive needs assessment is completed at the beginning of each school year for every student in every grade at PHS. This is accomplished by every teacher reviewing the previous years' test results and identifying students in need of additional help. Reading/LA and Math assessment scores are used to analyze student growth throughout the school year. Data includes: - SAT 10 Assessment Data: Grades K-2 - TCAP Assessment Data: Grades 3-8 - TVAAS: Grades 1-8 - STAR Early Literacy: Grades PK-K - STAR Reading: Grades 1-8 - STAR Math: Grades 1-8 - Explore: Grade 8

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

PHS employs several strategies to help the lowest achieving students improve. The largest effort is a school-wide endeavor, Response to Intervention. Next, each teacher across the building has a no zero policy. This requires each and every student to complete their work in a timely manner. Our before and after school program allows low achieving students to be targeted for additional assistance in fundamental math and reading skills. A homework lab is also provided and run by certified teachers to help students lacking in guidance at home. An instructional coach has been added to our faculty to help support struggling teachers and the RTI2.

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

Our assistance programs include RTI, homework lab, and before/after school program. RTI is required for any student identified as struggling through assessment data, teacher recommendation, or parent request. Response to Intervention allows struggling students to receive intervention help in the areas of reading and math. The most qualified teachers are paired with the student(s) in need of the most help. This program extends to before/after school program and again allows students to receive additional instruction in a small group setting from a certified teacher. Homework lab is an open concept group that does not require regular attendance but instead is open to all students on an as needed basis.

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

Explanation

All teachers at PHS are highly qualified through Praxis tests.

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

Explanation

PHS incorporates various strategies for maintaining and attracting high quality staff. We work diligently to place teachers in content areas best suited to their strengths. Through the county website and state job posting site, PHS has begun to attract high qualified teachers in areas of need. If necessary, administration also calls Tennessee Tech University, coordinating with the Department of Education to find graduating education majors that fit within the school needs.

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

The faculty and staff of PHS are offered numerous high quality professional development opportunities during the summer months and continuing on through the school year. Below are a few examples: - Common Core Literacy - Common Core Math - Common Core Leadership - Common Core Intervention - RTI2 Training - TEAM Training - Data Analysis - PLCs - Student Achievement Meetings - Common Core ELA - Vertical Planning - Google Classroom

7) **Increase Parental Involvement**
Address strategies to increase effective parental involvement through means such as family literacy services. ☑

Explanation

PHS will hold numerous parental involvement activities and events throughout the school year. - The PHS student handbook includes a parent involvement plan that is developed with our site-based team. - We also use a parent/student/teacher/principal compact to underline responsibility of all stakeholders involved and to create a partnership between school and family. - Each semester parent-teacher conferences are held to ensure that parents having a working knowledge of their child's academic needs and goals. - Back to School Night is held the first week of every school year so that parents and extended family can meet all faculty and staff, learn about school policies and after school opportunities, and to ask questions that help ease the transition of new students and their families. We have a volunteer information table that allows parents to sign up to join our volunteer program, which helps throughout the building. - The PHS website and Facebook page is updated frequently with classroom and calendar information. - Progress reports and newsletters are sent home on a consistent basis, which keeps parents up to date on class and school-wide information. - A "Dinner with Data" will be held to help inform parents of the previous year's assessment data and to inform them of this year's needs and goals. - Fun activities such as Literacy Day and Breakfast with Santa will also serve to host families in a positive school environment in which families and staff can work together to support all students.

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

Our school falls under Cumberland County School System and therefore, we are guided in our spending of federal funds by the Federal Programs Office. By following the guidelines published by this office, we as a school spend our money in coordination with and according to local, state, and federal policies. School Funds are budgeted on yearly basis, based on school needs. Title 1 funds are used to support our K-8 population, in the areas of class size reduction, literacy and math coaching.

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

PHS serves students in PreK through 8th grade. In order to provide a smooth transition for children entering the school from outside early childhood programs, we offer a field trip for our local Headstart Programs and also a phase-in program each summer that allows incoming K students to learn our building, rules, and a little bit about elementary school life. This summer we offered 6 open house events for new students so that students and their families could acclimate to our school, schedule, and community.

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

Teachers are included in assessment decisions as they attend student achievement meetings where assessment data is discussed and analyzed. At grade level and Student Achievement Meetings, administration and the RTI coordinator discuss how to form student groups, improve and enhance instruction, and use data to further student performance. Teachers have access to data through STAR Reading and STAR Math, STAR Early Literacy, TVAAS, Pearson, Study Island, Triumph Learning, and IXL.

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

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Checklist Description (Collapse All   Expand All)

⊟ 1. Planning Tool - Planning Team   Not Reviewed

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)

⊟ 2. Planning Tool - Summary of Accomplishments and What's Working   Not Reviewed

1. School summarized accomplishments and identified what is working for students. (required)

2. School included what is attributed to these accomplishments. (required

⊟ 3. Planning Tool - Accountability Data Guiding Questions   Not Reviewed

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)

⊟ 4. Planning Tool - Achievement Data Guiding Questions   Not Reviewed

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)

⊟ 5. Planning Tool - College/Career Readiness Data Guiding Questions   Not Reviewed

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)

⊟ 6. Planning Tool - School Climate & Culture Guiding Questions   Not Reviewed

1. School analyzed school climate & culture data and provided a summary of progress and challenges, identifying underlying reasons for each. (optional)

7. Planning Tool - Additional Areas Guiding Questions Not Reviewed

1. School analyzed additional areas and reflected on what has gone well and where there is room for improvement. (optional)

8. Planning Tool - Prioritized List of Needs Not Reviewed

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.

9. Planning Tool - Goals Not Reviewed

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.

10. Planning Tool - Strategies Not Reviewed

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.

11. Planning Tool - Action Steps Not Reviewed

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 Not Reviewed

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.