# Cumberland County (180) Public District - FY 2019 - South Cumberland Elementary (180-0073) Public School - School Plan - Rev 0

Date	User	Status (S) / Comment (C)	S/C
9/18/2018 12:13:38 PM	Rebecca Wood	Status changed to 'LEA School Plan Reviewer Approved'.	S
9/18/2018 10:04:43 AM	Rebecca Wood	Status changed to 'School Plan Reviewer Approved'.	S
9/18/2018 10:04:38 AM	Rebecca Wood	Status changed to 'Draft Completed'.	S
9/16/2018 1:09:45 PM	Rebecca Wood	Status changed to 'LEA School Plan Reviewer Returned Not Approved'.	S
9/12/2018 2:20:27 PM	Darrell Threet	Status changed to 'School Plan Reviewer Approved'.	S
9/12/2018 2:17:36 PM	Vicki Mackzum	Status changed to 'Draft Completed'.	S
9/11/2018 11:27:59 AM	Rebecca Wood	Status changed to 'LEA School Plan Reviewer Returned Not Approved'.	S
8/31/2018 12:27:21 PM	Darrell Threet	Status changed to 'School Plan Reviewer Approved'.	S
8/31/2018 12:16:43 PM	Vicki Mackzum	Status changed to 'Draft Completed'.	S
5/4/2018 4:32:48 PM	Vicki Mackzum	Status changed to 'Draft Started'.	S
1/19/2018 3:14:42 PM	ePlan Administrator	Status changed to 'Not Started'.	S

Page 1 of 70

School Planning Team

Cumberland County (180) Public District - FY 2019 - South Cumberland Elementary (180-0073) Public School - School Plan - Rev 0

Please identify all planning team members, including team member titles. The school plan must be developed in consultation with teachers, principals, other school leaders, paraprofessionals in the school, administrators (including administrators of Title programs), students (if a secondary school), other appropriate school personnel, and with parents of students.

Darrell Threet, Principal Vicki Mackzum, Assistant Principal Robin Inman. Instructional Facilitator Connie Austin, 4th Grade Teacher Andi Casey, 6th Grade Teacher Vicki Elmore, Secretary Linda Hillis, 7th Grade Teacher Jessie Inman, Parent Jan Morehead, SPED Teacher

Margaret Potter, 1st Grade Teacher Joanna Stone, Parent

Rhonda Terry, Attendance Clerk

Erica Vance, 8th Grade Teacher

Melinda Wattenbarger, 3rd Grade Teacher

Candice Whitson. 5th Grade Teacher

Amy Wood, Kindergarten Teacher

Describe how the school actively and consistently involves all stakeholders identified in the development of the school plan and how the plan is regularly monitored and revised based on students' needs.

Throughout the planning process for the 2018-19 school year, a committee consisting of the members listed above met on several occasions in small focus groups to assess the needs and draft a plan of action to respond to the needs appropriately. Committee meetings consisting of stakeholders continued with the purpose to review published data, assess current needs and draft goals, strategies and action steps to direct appropriate efforts. Types of meetings included: in-service, leadership meetings, faculty meetings, data team meetings, and PLC meetings. Recent data, report card designations, goals, strategies, and action steps were discussed at length and in detail throughout the 2017-18 school year.

School Plan - Elementary and Middle Grades Academic Data

Cumberland County (180) Public District - FY 2019 - South Cumberland Elementary (180-0073) Public School - School Plan - Rev 0

## CHECK HERE IF NOT APPLICABLE (HIGH SCHOOLS)

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

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	62.9				45.3
- Asian	*				*
- Black or African American	*				*
- Hispanic or Latino	36.4				40
- Native American / Alaskan Native	*				*
- Native Hawaiian / Pacific Islander	*				*
- White	63.3				45.9
Economically Disadvantaged	56.4				39.4
Students with Disabilities	22.6				14
English Learners	*				*

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

When analyzing the data from this chart, one has to take into consideration the changes in RLA standards and corresponding assessments. At first glance the comparison in the 2016-2017 data and the 2014-2015 for the school shows a drastic drop of 17.6% in proficiency overall. All subgroups appeared to have dropped except that of the Hispanic or Latino who showed an increase of 3.6%. Also, one has to delve deeper into data dropped for each grade level to discuss progress and challenges with those grades who exhibit noteworthy performances. In a comparison of the 2016-2017 data and the 2017-2018 data for the school, it shows a drop of 2.5% in proficiency. This is an improvement from the larger drop in earlier data, however, it is still concerning. Our students as a whole performed 7% higher than the county average and from early numbers higher than the state averages.

	All students	2nd	3rd	# Tested	4th	# Tested	5th	# Tested	6th	# Tested	7th	# Tested	8th	# Tested
2018 State ELA			34		38		30		32		35		26	
2017 State ELA		31	35		37		31		34		36		31	
2018 District ELA	35.7		34	548	34	552	29	542	37	557	47	542	33	527
2017 District ELA	36.4	31	35	545	31	531	28	552	38	551	49	517	38	544
2018 South ELA	42.7		39	69	35	69	17	75	46	72	68	68	54	67
2017 South ELA	45.2	34	43	67	30	71	31	72	61	72	46	71	59	82

	All	# Tested	3rd	# Tested	4th	# Tested	5th	# Tested	6th	# Tested	7th	# Tested	8th	# Tested
2018 ELA Asian	30	10	0	2	50	2	0	1	5	2	0	1	50	2
2017 ELA Asian	33	9	0	1	0	1	0	2	100	1	67	3	0	1
2018 ELA Black or African	20	5	0	0	0	1	0	2	0	1	0	o	100	1
2017 ELA Black or African	28	7	0	0	0	3	0	2	0	0	100	1	100	1
2018 ELA Black/Hispanic	27	26	20	5	33	6	0	4	20	5	66	3	33	3
2017 ELA Black/Hispanic	37	19	0	3	25	4	0	5	100	2	50	2	100	3
2018 ELA Hispanic	30	20	20	5	40	5	0	2	33	3	66	3	0	0
2017 ELA Hispanic	40	10	0	3	100	1	0	2	100	2	0	1	0	0
2018 ELA White	44	380	42.6	61	35	60	18.8	69	47.7	65	68.8	64	54.1	61
2017 ELA White	46	402	46	63	30.3	66	34.4	64	60.3	68	42.9	63	57.7	78
2018 ELA Economically Disadvantaged	36	25	32	25	19	21	11	27	35	17	60	15	80	10
2017 ELA Economically Disadvantaged	46	22	36	22	20	25	13	23	100	2	44	18	75	24
2018 ELA Students w/disability	15	39	33	6	20	5	0	7	14	7	16	6	12	8
2017 ELA Students w/disability	13	52	20	6	0	4	12	8	7	14	10	10	28	11
2018 ELA English Learners	14	8	100	1	0	4	0	0	0	1	0	О	0	0
2017 ELA English Learners	0	3	0	2	0	0	0	1	0	0	0	О	0	0

STAR Reading Testing	K	1st	2nd	3rd	4th	5th	6th	7th	8th
STAR Spring SS change	149	100	109	113	86	97	125	142	105
Growth change	0.71	0.71	0.9	0.9	0.7	0.8	0.8	1.7	1.5

Overall Progress: Looking at the grade levels, it is evident that four of the six grade levels or 67% performed above the state and district On-Track and Mastered percentages. Our third, sixth, seventh, and eighth grades were higher in performance than the state and district. Our fourth grade performed higher than the district and the seventh grade performed higher than the state and district. Both of these grades showed growth. In data meetings, it was felt that this success was due to a deep understanding of the standards, effective planning, and success through the strong RTI<sup>2</sup> program at our school. The RTI<sup>2</sup> program identified subgroups and others by use of a universal screener (STAR and Easy CBM). Interventions were given in all missing skills as they were identified. From the RTI<sup>2</sup> data, the number of Tier III students decreased from the fall to spring moving up to Tier II. Even with this move from Tier III to Tier II, the numbers decreased from the fall to the spring in the Tier II from 9% to 7%. This left 4% of the students remaining in Tier III. The percent in Tier I went from 85% to 89% in the spring. Our STAR testing from the spring showed growth from winter to spring. It must be remembered that this testing was done at the first of April with over a month of school left.

Overall Challenges: Over the last few years, the school has shifted the focus to ELA in the lower grades (K-3) to address the state goal of raising percentages of students reading on grade level at third grade. An investigation was also done with fourth grade looking at instruction of whole group versus small group. It was felt that small group instruction was still needed to support the growth of the students. Another challenge was the fifth-grade percentages. There was a 14% drop in the proficiency numbers. Many things needed to be addressed due to the decrease, such as, are the standards being taught with enough rigor or did testing issues for on-line testing play a part in this drop. Our fifth-grade students were the first in the building to experience issues with the testing. We had to question if everything was saved or did part of their answers get lost in the internet issues. Due to the changes in the standards, it was determined that teachers needed additional training to understand and effectively implement the standards in their planning and instruction. Also, rigor was needed to be able to better meet the demands and expectations of our students. This needed to be met through higher expectations of the students and higher Lexile levels to be incorporated into the daily reading curriculum. Writing continues to be increased in the different curriculum areas each day.

<u>Subgroup Progress</u>: The highest subgroup performances were the white and the economically disadvantaged. The percentage of students belonging to the English Learners is extremely small. Both groups, however did show growth in percentages. The White subgroup had the highest percentage of On-Track and Mastered with 44%. This is a drop of 2% from the previous year which is consistent with both the school and district overall.

<u>Subgroup Challenges</u>: Students with Disabilities and English Learners subgroups performances were our lowest levels for proficient/advanced percentages, however, both did show improvement from the prior year. Our Hispanic, Black/Hispanic, and Economically Disadvantaged all showed drops of 10% from the prior year. Despite our efforts, the gaps are not closing between these subgroups and their peers. Our RTI<sup>2</sup> program is addressing this problem by maintaining abilities of most students, targeting deficit skills, and utilizing research-based programs.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

There are only 8 EL students in the building. While this might be an expected statistic, we are diligent in our efforts to improve the outcome for these students. They are closely monitored to ensure goals are aligned to standards and effectively address the needs and progress of each individual English learner. These students are monitored and taught by an EL teacher and an RTI<sup>2</sup> teacher daily. There are monthly data team meetings with grade level teachers and all teachers involved to further track and to access any progress of these students.

#### 3-8 Mathematics - Data Tables

3-8 Mathematics - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	71.8				59.1
- Asian	*				*
- Black or African American	*				*
- Hispanic or Latino	81.8				70
- Native American / Alaskan Native	*				*

lı				
	- Native Hawaiian / Pacific Islander	*		*
	- White	71.5		58.4
	Economically Disadvantaged	66		51.2
	Students with Disabilities	37.1		30
	English Learners	*		*
41				-

When analyzing the data from this chart, one has to take into consideration the changes in math standards and corresponding assessments. At first glance the comparison in the 2016-2017 data and the 2014-2015 for the school shows a drastic drop of 12.7% in proficiency overall. All subgroups appear to have dropped from 7% to 15% with the largest drop for the Economically Disadvantaged students. One has to delve deeper into data for the grade level to discuss progress and challenges with those grades who exhibit noteworthy performances. In a comparison of the 2016-2017 data and the 2017-2018 data for the school shows a drop of 6% in proficiency. This is an improvement from the drop in earlier data, however, it is still concerning. Our students as a whole performed 12% higher than the county average and from early numbers higher than the state averages. The exception to this is the third grade which is still 4% higher than the county, but it uncertain about the exact number for the state (unpublished at this date).

	All	2nd	3rd	# Tested	4th	# Tested	5th	# Tested	6th	# Tested	7th	# Teste d	8th	# Tested
2018 State Math			39		40		40		35		30		32	
2017 State Math		42	41		41		38		39		31		31	
2018 District Math	40		34	549	40	546	39	546	37	557	39	550	49	532
2017 District Math	44	39	35	556	39	553	40	553	54	551	43	519	53	546
2018 South Math	52		38	68	47	68	49	75	58	72	60	70	60	72
2017 South Math	58	48	51	67	52	71	68	72	74	72	41	71	63	82

	All	# Tested	3rd	# Tested	4th	# Tested	5th	# Tested	6th	# Tested	7th	# Tested	8th	# Tested
2018 Math Asian	46	11	0	2	50	2	100	1	50	2	0	1	66	3
2017 Math Asian	56	9	100	1	100	1	100	2	0	1	33	3	0	1
2018 Math Black or African	40	5	0	0	0	1	0	2	100	1	0	0	100	1
2017 Math Black or African	71	7	0	0	33	3	100	2	0	0	100	1	100	1
2018 Math Black/Hispanic	42	26	40	5	33	6	25	4	60	5	66	3	33	3
2017 Math Black/Hispanic	68	19	67	3	25	4	80	5	100	2	50	2	100	3
2018 Math Hispanic	45	20	40	5	40	5	50	2	67	3	66	3	0	2
2017 Math Hispanic	79	10	66	3	0	1	100	2	100	2	0	1	100	1
2018 Math White	53	385	39	61	49	59	49	69	58	65	60	66	60	65
2017 Math White	58	403	49	63	53	66	65	64	75	68	39	64	63	78
2018 Math Economically Disadvantaged	38	116	36	25	38	21	33	27	29	17	46	15	54	11
2017 Math Economically Disadvantaged	51	127	45	22	40	25	48	23	87	15	28	18	66	24
2018 Math Students w/disability	16	45	0	6	20	5	28	7	43	7	12	8	0	12
2017 Math Students w/disability	29	52	20	5	25	4	25	8	43	14	10	10	36	11
2018 Math English Learners	14	8	0	3	0	2	0	0	0	1	0	0	0	0
2017 Math English Learners	67	3	50	3	0	0	100	1	0	0	0	0	0	0

STAR Math Testing	1st	2nd	3rd	4th	5th	6th	7th	8th
STAR Spring SS change	97	110	61	70	55	56	44	31
Growth change	0.8	1	0.7	1.1	1.2	4.4	2.4	3

Overall Progress: Looking at the grade levels, it is noted that

only seventh grade made positive growth with an increase of 19%. Our overall was higher than the district of 12% and the state averages for On-Track and Mastered percentages. Our fourth, fifth, sixth, and eighth grades did not show growth from 2017 to 2018, however they were all above the district percentage and above the state average. Our STAR testing numbers showed a minimum increase of 0.8 years growth in first grade up to a 4.4-year growth in sixth grade. It must be remembered that this testing occurred April with more than a month left in the school year. From the RTI<sup>2</sup> data, the percentage of Tier III students remained the same from the fall to spring. The percentage and number of students changed from 5% to 4% in the spring (24 students to 19 students). The percent in Tier I went from 92% to 93% in the spring. We were very encouraged with these numbers and felt that they would be reflected in our TNReady scores. In data meetings, it was felt that this success was due to a deep understanding of the standards, how to effectively plan for instructions, and the successful implementation of the instruction plan.

Overall Challenges: As is seen by the chart above, our 4<sup>th</sup>-8<sup>th</sup> grade On-Track and Mastered percentages exceed the county and state percentages for performance. The 3<sup>rd</sup> grade is above the county, but lower than the average for the state. At this point, the reporting of the state is

a grade range average and not individual grades. Our 3<sup>rd</sup> grade numbers may be in-line with the state numbers, however, we will have to wait and watch to see the state numbers. In data meetings, it was reported the underlying causes for the decrease in percentages were lack of deep understanding of each standard, low classroom expectations, a shift from small group to whole group instruction, and excessive scaffolding for students.

Subgroup Progress: It is noted that all subgroups showed a decrease in percentages. This was in line with what was reported at the district level. Our highest subgroup performance was found with our White (53% OTM), Asian (46% OTM), Hispanic (45% OTM), Black/Hispanic (42% OTM), and Black or African (40% OTM). Our economically disadvantaged group dropped from 51% to 38% OTM. This was a small group of students; however, it was still a drop. It should also be noted that in comparisons within grades of subgroups, seventh grade saw growth in five of the eight subgroups. Of the three groups that did not show growth, two of those had no students and the third group had only one student. The increased rigor of math, which included high order thinking skills, should also improve science scores.

Subgroup Challenges: Students with disability (16% OTM) and English Learners (14% OTM) are our two lowest levels for On-Track and Mastered Percentages. Our EL group is only a small group of eight students. The challenge for these students may be the lack of understanding in comprehension and written responses related to math instruction. Our efforts are not closing the gap between these subgroups and their peers. The RTI<sup>2</sup> program addresses and targets skills and utilizes research-based programs to reduce existing gaps. During monthly data team meetings, these students need to be targeted to make sure every effort is used to reduce the gaps.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Our EL subgroup is a very small group of 8 students. We are diligent in our efforts to improve the outcome for these students. They are closely monitored to ensure goals are aligned to standards and effectively address the needs and progress of each individual English learner. We are diligent in our efforts to improve the outcome for these students. Individual Learning Plans are required and are monitored closely to ensure goals are aligned to standards and effectively address the needs and progress of each individual English learner.

#### 3-8 Science - Data Tables

3-8 Science - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	75.6				72.5
- Asian	*				*
- Black or African American	*				*
- Hispanic or Latino	72.7				80
- Native American / Alaskan Native	*				*
- Native Hawaiian / Pacific Islander	*				*
- White	74.9				72.2

Economically Disadvantaged	71.4		62.4
Students with Disabilities	50		48
English Learners	*		*

According to the above chart, the scores from 2016-17 showed 72.5% Proficient/Advanced which was a drop of 3.1% from 2014-15. The subgroups show a decrease except that of the Hispanic or Latino who showed an increase of 7.3%. It should also be noted that neither the standards nor the assessment changed during this time period. We continue to mine the data down to the grade level to discuss progress and challenges with those grades who exhibit noteworthy performance.

	All	3rd	# Tested	4th	# Tested	5th	# Tested	6th	# Tested	7th	# Tested	8th	# Tested
2018 State Science			reside		TESTEG	56	residu	41	resteu	61	- College	59	
2017 State Science		61		48		58		59		62		65	
2018 District Science	66					63	546	59	558	73	550	69	534
2017 District Science	68	72		54		61	555	66	551	75	520	78	544
2018 South Science	70					58	75	61	72	86	70	76	72
2017 South Science	72	55		58		71	70	78	72	76	71	92	82

	All	# Tested	5th	# Tested	6th	# Tested	7th	# Tested	8th	# Tested
2018 Science Asian	57	7	0	1	50	2	100	1	67	3
2017 Science Asian	67	9	50	2	100	1	67	3	100	1
2018 Science Black or African	50	4	50	2	0	0	0	0	100	1
2017 Science Black or African	71	7	100	2	0	1	100	1	100	1
2018 Science Black/Hispanic	67	15	50	4	40	5	100	3	100	3
2017 Science Black/Hispanic	74	19	60	5	100	2	100	2	100	3
2018 Science Hispanic	70	10	50	2	33	3	100	1	100	2
2017 Science Hispanic	80	10	50	2	100	2	100	2	100	1
2018 Science White	71	265	59	69	63	65	85	66	75	65
2017 Science White	72	400	73	62	77	68	75	64	91	78
2018 Science Economically Disadvantaged	60	70	52	27	35	17	100	15	64	11
2017 Science Economically Disadvantaged	62	125	50	22	80	15	78	18	92	24
2018 Science Students w/disability	29	34	28	7	29	7	25	8	33	12
2017 Science Students w/disability	46	52	25	8	50	14	50	10	72	11
2018 Science English Learners	0	1	0	0	0	1	0	0	0	0
2017 Science English Learners	0	3	100	1	0	0	0	0	0	0

Overall progress: The above scores do not include third and fourth grades. There is not data for these grades to compare. The overall reported progress has our students performing above the county and the state average. All grade levels except fifth grade performed above the district percentage of On-Track and Mastered. Positive growth was shown for seventh grade with an increase of 10%. The other grade levels show a drop between 13% to 17%. While this is concerning, it is still above the county and state averages.

Overall challenges: Although these scores are in line with the district scores, there was a drop in the percentage except for seventh grade. If this is a true view of the ability of the students, considering what caused these drops must be addressed. Looking forward, one must also look at the new standards that will start for the 2018-19 school year. Due to these changes, it was determined that teachers needed additional training to understand and effectively implement the standards in their planning and instruction. Rigor was also needed to be able to better meet the demands and expectations of our students. Subgroup progress: All subgroups performances showed a drop of between 1% and 21%. The highest subgroup performances are the white (71% OTM) and Hispanic groups (70% OTM). The Hispanic group is comprised of ten students showing a 10% drop from the prior year. The seventh-grade level showed the most growth in five of six of the subgroups. The other two subgroups (EL and Black or African) were not included in 7<sup>th</sup> grade growth due to no students in that grade.

Subgroup challenges: The students with disabilities had the lowest growth of all subgroups. It dropped from 46% to 29% OTM. This is

significantly below the percentage of the other subgroups. The problems in reading comprehension and vocabulary acquisition prevalent in this subgroup impacted science proficiency.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

There were two English learners who were tested. Neither student was On-Target or Mastered. While this is not an acceptable percentage, we are diligent in our efforts to improve the outcome for these students. Individual Learning Plans are required and are monitored closely to ensure goals are aligned to standards and will effectively address the needs and progress of each individual English learner.

School Plan - High School Academic Data

Cumberland County (180) Public District - FY 2019 - South Cumberland Elementary (180-0073) Public School - School Plan - Rev 0

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#### CHECK HERE IF NOT APPLICABLE (ELEMENTARY AND MIDDLE SCHOOLS)

#### **High School Subjects**

English I - Data Tables

English I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

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English II - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					

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- Asian			
- Black or African American			
- Hispanic or Latino			
- Native American / Alaskan Native			
- Native Hawaiian / Pacific Islander			
- White			
Economically Disadvantaged			
Students with Disabilities			
English Learners			

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

English III - Data Tables

English III - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					

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If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

#### Algebra I - Data Tables

Algebra I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

#### Algebra II - Data Tables

Algebra II - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
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If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

#### Geometry - Data Tables

Geometry - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
			-		

Students with Disabilities			
English Learners			

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Integrated Math I - Data Tables

Math I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Integrated Math II - Data Tables

Math II - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Integrated Math III - Data Tables

Math III - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					

Economically Disadvantaged			
Students with Disabilities			
English Learners			

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

## Biology I - Data Tables

Biology I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Cumberland County (180) Public District - FY 2019 - South Cumberland Elementary (180-0073) Public School - School Plan - Rev 0

N/A

#### ACT - Data Tables

ACT Scores	2014-15	2015-16	2016-17
Composite			
English			
Math			
Reading			
Science			

#### Graduation Rate - Data Tables

Graduation Rate	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

Analyze the school's ACT data. Summarize the progress and challenges, especially in increasing the number of students who reach college

School Plan - School Climate and Culture

Cumberland County (180) Public District - FY 2019 - South Cumberland Elementary (180-0073) Public School - School Plan - Rev 0

## **Student Enrollment - (represents student enrollment on October 1)**

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students	718		707		690	100
- Asian	12	1.7	13	1.8	12	1.7
- Black or African American		0.6	5	0.7	12	1.7
- Hispanic or Latino	16	2.2	14	2	19	2.8
- Native American / Alaskan Native	1	0.1	2	0.3	3	0.4
- Native Hawaiian / Pacific Islander	1	0.1	2	0.3	5	0.7
- White	684	95.3	671	94.9	639	92.6
Economically Disadvantaged	389	54.2	21	3.2	219	33.4
Students with Disabilities	103	14.3	93	13.2	97	14.1
English Learners	6	0.8	3	0.4	2	0.3

#### **Student Attendance**

## **Student Attendance - Elementary and Middle Grades**

	2014-15	2015-16	2016-17
	%	%	%
All Students	96.2	95.9	95.8
- Asian - Black or African American	95.3	95.8	96.6
- Black or African American	95.9	92.9	94.5
- Hispanic or Latino	98.1	94.6	94.6

- Native American / Alaskan Native	98.2	98.1	98.6
- Native Hawaiian / Pacific Islander	97.2	96.6	96.8
- White	96.2	95.9	95.8
Economically Disadvantaged	95.8	95.7	
Students with Disabilities	95.8	95.2	95.9
English Learners	98.1	98	96.4

# Student Attendance - High School

	2014-15	2015-16	2016-17
	%	%	%
All Students			
- Asian			
- Black or African American			
- Hispanic or Latino			
- Native American / Alaskan Native			
- Native Hawaiian / Pacific Islander			
- White			
Economically Disadvantaged			
Students with Disabilities			
English Learners			

## **Chronic Absenteeism - Data Tables**

# Students Who Were Chronically Absent (by subgroup)

201	4-15	201	5-16	2016-17		
10% or More	20% or More	10% or More	20% or More	10% or More	20% or More	

	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	11	1	0.5	79	10.9	8	1.1	38	5.8	**	**
- Asians									**	**	**	**
- Black or African American									2	15.4	**	**
- Hispanic or Latino									2	11.1	**	**
- Native American / Alaskan Native									*	*	*	*
- Native Hawaiian / Pacific Islander									*	*	*	*
- White									33	5.5	**	**

# Students Who Were Chronically Absent (by grade level)

		2014-15				2015-16				2016-17			
	10%	or More	20%	% or More	10%	or More	20%	% or More	10%	or More	20% (	20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	66	11	1	0.5	79	10.9	8	1.1	38	5.8	**	**	
Kindergarten	8	12.7	0	0	5	7.4	1	1.5	**	**	**	**	
Grade 1	5	7.4	0	0	11	12.6	1	1.1	8	10.4	**	**	
Grade 2	4	4.8	0	0	5	8.2	0	0	**	**	**	**	
Grade 3	6	7.7	0	0	6	7.4	0	0	5	7.4	**	**	
Grade 4	2	2.5	0	0	12	14.8	0	0	4	5.5	**	**	
Grade 5	7	10	0	0	6	8.5	0	0	**	**	**	**	
Grade 6	5	5.8	0	0	7	10	0	0	**	**	**	**	
Grade 7	12	14.1	0	0	6	7.1	1	1.2	7	10.1	**	**	
Grade 8	5	6.6	1	1.3	14	18.2	1	1.3	6	7.4	**	**	
Grade 9													
Grade 10													

П	1				ı			
	Grade 11							
	Grade 12							
п								

Student Discipline - Suspensions (by subgroup) - 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.

	20	014-15	2015-16		20	)16-17
	#	%	#	%	#	%
All Students (students suspended; not incidents)	1	0.1	1	0.1	5	0.7
- Asian	0	0	0	0	0	0
- Black or African American					0	0
- Hispanic or Latino	0	0	0	0	0	0
- Native American / Alaskan Native					*	*
- Native Hawaiian / Pacific Islander					*	*
- White	1	0.1	1	0.1		
Economically Disadvantaged					2	0.8
Students with Disabilities	0	0	0	0	3	3
English Learners					*	*

Student Discipline - Suspensions (by grade level) - 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.

		2014-15		2015-16	2016-17		
	#	%	#	%	#	%	
All Students	1 0.1		2	0.3	5	0.7	
Kindergarten	0 0		0	0	0	0	
Grade 1	0 0		0 0		0	0	

Grade 2	0	0	0	0	2	2.4
Grade 3	0	0	0	0	0	0
Grade 4	0	0	1	1.2		
Grade 5	0	0	0	0	0	0
Grade 6	0	0	0	0	2	2.6
Grade 7	1	1.2	0	0	0	0
Grade 8	0	0	1	1.3	0	0
Grade 9					*	*
Grade 10					*	*
Grade 11					*	*
Grade 12					*	*

Student Discipline - Expulsions (by subgroup) - 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.

	20	14-15	20	15-16	20	16-17
	#	%	#	%	#	%
All Students (students expelled; not incidents)	0	0	0	0	0	0
- Asian	0	0	0	0	0	0
- Black or African American						0
- Hispanic or Latino	0	0	0	0	0	0
- Native American / Alaskan Native					*	*
- Native Hawaiian / Pacific Islander					*	*
- White	0	0	0	0	0	0
Economically Disadvantaged					0	0
Students with Disabilities	0	0	0	0	0	0
English Learners					*	*

Student Discipline - Expulsions (by grade level) - 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.

	20	)14-15	20	15-16	20	)16-17
	#	%	#	%	#	%
All Students	0	0	0	0	0	0
Kindergarten	0	0	0	0	0	0
Grade 1	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0
Grade 3	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0
Grade 9					*	*
Grade 10					*	*
Grade 11					*	*
Grade 12					*	*

Review chronic absenteeism data. Discuss progress and challenges with chronic absenteeism overall, by grade level, or subgroup, especially if rates exceed 10%. Identify steps to be taken to ensure students have opportunities to learn.

<u>Progress</u>: The enrollment in 2016-2017 was 690 students. Chronic absenteeism has decreased from 10.9% to 5.8% which is a drop of 5.1%. These are the students who were chronically absent 10% or more of the time. The largest percentages of subgroups were the Black or African American and the Hispanic or Latino. They fell within 15.4% and 11.1% respectively. This is very misleading in that both groups had two students in each. The other subgroup was the white with 5.5% involving 33 students. While the other percentages are higher, the number of students needs to be the focus in this area. The students who were absent 20% or more decreased from 1.1% to no student falling in this area. Improvement in percentages can be traced back to two things: a review of the chronically absent data and concentrated

efforts to make personal contact with individual students and their families to address attendance issues.

<u>Challenges</u>: We continue to seek improvement in our absenteeism to combat chronic absenteeism to keep our percentages as low as possible. We also work towards encouraging parents to keep tardies and early dismissals to a minimum. Our guidance counselor and attendance clerk meet on a regular basis with parents to educate and to encourage families and students to be in class to maximize learning opportunities.

Review student discipline data. Discuss progress and challenges with discipline overall, by grade level, or subgroups, especially if rates exceed 8 percent for out-of-school suspensions and .25 percent for expulsions. Identify specific steps to be taken to reduce lost instructional time and/or disparate impact.

<u>Progress</u>: Overall, our student discipline is good with a low rate of suspensions of 0.7%. According to SWPBS data, our school continues to have most discipline issues with bus rules and failure to complete work. There were 5 suspensions, no expulsions, and two remands to alternative placement for a short period of time. Of the remands, all were white males. The five suspensions were three students with disabilities and two economically disadvantaged students. Other discipline issues were handled with privilege restrictions, detentions, etc.

<u>Challenges:</u>The suspensions were within the second and sixth grades with two each respectively. These students had severe and disruptive behavior that interfered in the ability to teach the other students. We have a Behavior Intervention Team that is dispatched to address issues. We also encourage teachers to use School Wide Positive Behavior to encourage good behavior of our students and keep unacceptable behavior at a minimum.

Describe the priority for providing a safe, supportive, and healthy environment in the school and how the school will meet those needs.

As previously noted, a behavior team has been formed to address individual behavior issues. This is only used in the most severe cases when a student may become violent and possibly hurt themselves. Communication between the families and the school is used to monitor and adjust student behavior with the possibility of preventing outburst. Our school has also put into place a SWPB team and program. Good behavior is encouraged and rewarded on a daily bases with large celebrations for each class twice during each nine-weeks. At the end of the year, a large celebration is held to celebrate good behavior throughout the year. A full-time school resource officer is placed at our school to also help with supporting and encouraging a safe environment. A full-time school nurse is at our school to monitor and assist with a healthy environment.

Sanitizing protocols and reminders were used each day with an emphasis during the record flu outbreak nationwide. Training regarding the flu epidemic and precautionary measures were provided to every employee through the online professional website.

School Plan - Human Capital

#### Cumberland County (180) Public District - FY 2019 - South Cumberland Elementary (180-0073) Public School - School Plan - Rev 0

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

STAFF Characteristics	20	14-15	20	15-16	2016-17		
	#	%	#	%	#	%	
Principal - Years in position	15		16		17		
Teaching Staff (Certified) - Number of Teachers	43		45		47		
1 to 3 years	8	19 %	6	13 %	1	2 %	
4 to 10 years	9	21 %	12	27 %	12	25 %	
11 to 20 years	11	25 %	9	20 %	12	25 %	
21 + years	15	35 %	18	40 %	22	48 %	

## How are new teachers supported in the school? What strategies are currently in place to generate growth among new hires?

In general, our school has very little turnover with staff. Last year, we had a total of one new teacher. The new teacher was actually a veteran "Teacher of the Year" from another school. We paired her with two other veteran teachers to help her in her growth and to allow her to be comfortable with her new position.

# What retention practices, incentives, or growth opportunities are in place, specifically for teachers who have demonstrated strong performance over time?

As teachers grow and show their strength in their performance, they are given more responsibility. All teachers are given support in their role and asked to give a voice to decisions that are made within the school. Teachers are given an opportunity to choose professional development both in-house and at TNCore trainings. Monthly PLCs are conducted that allow teachers to work, learn, and grow from each other. Teachers who demonstrate strong performance over time are placed as leaders for the different PLCs where each teacher is encouraged to share within the group. The activities are designed to improve instruction, academic strategies and techniques in the classroom, as well as, provide opportunities to effectively implement new technology in the classroom setting.

What procedures are in place to ensure that low income and minority students are not being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field teachers. Include steps to be taken in order to address these disparities and ensure equitable access to highly-effective teachers.

School Plan - Additional Areas

Cumberland County (180) Public District - FY 2019 - South Cumberland Elementary (180-0073) Public School - School Plan - Rev 0

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

School	Report as	2014-15	2015-16	2016-17
Length of school year - Instructional days	(#)	180	180	180
Length of school day - Instructional minutes	(#)	390	390	390

#### **Additional Areas**

#### RTI2

Describe the school's progress in implementing RTI2 across all grades. Identify areas of strength and weakness, identify root causes and discuss actions needed.

RTI<sup>2</sup> was very successful this year. The RTI<sup>2</sup> program identified subgroups and others by use of a universal screener (STAR and Easy CBM). Interventions were given as needed in all missing skills as they were identified. From the RTI<sup>2</sup> data, the number of Tier III students decreased from the fall to spring moving up to Tier II. This was a change of 6% to 4% of the students remaining in Tier III. Even with this move from Tier III to Tier II, the numbers decreased from the fall to the spring in the Tier II from 9% to 7%. The percent in Tier I increased from 85% to 89% in the spring. Our STAR testing from the spring showed increases in all grades with growth. It must be remembered that this testing was done at the first of April with over a month of school left. The RTI<sup>2</sup> program is also used for referral for SPED. Very few students were referred due to the intensity and added interventions of the RTI<sup>2</sup> program that addressed reading needs of our students with these deficits. Interventions were delivered with more fidelity with the Tier Ii and III students working in smaller groups using well trained teachers and paraprofessionals.

## **Technology Access and Use**

Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.)

Students were given more than two hours per week during class to use technology. This included typing, Study Island, Khan Academy, AR Reading, and other educational learning websites. Each student in grades fourth through eighth were given a Chromebook to use at school for each class. The students in third grade were all given iPads for their use in classes. Younger students share iPad carts among grade levels. Brain Pop and YouTube are both used by the teachers in their teaching and in giving examples of the standards. Most textbooks have a teacher website that gives the staff examples to use in their teaching along with student assess points. Desktop computers are in each classroom with each teacher having a laptop for their use in the classroom and for lesson planning outside of the classroom. Even though we are moving in a positive direction with the access of students to have technology it is integral that we put a

priority on teacher support and training. The success of this initiative hinges on the knowledge, skills, and confidence of the classroom teacher in coordinating instruction with student use of technology.

#### **Professional Development**

Describe how professional development for teachers and school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school.

Teachers were provided professional development through TNCore training. With the changing of the Science standards and other expectations, this was essential to the growth of our teachers. The teachers who went to the training were expected to return to the school and redeliver the material to the other teachers. All staff were given opportunities to attend development throughout the year by choosing those opportunities that most closely met their individual needs and those that met needs in regard to school improvement. Administrators and faculty are required to have at least five days of professional development over a calendar year. One day is required of all teachers as a back to school professional development giving professional development that meets all state. national, and county requirements. All employees are also required to do professional development through on-line classes that are required by the county. Some development is offered by the county and others are offered by the school. In addition to the five days, the teaching staff meets monthly; two-hour sessions in small groups called Professional Learning Communities, PLCs, to address needs of the students and learning opportunities for the staff. This is a chance for teachers within a subject to work together to discuss successful teaching strategies and share educational information. Teachers share student work and best practices they have used in their classroom. It is also a time for teacher to redeliver information that has been obtained during other professional development. Our paraprofessionals are required to have one day of professional development provided during the school year. It is the intent to provide the staff with quality instruction that improves their ability to provide better instruction to all students. The activities are designed to improve instruction, academic strategies and techniques in the class, as well as, provide opportunities to effectively implement new technology in the classroom. The goal of these professional developments is to increase student learning, including students with disabilities, linguist, cultural, and economically disadvantaged students. We also utilize the services of Cumberland County's Academic Coaches to help with in the classroom and additional training as needed by the staff. Many of these activities are funded by Title funds which serve to provide ongoing academic achievement for our staff.

#### **Parent and Family Engagement**

Describe the strategies used to implement effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. If applicable, address activities specifically designed to engage the parents and families of English learners.

At the beginning of each school year, there is a Title I informational meeting and a "Meet the Teachers" night. It is an opportunity for the parents to understand the meaning of being a Title I school. Also, this night is a chance for the parents to meet the teachers for their child and to learn the expectations for the year. It is also an opportunity for the teachers to be informed of classroom expectations and new curriculum standards and programs for the year. A Child Find is conducted to attempt to identify children that may struggle academically. The PTO is very active during the year with monthly meetings and involvement in may projects. They are very active within the community collecting donations to purchase and provide a t-shirt to each student, teacher, and staff member. They have the students compete to design the new shirt for the year. The students and staff wear these shirts throughout the year on special event days and on field trips. The PTO collaborates with the staff to have a Fall Festival. Games, food, hay wagons, fire trucks, etc. are provided for entertainment and at no charge to the participants. This is a community event with the Rescue Squad helping with traffic. The faculty and PTO work together to celebrate a successful year with a field day. Community businesses help and donate food and items for the event.

At the end of each nine weeks, the staff and students celebrate with the stakeholder academic successes through an Honors Program. The students are honored for their achievements in a day of honors. The PTO has concessions after each program. During the last month of the school year, the eighth grade has a trip to Washington, DC; a dance; and graduation. Parents help with the organization of the events and by chaperoning the events. These events are planned to help the eighth graders understand what a milestone they have achieved in going to the high school and how they are each special. The highlight of the entire month is a DVD that is shared with the students and parents

showing pictures of all of the students from baby pictures throughout their time at our school until graduation. Parents are asked to volunteer at the school. They are encouraged to be on committees that help in planning of events and studying the direction of the school. Parents are contacted by invitation, through letters, through the class newsletters, and by text messages from the teachers. Students, teachers, and parents are asked to sign a compact at the beginning of the year to help show how school is a partnership with shared responsibility for improved academic achievement. Two nights are set aside during the school year for parent-teacher conferences. Parents are encouraged to come to these conferences. They are also encouraged to request a conference at any time. Mid-nine-week progress reports are sent home at the middle of each nine-week period. Report cards are sent home at the end of the nine weeks. This helps keep parents informed of their child's progress and achievement. RTI<sup>2</sup> progress reports and SPED progress reports are also sent home at these times. The parents can come to the school to be given a username and password that allows them access to their child's grades and lunch room accounts from any mobile device or computer. This is the same account that they will use the entire time that their child is in any Cumberland County school. This also helps the parent to stay informed as to their child's progress in school. A website is also maintained with current information and events. Each teacher maintains a current website with lesson plans, academic links, and events in their grade level. Monthly calendars are sent home with current information and events. PTO sends a monthly newsletter. We have a safety hotline provided to parents and community members 24 hours a day, 7 days a week to anonymously report acts of violence, selling of drugs, possession of weapons, acts of vandalism, bullying, etc. Transition years occur between preschool age and either PreK or kindergarten and between eighth and ninth grades. PreK/K Transition Plan: SCE coordinates with Head Start and area preschools through visitation days and preregistration. These visitations offer parents an introduction to our school, teachers, and staff prior to the beginning of school. All incoming students are phased in at the beginning of the school year. This is designated so that only a few students attend school each day in order for the teacher to be able to give the students more attention and work with them individually until they can easily adjust to the school environment. The phase in days also allows parents to meet with the teacher and gain information about the upcoming school year. On the first full day of school for the kindergarten students, the parents come in for "BooHoo Breakfast." This is an additional time for parents to get information and have any guestions answered.8th Grade Transition Plan: SCE coordinates with both CCHS and SMHS to set up times that guidance counselors can visit our school and discuss the upcoming school year with students. Our guidance counselor meets with each student and family (if possible) to discuss their 9th grade schedule and high school plan. Teachers often attend these meetings. Each student is given a test to determine possible career interests. Field trips are taken to the high school and a career fair is held to educate students concerning their educational options. These options are also investigated and studied in AG class as well as other classes. Assessment results are communicated in a faculty meeting, Title I meeting, and PTO meeting. All assessment results throughout the year are sent home with students. Assessment results are also shared at school board meetings and in the local newspaper. The school improvement plan is reviewed and updated annually using data to make instructional decisions and improve student achievement. Parent are involved in the development and review of the school wide plan. Parents participate in a survey each year to help with decisions for the following year. They are also included and encouraged to attend the Parent Engagement Committee that meets four times each year to give input for spending of school funds.

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

Math percentages of OTM for the 2017-2018 school year were above the county and state with a TVAAS score of 5. GoMath and Math in a Flash were utilized last year to increase critical thinking. Teachers worked to increase rigor and incorporate more tasks into the curriculum.

Reading/Language Arts OTM percentages were for the most part above the county averages and the state averages. Saxon Phonics was continued in grades two and three. Storyworks and Scope magazines were purchased again for grades 4 through 8. The teachers increased the amount of non-fiction reading in these grades. Non-fiction reading was also emphasized with Accelerated Reading in each grade. WriteBright was used in all grades across the school to encourage more writing and to give the building blocks from grade to grade in writing skills.

The RTI<sup>2</sup> program definitely helped to evaluate and find students with low performance in reading and math. It worked on specific skills and continued on those skills until the student mastered them. It identified students through the use of a universal screener (STAR Reading and Math, STAR Early Literacy, and Easy CBM). Students were given interventions as needed in the areas where skill deficiencies were found. The 21<sup>st</sup> Century After School Program provided homework help before and after school hours for children needing assistance. Economically disadvantaged students received priority place in this program and in the Pre-K program.

Staff participated in staff development throughout the school year. PLC's were used each month to encourage growth for the teachers that would help in the classrooms. Parents are informed of expectations and parent/teacher conferences occur throughout the school year. These meetings were scheduled school-wide and individually as needed.

School funds and resources are budgeted yearly based on needs of each school. Title funds are used to address areas of RTI<sup>2</sup>, reading/language arts, and math. Pre-K funds support Pre-K instruction for four-year olds. CTE funds are used to improve and upgrade CTE programs. Monies are utilized to fund a coordinated school health and safe schools program. Every effort is made to consolidate federal, state, and local funds to provide the best education possible.

The faculty at SCE is included in the instructional decisions of the school and district. We have committees that are representative of the rest of the faculty. A monthly principals' meeting is held at the Central Office with the Director of Schools and all supervisors to provide technical assistance to schools and every effort is made to communicate with the most accurate and up to date information regarding instruction and assessments. There are also PLC groups that discuss and analyze assessments, data, student performance, and instructional programs. The RTI<sup>2</sup> data team meetings also occur during these common planning times in order to discuss students' performance and find ways to best meet the needs of each student.

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

Priority Need	Content/Topic Focus - (such as RLA, math climate, ACT, etc.)	Grade Level Focus - (single grade or range of grades)	Primary Student Focus - (such as all students or subgroup(s))
Literacy Improvement	RLA	3rd, 4th, and 5th	All Students, EL, and SWD
Math Improvement	Math	2nd and 3rd	All Students and SWD
Reduction in Chronic Absenteeism	Climate	1st and 7th	All Students, Black or African American, Hispanic

#### Assurance

\* The strategies developed and implemented within and through this plan will specifically address the priority needs identified.

School Plan Prioritized Goals and Strategies

Cumberland County (180) Public District - FY 2019 - South Cumberland Elementary (180-0073) Public School - School Plan - Rev 0

#### Plan Items ( )

1) District-Level: Increased Academic Achievement: Reading/Language Arts - School-Level: Increased Academic Achievement: Reading/Language Arts

#### Description:

District-Level: (1) For the 2018-2019 school year, the district will achieve a level 4 TVAAS score or higher in literacy. (2) For the 2018-2019 school year, the district will improve the percentage of students scoring on-track and mastered in ELA by at least 5% in every grade/content area in 2nd grade through English III. (3) For the 2018-2019 school year the district will improve the percentage of students scoring on-track and mastered in the four gap subgroups.

School-Level: I Description: (1) For the 2018-2019 school year, the school will achieve a level 4 TVAAS score or higher in literacy. (2) For the 2018-2019 school year, the district will improve the percentage of students scoring on-track and mastered in ELA by at least 5% in every grade/content area in 2nd grade through English III. (3) For the 2018-2019 school year the school will improve the percentage of students scoring on-track and mastered in the four gap subgroups.

Performance Measure:

District-Level: The percentage of students on-track and mastered in the aggregate and for each subgroup, as measured by TCAP.

School-Level: The percentage of students on-track and mastered in the aggregate and for each subgroup, as measured by TN Ready.

1.1) District-Level: Understanding Rigorous Standards - School-Level: Rigorous Standards Description:

District-Level: We will continue to build teachers' understanding around the new academic standards and associated instructional shifts to set the expectation for critical thinking and the development of knowledge that sets all of our students on the path to success.

School-Level: We will continue to build teachers' understanding around the new academic standards and associated instructional shifts to set the expectation for crital thinking and the development of knowledge that sets all of our students on the path to success.

AS 1.1.1) K-3 Reading Course Best Practices

Description:

All K-3 teachers will implement the best practices learned in the K-3 Reading courses offered by the CORE office. A leadership "look for" guide will be used to document implementation.

Benchmark Indicator:

"Look For" documents completed by school administrators will provide evidence of instructional practice.

Person Responsible:

**Darrell Threet** 

**Estimated Completion Date:** 

4/30/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning

### 1.1.2) Vertical Planning Middle School Grades

Description:

Vertical planning sessions will be facilitated for middle school teachers of English.

Benchmark Indicator:

Agendas, sign in sheets, notes and outcomes/recommendations will document the planning sessions. Ultimately, the RTI Tier II and Tier III referrals based on Universal Screening will decrease across the grades.

Person Responsible:

**Darrell Threet** 

**Estimated Completion Date:** 

4/30/2018

Component	Item Name
	Opportunities for All Students
Plan	Quality Learning

### AS 1.1.3) K-8 Reading Pacing Guides

Description:

Reading pacing guides for grades K-8 are being revised to support appropriate progression through the revised reading standards.

Benchmark Indicator:

Pacing guides will be developed and published at the district level. These will be distributed to all ELA teachers.

Person Responsible:

Robin Inman

**Estimated Completion Date:** 

11/24/2017

Component	Item Name
School-wide Plan	Opportunities for All Students
	Quality Learning

### AS 1.1.4) Academic Coaches

Description:

Teachers will utilize the services of the ELA and technology coaches to improve understanding.

Benchmark Indicator:

Coaching referral forms will be tracked and correlated with TNReady.

Person Responsible:

**Darrell Threet** 

**Estimated Completion Date:** 

5/25/2018

Component	Item Name
School-wide Plan	Strengthening Academics
	Quality Learning

### AS 1.1.5) Benchmark Assessments

Description:

Benchmark assessments will be drafted, published, and administered to assess students' progress towards standards mastery.

Benchmark Indicator:

Assessment results will be documented and submitted to district office for analysis.

Person Responsible:

Robin Inman

**Estimated Completion Date:** 

4/13/2018

### [5] 1.2) District-Level: Aligned Assessments - School-Level: Aligned Assessments

### Description:

District-Level: Aligned formative assessments will support students' preparation for state assessments. The use of the Classroom Assessment Builder (CAB) will be encouraged and monitored.

### AS 1.2.1) Benchmark Assessments

Description:

Benchmark assessments will be administered to assess students' progress towards ELA standards mastery.

Benchmark Indicator:

Assessment results will be documented and submitted to the district office for analysis.

Person Responsible:

Vicki Mackzum

**Estimated Completion Date:** 

4/13/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning

§ 1.3) District-Level: Strong Accountability - **School-Level: Strong Accountability** Description:

District-Level: Accountability measures will be incorporated for teachers to ensure high expectations and student growth are maintained.

As 1.3.1) 90% 3rd Grade Reading Proficiency Goal Adoption

Description:

The school has adopted the goal of 90% of our 3rd grade students reading proficiently by the year 2025.

Benchmark Indicator:

Reading proficiency rates documented in the 3rd grade TCAP results will increase in the trajectory toward 90%.

Person Responsible:

Robin Inman

**Estimated Completion Date:** 

5/25/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Quality Learning

### AS 1.3.2) Work-based Learning Opportunities

Description:

In an effort to support preparedness for postsecondary opportunities, students will have exposure to CTE classes.

Benchmark Indicator:

Sixth, seventh, and eighth grade students participating in learning opportunities through CTE classes will indicate a measure of success. These classes are Ag class, STEM class, and Family and Consumer Science. The fifth grade students participate in Junior Achievement and BizTown that also support learning opportunities for postsecondary skills.

Person Responsible:

Darrell Threet

**Estimated Completion Date:** 

5/25/2018

### S 1.4) District-Level: All Means All - School-Level: All Means All

Description:

District-Level: Ensure all students have access to quality instruction and specific interventions.

### AS 1.4.1) Universal Screening for RTI

Description:

The Universal Screening data base will be used to identify students in need of tiered intervention in grades 1-8.

Benchmark Indicator:

RTI students will be identified and monitored for movement along the tiered interventions. The goal is to transition students through the RTI system based on progress of mastered skills.

Person Responsible:

Robin Inman

**Estimated Completion Date:** 

5/25/2018

Component	Item Name	]
	Strengthening Academics	
Plan	At-Risk Students	

### AS 1.4.2) ESL Support and Awareness

Description:

An individual learning plan will be developed for each ELL student to support their language acquisition and academic progress.

Benchmark Indicator:

Individual Learning Plans and WIDA results will indicate progress.

Person Responsible:

Vicki Mackzum

**Estimated Completion Date:** 

4/2/2018

Component	Item Name
School-wide Plan	At-Risk Students

### S 1.5) District-Level: Educator Support - School-Level: Educator Support

Description:

District-Level: Support teachers and administrators in their professional development related to high quality instruction.

### AS 1.5.1) Academic Coaches

Description:

Teachers will utilize the services of the ELA and technology coaches to improve understanding.

Benchmark Indicator:

Coaching referral forms will be tracked and correlated with TNReady.

Person Responsible:

**Darrell Threet** 

**Estimated Completion Date:** 

5/25/2018

Component	Item Name	
School-wide Plan	Strengthening Academics	
	Quality Learning	

### AS 1.5.2) Instructional Partnership Initiative

Description:

Mr. Threet will match teachers based on areas of strength and challenges as identified by areas of reinforcement and refinement on the TEAM evaluation model. Conversations, modeling, and peer observations will promote a strengthening of individual teachers' areas of need.

Benchmark Indicator:

Increased scores on individual teachers' areas of refinement will indicate improvement.

Person Responsible:

**Darrell Threet** 

**Estimated Completion Date:** 

5/25/2018

Component	Item Name
School-wide Plan	Strengthening Academics

### AS 1.5.3) Mentoring Program

### Description:

Transitioning teachers will collaborate with grade level peer teachers during planning time and after school by engaging in high-quality activities to promote growth and success.

#### Benchmark Indicator:

Monitoring of daily/weekly grade level meetings throughout the year as needed will be used to determine the effectiveness of the program.

#### Person Responsible:

**Darrell Threet** 

**Estimated Completion Date:** 

5/1/2018

Component	Item Name
	Opportunities for All Students
Plan	Quality Learning

### AS 1.5.4) State Personnel Development Grant (SPDG)

### Description:

Regular and special education teachers will continue to participate in the activities provided through the SPDG grant. This grant addresses early intervention, educational, and transition services to improve results for children with disabilities.

Benchmark Indicator:

Sign in sheets and classroom data artifacts will serve to document participation and effective implementation of strategies learned.

Person Responsible:

Vicki Mackzum

**Estimated Completion Date:** 

4/13/2018

Component	Item Name
School-wide Plan	At-Risk Students

### AS 1.5.5) Teacher Training

#### Description:

Teachers will be trained in identified refinement areas (questioning, lesson structure and pacing, and grouping) reading strategies, math strategies, academic vocabulary, and student engagement to support student achievement.

Benchmark Indicator:

Sign in sheets and improved reading proficiency will serve as evidence to this strategy's progress.

Person Responsible:

**Darrell Threet** 

**Estimated Completion Date:** 

8/1/2018

Component	Item Name
	Strengthening Academics
Plan	Quality Learning
	At-Risk Students

© 2) District-Level: Increased Academic Achievement: Mathematics - School-Level: Increased Academic Achievement: Mathematics Description:

District-Level: (1) For the 2018-2019 school year, the district will maintain a level 5 TVAAS score in numeracy. (2) For the 2018-2019 school

year, the district will improve the percentage of students scoring on-track and mastered in math by at least 5% in every grade/content 2nd grade through Algebra II. (3) For the 2017-2018 school year, the district will maintain or improve the number of students scoring on-track and mastered in the four gap subgroups.

#### Performance Measure:

District-Level: The percentage of students on-track and mastered in the aggregate and for each subgroup, as measured by TCAP will serve as the performance measure.

### 3 2.1) District-Level: Rigorous Standards - School-Level: Rigorous Standards

### Description:

District-Level: Continue to build teachers' understanding around the new academic standards and associated instructional shifts to set the expectation for critical thinking and the development of knowledge that sets all of our students on the path to success

### AS 2.1.1) K-8 Math Pacing Guides

### Description:

Math pacing guides for grades K-8 will be revised to support appropriate progression through the revised math standards.

#### Benchmark Indicator:

Pacing guides from the district website will be used in planning in the classroom.

Person Responsible:

Vicki Mackzum

**Estimated Completion Date:** 

11/21/2017

Component	Item Name
	Opportunities for All Students
Plan	Quality Learning

### AS 2.1.2) Vertical Planning Middle School Grades

#### Description:

Vertical planning sessions will be facilitated for middle school teachers of math and Englisg.

Benchmark Indicator:

Agendas, sign in sheets, notes and outcomes/recommendations will document the planning session. Ultimately, the RTI Tier II and Tier III referrals based on Universal Screening will decrease.

Person Responsible:

Robin Inman

**Estimated Completion Date:** 

8/31/2017

Component	Item Name
	Opportunities for All Students
Plan	Strengthening Academics
	Quality Learning

### AS 2.1.3) Adopted Math Textbook Implementation

Description:

Teachers will use the adopted math textbook series with fidelity to support Tennessee State Standards mastery which leads to college and career readiness indicated on the ACT assessment.

Benchmark Indicator:

An increased percentage of students will score advanced or proficient in grades 3-8 on math TNReady.

Person Responsible:

**Darrell Threet** 

**Estimated Completion Date:** 

5/25/2018

Component	Item Name
	Opportunities for All Students
Plan	Strengthening Academics

s 2.2) District-Level: Aligned Assessments

Description:

District-Level: Support students' preparation for state assessments through the use of aligned formative assessments. The use of the Classroom Assessment Builder (CAB) will be encouraged and monitored.

### [S] 2.3) District-Level: All Means All - School-Level: All Means All

Description:

District-Level: Ensure all students have access to quality instruction and specific interventions.

### AS 2.3.1) Teacher Equity Gap Closure

Description:

Ensure the most effective teachers are in front of the most at-risk students every day by analyzing and adjusting schedules of highly effective teachers.

Benchmark Indicator:

Highly effective teachers will be scheduled to balance their teaching assignments to include at-risk students.

Person Responsible:

Darrell Threet

**Estimated Completion Date:** 

1/26/2018

Component	Item Name
Plan	Opportunities for All Students
	Strengthening Academics

### S 2.4) District-Level: Educator Support - School-Level: Educator Support

Description:

District-Level: Support teachers in their professional development related to high quality instruction.

### AS 2.4.1) Academic Coaches

Description:

Elementary teachers will utilize the services of the district math instructional coach to improve understanding, best practices, and

assessments related to their content area.

Benchmark Indicator:

Coaching referral forms will be tracked and correlated with TNReady improvements.

Person Responsible:

Darrell Threet

**Estimated Completion Date:** 

5/25/2018

Component	Item Name
	Strengthening Academics
Plan	Quality Learning
	Quality Learning

## **3**) District-Level: College and Career Ready Students - **School-Level: College and Career Ready Students**

### Description:

District-Level: (1) For the 2018-2019 school year, the district will improve the graduation rate by at least 2%. (2) For the 2018-2019 school year, the district will increase the percentage of students scoring at or above 21 on the ACT by at least 5%. (3) For the 2018-2019 school year, the district will increase the average composite ACT score to 21.

School-Level: South Cumberland will contribute to the increase in the ACT Composite through rigorous standards, "all means all", educator support, and addressing non-instructional barriers.

#### Performance Measure:

District-Level: (1) The percentage of students who graduate from high school each year with a regular diploma or alternative assessment diploma in the aggregate or in each subgroup will increase. (2) The percentage of students scoring at least a 21 on the overall composite of the ACT will increase. (3) The average composite ACT scores of all students will improve to 21.

School-Level: South will contribute to the improved graduation rate and average ACT composite score among Cumberland County juniors meeting the county's future performance progression.

### s 3.1) District-Level: Aligned Assessments - School-Level: Aligned Assessments

### Description:

District-Level: Support teachers' transition to ACT accountability through the use of aligned formative assessments while emphasizing that the best ACT preparation is strong classroom instruction.

School-Level: South will support teachers' transition to ACT accountability by helping increase the rigor of the standards and the associated instructional shift to set the expectation for critical thinking and the development of knowledge that sets all of our students on the path to success.

#### As 3.1.1) Benchmark Assessments

Description:

Benchmark assessments will be drafted, published, and administered to assess students' progress towards standards mastery.

Benchmark Indicator:

Assessment results will be documented and submitted to district office for analysis.

Person Responsible:

Robin Inman

**Estimated Completion Date:** 

4/13/2018

Component	Item Name	
	Opportunities for All Students	l
Plan	Strengthening Academics	

### AS 3.1.2) Vertical Planning Middle School Grades

Description:

Vertical planning sessions will be facilitated for middle school teachers of math and English.

Benchmark Indicator:

Agendas, sign in sheets, notes, and outcomes/recommendations will document the planning sessions. Ultimately, the RTI tier II and tier III will decrease and show improvement on benchmark testing.

Person Responsible:

Robin Inman

**Estimated Completion Date:** 

5/25/2018

Component	Item Name
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	Opportunities for All Students		
Plan	Strengthening Academics		
	Quality Learning	]	

3.2) District-Level: High School and Bridge to Postsecondary - School-Level: High School and Bridge to Postsecondary Description:

District-Level: Ensure all staff are devoted to increase student preparedness for postsecondary opportunities through work-based learning, postsecondary credit, industry certifications and ACT prep courses.

### AS 3.2.1) Work-based Learning Opportunities

#### Description:

In an effort to support preparedness for postsecondary opportunities, students will have exposure to CTE classes.

#### Benchmark Indicator:

Sixth, seventh, and eighth grade students participating in learning opportunities through CTE classes will indicate a measure of success. These classes are Ag class, STEM class, and Family and Consumer Science. The fifth grade students participate in Junior Achievement and BizTown that also support learning opportunities for postsecondary skills.

### Person Responsible:

Darrell Threet

**Estimated Completion Date:** 

5/25/2018

Component	Item Name
School-wide Plan	Well-rounded Education

**G** 4) District-Level: Safe and Healthy Students - **School-Level: Safe and Healthy Students** Description:

District-Level: For the 2018-2019 school year, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time and ensures that all students have the opportunity to learn.

#### Performance Measure:

District-Level: (1) The number of disciplinary actions taken against students. (2) The percentage of expulsions reported. (3) The student attendance rate and chronic absenteeism rate.

### [S] 4.1) District-Level: Non-instructional Barriers - School-Level: Non-instructional Barriers

#### Description:

District-Level: Non-instructional barriers to content and assessment proficiency will be addressed.

### AS 4.1.1) Chronic Absenteeism

#### Description:

Chronic absenteeism will be addressed through monitoring, counselor contact and intervention, and nursing connections.

#### Benchmark Indicator:

Chronic absenteeism will decrease overall and at grade level by 2% based on the chronic absenteeism report provided by the State Department of Education.

### Person Responsible:

Vicki Mackzum

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

6/1/2018

Component	Item Name
	Opportunities for All Students
Plan	At-Risk Students

### AS 4.1.2) Social and Emotional Learning

### Description:

Students with social and emotional learning conditions will be identified and provided resources (counseling, etc.) and teachers will be given specific training in how to address social and emotional needs of students.

#### Benchmark Indicator:

Referral logs and training sign in sheets will serve to document these activities have occurred.

### Person Responsible:

Vicki Mackzum

**Estimated Completion Date:** 

8/1/2018

Component	Item Name
School-wide Plan	At-Risk Students

### **G** 5) District-Level: Early Learning Support - School-Level: Kindergarten Readiness

### Description:

District-Level: For 2018-2019, students entering kindergarten will have the cognitive, language and literacy, social and emotional and physical skills necessary to effectively transition to kindergarten and meet early literacy milestones.

#### Performance Measure:

District-Level: (1) The percentage of students identified as kindergarten ready as defined and measured by the Upper Cumberland Kindergarten Readiness Assessment. (2) The percentage of students meeting grade-level standards on the grade 2 assessment. (3) The percentage of students scoring on-track and mastered on the TCAP in reading and math in grade 3.

### § 5.1) District-Level: Early Foundations and Literacy - School-Level: Early Foundations and Literacy

#### Description:

District-Level: Support educators in refining their teaching through purposeful coaching. Support parents in their skills to develop early reading foundations.

### AS 5.1.1) Ready! for Kindergarten Parenting Program

#### Description:

Parents will participate in the Ready! for Kindergarten sessions to learn practices and skills needed to provide a solid foundation for early literacy.

#### Benchmark Indicator:

Sign in sheets of parenting sessions along with the number of kits given to parents will indicate participation in this initiative.

### Person Responsible:

Vicki Mackzum

Estimated Completion Date: 6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students

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

# Component Met

#### 1) Opportunities for All Students

4

Describe how strategies will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards.

### **Explanation**

The strategies are all based on helping all students, including the subgroups, meet the challenging state academic standards. By building teachers' understanding of the new standards and the associated instructional shifts for critical thinking and development of knowledge, it allows teachers to competently perform expectations. In implementing the best practices taught in courses offered by the CORE office, students are taught using proven methods. With the use of fidelity checks by the administrators, consistency should be found throughout the building. Pacing guides will allow students throughout the county to be able to move and not be behind or ahead of their counterparts. Vertical planning will also keep our students in line with students in other classes. Benchmark testing school wide will use formative assessment while emphasizing that the best TNReady preparation is strong classroom instruction. This will allow a comparison for where each student is in their learning as compared to where they should be. It will also allow for changes in their academic program to meet their needs in meeting or exceeding the state standards. Three times a year, universal screening (STAR Reading, Math, and Early Literacy) will be performed to check for growth and placement in the tiers for RTI2 program. A proficiency goal trajectory of 90% for all of our third graders has been adopted. It is projected that this goal will be met by the year 2025. As soon as the TVAAS Data is available, our school will have meetings to study, interpret, and utilize the information from last year's data to best meet the needs of our students and the different subgroups. To increase SWD reading and math (also economically disadvantaged), our staff will focus on giving first availability in our 21st Century program to Tier II and III students. We will use PRO Reading to help increase reading comprehension and vocabulary acquisition within the SPED department. Chronic absenteeism will be addressed by our school counselor, attendance clerk, nurse, and attendance committee. We will work towards an overall decrease and a 2% decrease by grade level. Pre-K is available for our students. First priority students are economically disadvantaged and students with disabilities. Kindergarten parents will participate in the Ready! for Kindergarten sessions to learn practices and skill needed to provide a solid foundation for early literacy. It is felt that these sessions will give the kindergarten students an accelerated start to their learning to ready.

1) District-Level: Increased Academic Achievement: Reading/Language Arts - School-Level: Increased Academic Achievement: Reading/Language Arts

1.1) District-Level: Understanding Rigorous Standards - School-Level: Rigorous Standards

Page 54 of 70

: Achievement:

3) District-Level: College and Career Ready Students - School-Level: College and Career Ready Students

3.1) District-Level: Aligned Assessments - School-Level: Aligned Assessments

3.1.1) Benchmark Assessments

3.1.2) Vertical Planning Middle School Grades

**G** 4) District-Level: Safe and Healthy Students - **School-Level: Safe and Healthy Students** 

§ 4.1) District-Level: Non-instructional Barriers - School-Level: Non-instructional Barriers

AS 4.1.1) Chronic Absenteeism

**g** 5) District-Level: Early Learning Support - **School-Level: Kindergarten Readiness** 

S 5.1) District-Level: Early Foundations and Literacy - School-Level: Early Foundations and Literacy

AS 5.1.1) Ready! for Kindergarten Parenting Program

### 2) Strengthening Academics

Describe how the school will use methods and instructional practices that strengthen the academic program in the school.

### **Explanation**

Our school will use proven methods of instructional practices taught through the CORE offices and redelivered at our school. RTI2 will utilize skill specific research-based programs to increase phonics, reading comprehension, and vocabulary acquisition. Math well be emphasized with skill specific research-based programs with an emphasis in basic math skills (addition, subtraction, multiplication, and division facts). Our entire staff will place a special focus on these children to encourage daily practice and progress will be monitored. These students will be monitored on growth at least three times per year with STAR testing. All teachers and parents are informed of the results of all standardized tests, and we use this information to coordinate programs and implement strategies to positively impact student learning. If deficits show in these screenings, students will receive additional assistance during the school day with RTI2 and be monitored twice a month with EasyCBM. These students will be given first-priority in our before and after school



program. PRO Reading is used with our SWD students. Flexible grouping will be utilized by teachers to enhance learning opportunities. Teachers will utilize curriculum mapping to help with daily lesson planning. Benchmark testing will be used to monitor the skills level to ensure that the state standards are being mastered. To increase writing skills, we will again use WriteBright school-wide to teach writing. Posters have been placed in each classroom. Writing will become required in science and social studies classes. Co-curricular lessons will exist with science/social studies and ELA. This collaboration will be reinforced with grade level common planning times and vertical 4-8 PLC groups including RLA, science, and social studies teachers. Focus and organization will be emphasized and taught the same throughout the school. RTI2 interventions will be skill based and appropriate for student needs. These interventions will be research-based and professional development will be delivered as needed to insure these interventions are delivered with fidelity. Fidelity checks will be done by administration throughout the school year. Technology programs will be utilized as appropriate to reinforce interventions. Flexible grouping will take place to facilitate learning opportunities. In addition to the above specific steps, teachers will participate in shared grade level planning. During these meetings, teachers will assist each other in development of lesson plans, class activities, and modification of instruction to help all learners achieve. Data team meetings will take place with RTI2 personnel, teachers, SPED personnel, and administration to discuss needs of specific children showing deficit areas on school screening tests (given three times per year). School administration will provide professional development opportunities to assist teachers to meet goals and achievement standards. Academic coaches are available in reading, math, and technology to help teachers meet needs in their teaching.

S 1.2) District-Level: Aligned Assessments

S 1.4) District-Level: Ali Means All

S 1.4.1) Universal Screening for RTI

[3	s í	1.5) District-Level: Educator Support - School-Level: Educator Support
		As 1.5.1) Academic Coaches
		1.5.2) Instructional Partnership Initiative
		1.5.5) Teacher Training
_		istrict-Level: Increased Academic Achievement: Mathematics - School-Level: Increased Academic Achievement: matics

2.1) District-Level: Rigorous Standards - School-Level: Rigorous Standards

AS 2.1.2) Vertical Planning Middle School Grades

2.1.3) Adopted Math Textbook Implementation

[S] 2.3) District-Level: All Means All - School-Level: All Means All

2.3.1) Teacher Equity Gap Closure

[S] 2.4) District-Level: Educator Support - School-Level: Educator Support

AS 2.4.1) Academic Coaches

**G** 3) District-Level: College and Career Ready Students - School-Level: College and Career Ready Students

3.1) District-Level: Aligned Assessments - School-Level: Aligned Assessments

AS 3.1.1) Benchmark Assessments

AS 3.1.2) Vertical Planning Middle School Grades

#### 3) Quality Learning

Describe how the school will increase the amount and quality of learning time.

#### **Explanation**

To increase the amount and quality of learning time, the first thing that must be addressed is decreasing the amount of time wasted with interruptions. Learning time must be placed as a priority with interruptions as little as possible or none at all. Teachers must have the materials that is needed for quality instruction. This includes such things as books and technology. Students expect technology in order to keep their attention and to have learning occur. Vertical planning will also allow teachers to assure that the same standards are being taught and reinforced on the different levels. Professional development must be offered to help improve teachers' ability to provide information to all students. In addition, we feel it is important to help them understand testing, current standards, and professional development. Professional development should improve instruction, academic strategies, and techniques in the classroom, as well as, provide opportunities to effectively implement new technology in the classroom setting. Academic coaches are also used to help with the professional development in the individual classroom settings. Another important aspect to amount and quality of learning time is fidelity checks. Administration must take the time to go into the classroom to monitor that quality learning is occurring and that learning is at its maximum.

1) District-Level: Increased Academic Achievement: Reading/Language Arts - School-Level: Increased Academic Achievement: Reading/Language Arts

[5] 1.1) District-Level: Understanding Rigorous Standards - School-Level: Rigorous Standards

AS 1.1.1) K-3 Reading Course Best Practices

AS 1.1.2) Vertical Planning Middle School Grades

V

AS 2.4.1) Academic Coaches

1.1.3) K-8 Reading Pacing Guides			
AS 1.1.4) Academic Coaches			
1.2) District-Level: Aligned Assessments - School-Level: Aligned Assessments			
1.2.1) Benchmark Assessments			
1.3) District-Level: Strong Accountability - School-Level: Strong Accountability			
1.3.1) 90% 3rd Grade Reading Proficiency Goal Adoption			
S 1.5) District-Level: Educator Support - School-Level: Educator Support			
AS 1.5.1) Academic Coaches			
1.5.3) Mentoring Program			
AS 1.5.5) Teacher Training			
2) District-Level: Increased Academic Achievement: Mathematics - School-Level: Increased Academic Achievement: lathematics			
2.1) District-Level: Rigorous Standards - School-Level: Rigorous Standards			
2.1.1) K-8 Math Pacing Guides			
2.1.2) Vertical Planning Middle School Grades			

3) District-Level: College and Career Ready Students - School-Level: College and Career Ready Students

3.1) District-Level: Aligned Assessments - School-Level: Aligned Assessments

AS 3.1.2) Vertical Planning Middle School Grades

#### 4) Well-rounded Education

Describe how the school will provide an enriched and accelerated curriculum to ensure that students have access to a well-rounded education.

#### **Explanation**

Besides our emphasis on rigorous standards, our Tier I students are offered enrichment during the RTI time. They are put into smaller groups with teacher using enhanced studies into subject beyond the state standards. Our fifth grade students are offered Junior Achievement and BizTown to begin the bridge to post-secondary education. Sixth, seventh, and eighth graders participate in CTE classes. These classes are Ag class, STEM class, and Family and Consumer Science. All of these opportunities are to enrich and accelerate curriculum and to start in the preparation of secondary career choices leading to a well-rounded education.

3) District-Level: College and Career Ready Students - School-Level: College and Career Ready Students

§ 3.2) District-Level: High School and Bridge to Postsecondary - School-Level: High School and Bridge to Postsecondary

AS 3.2.1) Work-based Learning Opportunities

#### 5) At-Risk Students

Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

### **Explanation**

The school uses universal screening three times a year to monitor and adjust the learning growth of all the students. We recognize the urgency in responding to students who are struggling. Data from the universal screening is then studied and discussed in meetings to identify students that may need assistance in meeting the challenging state academic standards. Recognizing and



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providing additional assistance quickly enables students to meet Tennessee's content standards and student performance benchmarks. Struggling students are placed into Tier II or III where the standard is addressed and worked on until mastered. The RTI2 program utilizes research based interventions with specific skills targeted based on the Instructional Planning Reports of Star Enterprise. Students identified in this are further tested biweekly with EasyCBM. This test measures progress of students in specific areas of intervention. Progress reports are sent home every four and a half weeks. Our morning and after school program also provides activities and homework help to encourage student achievement. Small group instruction and flexible grouping are utilized in every classroom to increase student achievement. Professional development is provided for teachers in areas of district and school level needs, individual needs, or new ideas that we feel need to be explored to expand our student achievement. Regular and special education teachers will continue to participate in activities provided through the SPDG grant. This will help educator address early intervention, educational, and transition services to improve results for children with disabilities. Chronic absenteeism will be actively addressed to work towards a 2% decrease in moving these students towards being at school and actively engaged in learning and growing. Parent communication is put as a priority for all our students. It is achieved through progress reports, phone calls, emails, teacher websites, and parent-teacher conferences. Parent-teacher conferences are held two times a year; however, parents or teachers may request a meeting anytime regarding their child's academic progress or behavior. Counseling services are available by our school counselor and a county-wide counselor for any student needing this assistance.

_	District-Level: Increased Academic Achievement: Reading/Language Arts - School-Level: Increased Academic vement: Reading/Language Arts
s	] 1.4) District-Level: All Means All - <b>School-Level: All Means All</b>
	1.4.1) Universal Screening for RTI
	1.4.2) ESL Support and Awareness
s	1.5) District-Level: Educator Support - School-Level: Educator Support
	1.5.4) State Personnel Development Grant (SPDG)
	1.5.5) Teacher Training
G 4) l	District-Level: Safe and Healthy Students - School-Level: Safe and Healthy Students

[s] 4.1) District-Level: Non-instructional Barriers - School-Level: Non-instructional Barriers

School Plan Related Documents

Cumberland County (180) Public District - FY 2019 - South Cumberland Elementary (180-0073) Public School - School Plan - Rev 0

Optional Documents						
Туре	Document Template	Document/Link				
(School Plan) Additional Supporting Documents	N/A					
(School Plan CFA) School-wide Budget for SW Schools [Upload up to 1 document(s)]	N/A	South 2018-2019 Title I Budget				

School Plan Checklist Cumberland County (180) Public District - FY 2019 - South Cumberland Elementary (180-0073) Public School - School Plan - Rev 0 Checklist Description (Collapse All Expand All) 1. School Plan - Planning Team 9/11/2018 Rebecca 10:59:00 OK Wood 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 students. Stakeholders are identified with full name and title. 2. School provided a description of how all required stakeholders are engaged in the planning process in both the plan development and its continuous review and update. 9/11/2018 2. Needs Assessment - Academic Data Guiding Questions (Elementary and Middle Rebecca **Grades**) 11:02:58 OK Wood AM 1. Reading/Language Arts data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN). 2. Mathematics data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN). 3. Science data has been analyzed and the school has: - (i) summarized progress and challenges in this content area. (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN). 4. Other K-8 academic data has been analyzed and the school has: - (i) summarized progress and challenges in this content area and (ii) identified root causes of progress and challenges. 3. Needs Assessment - Academic Data Guiding Questions (High School) 9/11/2018 Rebecca Not Applicable 11:02:58 Wood AM 1. English data has been analyzed and the LEA has: - (i) summarized progress and challenges in this content area, (ii) identified root

causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that

9/11/2018

11:14:04

AM

9/11/2018

11:14:04

AM

9/18/2018

12:13:16

PM

9/11/2018

11:18:44

Rebecca

Wood

OK

Rebecca

9. Prioritized Goals and Strategies - Goals

			AM
1. Component relationships are made for appropriate action steps.			
2. All components have both a component relationship and a narrative response describing how the plan component requirement has been met.			
3. The school has entered the school Title I allocation and uploaded the Title I school-level budget to Related Documents.			
4. SW Pool Schools: The school, if consolidating funds, has identified the funds included in the school-wide pool and uploaded the school-wide pool section of the CFA to Related Documents.			
5. TA Schools: The school has agreed to the TA Assurances.			