

Memorial Elementary School (Formerly the Douglas MacArthur Year-Round School)

Cleveland Municipal (Cuyahoga)



School Profile 2004-2005	
<i>2004-2005 School of Promise in Reading</i>	
School Rating	Continuous Improvement
Enrollment	154
Grade Levels	K-5
Percent Economically Disadvantaged	100%
Percent Racial/Ethnic Minority	70.1%

District Profile 2004-2005	
District Rating	Academic Emergency
District Enrollment	62,542

Background

From 2001-2002 to 2004-2005, the Ohio Department of Education (ODE) recognized Cleveland's Douglas MacArthur Year-Round School as a high poverty, high performing School of Promise in elementary reading and/or mathematics each school year. At the end of the 2004-2005 school year, Cleveland closed MacArthur Elementary School and opened a new school building, Memorial Elementary School with grades prekindergarten through eight, in a new location. MacArthur's principal and about 45 percent of the MacArthur staff transferred to Memorial. Memorial drew other staff and students from three elementary and three middle schools.

Lesson 1: Providing Rigorous Instruction Aligned to Standards

Alignment to Standards: Memorial uses district curriculum guides and the *Cleveland Literacy System* for its English Language Arts curriculum. These guides allow teachers to do planning at an intra-grade level as well as across grade levels. The school expects students to master the state standards, benchmarks, and indicators in reading and writing at each specific grade level. One-hundred minutes of instruction in reading and writing are scheduled each day.

Continuous Assessment: Memorial is involved in a comprehensive district assessment system that provides individual student performance data in reading and mathematics three times a year. In addition, the school has developed short-cycle benchmark assessments that measure progress on a particular indicator. Memorial also uses the *Scorebooster Program* for test preparation and another level of diagnostic assessment. All results are analyzed by teachers and administrators on a monthly basis to determine students' strengths and weaknesses. Based on the results, students may be regrouped for instruction or instruction may be focused on particular indicators at the individual student or class level.

Lesson 2: Providing Leadership That Results in Continuous Improvement

Shared Leadership: The principal at Memorial promotes shared leadership of the school by developing different organizational teams. Among the school's teams is the Academic Achievement Plan Core Team, including administrators, teachers, parents and community members, is responsible for developing and monitoring the school's progress toward meeting goals and targets. Memorial also has a Literacy Team that promotes literacy and provides professional development to other teachers. Grade level teams are composed of all teachers for each grade level and collaborate weekly to ensure inter- and intra-grade alignment.

Lesson 3: Designing Instruction to Ensure Every Student's Success

Collaboration to Ensure Every Student's Success: Teachers and administrators work together to develop instructional strategies and intervene with students that are having difficulties. Monthly and quarterly, the principal reviews progress reports on individual students identified as at-risk of failure and provides feedback on instructional goals and strategies. Each teacher has five planning periods and two additional team planning periods to coordinate instruction, review student assessment data, and determine interventions as needed.

Intervention Strategies Support Student Success: Teachers use a variety of intervention techniques to ensure that all students master a concept before moving onto the next. Memorial has created a variety of interventions including flexible grouping, small group instruction with a reading specialist or volunteer and in- or after-school tutoring. More intense intervention strategies are coordinated by the Intervention Based Assessment Team composed of grade level and special education teachers, the parents, psychologist, and the principal. The team reviews a student's progress and previous intervention strategies and implements additional interventions. Student progress is then periodically reviewed to determine if the strategies are effective or if further intervention or a special education referral is necessary.

Inclusive Instruction Sets High Expectations: Memorial employs three inclusion teachers to serve students with disabilities in general education classes. Each teacher is responsible for two grade levels and meets weekly with general education teachers to coordinate instruction and exchange ideas. Additional special education classes are available as needed to further support students with disabilities.

Lesson 4: Engaging Parents and Community to Support Student Success

Parent Compact: Memorial's family liaison prepares Compacts each year to establish clear expectations for the school, students, and parents during the school year. The parent compact includes such items as the parent will establish a time and place for homework and verify student homework is completed. The school uses the compacts as a non-binding contract with the students and parents.

Parent Workshops: The school holds Proficiency Workshops to teach parents how to help their children at home. Parents are given ready-made materials and problems to use in vocabulary, reading comprehension, and mathematics. Other parent workshops address children's literature, community resources, and homework tips.

Community Partnerships: Memorial partners with a number of community organizations, including: the Cleveland Botanical Gardens to develop a school garden; the local Junior Achievement to provide science, social studies and citizenship lessons; and John Carroll University to receive books for classrooms. Community partners are represented on the Academic Achievement Plan Core Team and staff interview teams.

Lesson 5: Creating a Culture Where Each Individual Feels Valued

Mutual Respect among Students: Memorial staff uses a variety of strategies to teach students appropriate behavior and promote positive student relationships. Kindness Coupons are awarded to students for helpful or kind behavior, and can lead to further recognition and rewards. In addition, a student peer mediation program and a peer tutoring program allow older students to assist younger students and develop good citizens.

Discipline and Structure: Memorial staff is constantly developing discipline expectations, policies, and procedures that everyone can understand and are appropriate for each level of students. Each student should clearly understand the school's academic and behavioral expectations in order to create a climate and culture of success. The policy is supported through monthly Citizenship Assemblies that recognize and award student achievement, citizenship, and attendance.