

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

| | Required Items [Expand All] [Collapse All] | Component Met |
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| 1) | <p>Needs Assessment Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the Common Core State Standards.</p> <p>Explanation A comprehensive needs assessment is completed at the beginning of each school year for every student in every grade at PHS. This is accomplished by every teacher reviewing the previous years' test results and identifying students in need of additional help. Reading/LA and Math assessment scores are used to analyze student growth throughout the school year. Data includes: - SAT 10 Assessment Data: Grades K-2 - TCAP Assessment Data: Grades 3-8 - TVAAS: Grades 1-8 - STAR Early Literacy: Grades PK-K - STAR Reading: Grades 1-8 - STAR Math: Grades 1-8 - Explore: Grade 8</p> | <input checked="" type="checkbox"/> |
| 2) | <p>School-wide Reform Strategies Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans.</p> <p>Explanation PHS employs several strategies to help the lowest achieving students improve. The largest effort is a school-wide endeavor, Response to Intervention. Next, each teacher across the building has a no zero policy. This requires each and every student to complete their work in a timely manner. Our before and after school program allows low achieving students to be targeted for additional assistance in fundamental math and reading skills. A homework lab is also provided and run by certified teachers to help students lacking in guidance at home. An instructional coach has been added to our faculty to help support struggling teachers and the RTI2.</p> | <input checked="" type="checkbox"/> |
| 3) | <p>Timely Assistance Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.</p> | <input checked="" type="checkbox"/> |

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| | <p>Explanation</p> <p>Our assistance programs include RTI, homework lab, and before/after school program. RTI is required for any student identified as struggling through assessment data, teacher recommendation, or parent request. Response to Intervention allows struggling students to receive intervention help in the areas of reading and math. The most qualified teachers are paired with the student(s) in need of the most help. This program extends to before/after school program and again allows students to receive additional instruction in a small group setting from a certified teacher. Homework lab is an open concept group that does not require regular attendance but instead is open to all students on an as needed basis.</p> | |
| 4) | <p>Instruction by Highly Qualified Staff Address instruction by highly qualified staff (and effectiveness in TN).</p> <p>Explanation</p> <p>All teachers at PHS are highly qualified through Praxis tests.</p> | <input checked="" type="checkbox"/> |
| 5) | <p>Attracting High Quality/Effective Teachers Address strategies to attract high quality/effective teachers to high needs schools.</p> <p>Explanation</p> <p>PHS incorporates various strategies for maintaining and attracting high quality staff. We work diligently to place teachers in content areas best suited to their strengths. Through the county website and state job posting site, PHS has begun to attract high qualified teachers in areas of need. If necessary, administration also calls Tennessee Tech University, coordinating with the Department of Education to find graduating education majors that fit within the school needs.</p> | <input checked="" type="checkbox"/> |
| 6) | <p>Professional Development Address high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.</p> <p>Explanation</p> <p>The faculty and staff of PHS are offered numerous high quality professional development opportunities during the summer months and continuing on through the school year. Below are a few examples: - Common Core Literacy - Common Core Math - Common Core Leadership - Common Core Intervention - RTI2 Training - TEAM Training - Data Analysis - PLCs - Student Achievement Meetings - Common Core ELA - Vertical Planning - Google Classroom</p> | <input checked="" type="checkbox"/> |
| 7) | <p>Increase Parental Involvement Address strategies to increase effective parental involvement through means such as family literacy services.</p> <p>Explanation</p> | <input checked="" type="checkbox"/> |

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

8) **Coordination of Programs**

Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training.



Explanation

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

9) **Transitioning Preschool Students**

Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start Early Reading First, or a public school preschool program to local elementary school programs.



Explanation

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

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

How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to



improve, the achievement of individual students and the overall instructional program.

Explanation

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