

Salado Independent School District
Thomas Arnold Elementary
2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Thomas Arnold Elementary will increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading and Math from 45% to 60% by June 2026.

Performance Objective 1: Provide intervention time for all students to work on filling gaps in learning or building a deeper understanding of newly learned skills.

Evaluation Data Sources: MAP/STAAR/ end of unit assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the number of minutes that all students receive intervention services. Strategy's Expected Result/Impact: Fill learning gaps for students in reading and math. Staff Responsible for Monitoring: teachers/interventionists/admin</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Rearrange the way intervention is structured in our schedule to provide opportunities for additional small group intervention for each grade level. Strategy's Expected Result/Impact: fill gaps in student learning for reading/math Staff Responsible for Monitoring: teachers/interventionist/admin</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Thomas Arnold Elementary will increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading and Math from 45% to 60% by June 2026.

Performance Objective 2: Strengthen our tier 2&3 math and reading programs to build foundational skills for tier 3 students. (Reading: Reading Eggs, Fountas and Pinnell K-5 guided reading library; Math: Math Seeds, Guided math kits for all units of study, Computer based programs: Exact Path, Book Nook, Zearn)

Evaluation Data Sources: Pre & post tests for Tier2 and Tier3 students;
Program progress monitoring data points

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a balanced literacy model of instruction for Pre-Kindergarten through 5th grade.</p> <p>Strategy's Expected Result/Impact: Effective Planning and teaching of literacy in all classrooms; Effective use of literacy assessment tools to monitor progress and guide instructional decisions; Evidence of student growth in reading and writing</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Guided Reading Library PK-5 - 281-ESSER II - \$40,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Reading Academy training for all PreK- Grade 5 reading teachers by August 2022.</p> <p>Strategy's Expected Result/Impact: The percentage of students who score meets or higher on the STAAR Reading assessment in grades 3-5 will increase from 57% to 60% by June 2021</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Campus Administration
Campus teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levels:

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Funding Sources: - 283-ESSER Supplemental - \$12,000, - 282-ESSER III - \$5,000



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Thomas Arnold Elementary will increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading and Math from 45% to 60% by June 2026.

Performance Objective 3: Increase the cognitive rigor of questioning strategies in daily classroom activities and on unit/benchmark assessments through implementation critical thinking and higher order questioning strategies.





Evaluation Data Sources: benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide teachers with the leveled questioning stems to use daily in their classroom instruction. Strategy's Expected Result/Impact: Teachers increase the level of questioning Staff Responsible for Monitoring: admin</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers teach their students how to first identify and then use and write different level of questions on their own during classroom instruction and lessons. Strategy's Expected Result/Impact: Students begin to understand and master harder leveled questions. Staff Responsible for Monitoring: teachers;admin</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Thomas Arnold Elementary will increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading and Math from 45% to 60% by June 2026.

Performance Objective 4: Develop and implement a plan to ensure all HB 4545 objectives are met and any gaps created by the loss of instructional time during COVID are remediated.

Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students in 3rd, 5th grades who did not meet standard in STAAR math and reading will have an individualized plan developed by their accelerated learning committee.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students passing STAAR math and reading assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students who did not meet standard on any STAAR assessment will have 30 hours of tutoring in each subject area of need.</p> <p>Strategy's Expected Result/Impact: Close learning gaps and increase passing rates on STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Tutors</p> <p>Funding Sources: - 279-TCLAS Grant - \$170,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Thomas Arnold Elementary will increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading and Math from 45% to 60% by June 2026.

Performance Objective 5: Provide math professional development to our math teachers through the Mi-Plan grant to increase content knowledge of math TEKS. Teachers will utilize new strategies throughout the year as they deliver math instruction.

High Priority





Evaluation Data Sources: Mi-Plan grant surveys; PD surveys; walkthroughs; unit assessments

Goal 2: Thomas Arnold Elementary will plan and implement processes to address future growth, evolving student needs, and the maintenance of effective and efficient operations which ensures a secure, respectful, disciplined and caring learning experience.

Performance Objective 1: Thomas Arnold Elementary will maintain a high level of emergency preparedness through coordinated training, human resources, facilities, and/or safety devices .

Evaluation Data Sources: Drill documentation forms
Community feedback
Minutes from district safety & security meetings

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct monthly safety drills with all staff and students. Strategy's Expected Result/Impact: Higher level of emergency preparedness Staff Responsible for Monitoring: -Campus administrators -District resource officer -Local fire/law enforcement	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Comprehensive annual training for all staff on emergency procedures as well as student safety and wellness. Strategy's Expected Result/Impact: increased awareness, preparedness, and accountability Staff Responsible for Monitoring: District and campus administration	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Monthly district safety and security meetings including district and campus administrators, local law enforcement, and other first responders, parents, and community members. Strategy's Expected Result/Impact: -stronger school and community relationship and partnerships -improved safety and security practices Staff Responsible for Monitoring: district and campus administration	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: We will evaluate and update automated door entry system to allow for centralized control in the event of an emergency. Strategy's Expected Result/Impact: more secure campus environment Staff Responsible for Monitoring: district technology staff	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
Strategy 5: SRO for the district	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Thomas Arnold Elementary will plan and implement processes to address future growth, evolving student needs, and the maintenance of effective and efficient operations which ensures a secure, respectful, disciplined and caring learning experience.

Performance Objective 2: Thomas Arnold Elementary will support and enhance the social - emotional well being of students and staff.

Evaluation Data Sources: community and staff survey results
counselor feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: enhance safety protocols through the following: -school resource officer (SRO) - additional security cameras -access to local law enforcement -safe schools reporting system	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Providing support for students emotional health through: -Communities in school -Counselor lessons (group and individual) -Crisis Intervention Counselor Strategy's Expected Result/Impact: improved student mental health Staff Responsible for Monitoring: campus administration	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunity for students to feel safe at school. -Safe Schools reporting system -Use of Restorative Discipline practices by administrators -Teachers being trained in Capturing Kids Hearts to build community in school Strategy's Expected Result/Impact: lower behavior incident reports Staff Responsible for Monitoring: admin	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide one day a week of a Mental Health Counselor to address needs of students.</p> <p>Strategy's Expected Result/Impact: Improve barriers to learning and development of the whole child.</p> <p>Staff Responsible for Monitoring: Mental Health Counselor Administration</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Thomas Arnold Elementary will plan and implement processes to address future growth, evolving student needs, and the maintenance of effective and efficient operations which ensures a secure, respectful, disciplined and caring learning experience.

Performance Objective 3: Monitor and evaluate facility safety in accordance with TEA guidance





High Priority

Evaluation Data Sources: weekly door checks; intruder audits

Goal 3: Thomas Arnold Elementary will encourage and maintain strong relationships and/or partnerships between all stakeholders. Communication will be clear, timely and comprehensive and include recognition of staff, students, and community achievements.

Performance Objective 1: Thomas Arnold Elementary will have consistent and timely parent communication.





Evaluation Data Sources: parent and community surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide weekly parent emails and weekly staff emails. Staff Responsible for Monitoring: Mullins/admin Title I: 4.2	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We will post weekly communication and important events on our TAE school Facebook page and through Class Tag. Strategy's Expected Result/Impact: Keep parents informed of weekly events Staff Responsible for Monitoring: admin	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Thomas Arnold Elementary will encourage and maintain strong relationships and/or partnerships between all stakeholders. Communication will be clear, timely and comprehensive and include recognition of staff, students, and community achievements.

Performance Objective 2: Thomas Arnold Elementary will have timely recognition of student and staff performances.

Evaluation Data Sources: community surveys





Strategy 1 Details	Formative Reviews		
Strategy 1: Recognition of staff and/or students at monthly board meetings Strategy's Expected Result/Impact: improve staff and student morale Staff Responsible for Monitoring: campus administration	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Social media posts of classroom learning and student achievements. Strategy's Expected Result/Impact: improve student morale Staff Responsible for Monitoring: teachers/admin/counselors	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Thomas Arnold Elementary will encourage and maintain strong relationships and/or partnerships between all stakeholders. Communication will be clear, timely and comprehensive and include recognition of staff, students, and community achievements.

Performance Objective 3: Thomas Arnold Elementary will provide opportunities for parents to be involved with and become a partner in their child's education.

Evaluation Data Sources: Parent Involvement Night Sign In sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will hold at least one open house per school year. Staff Responsible for Monitoring: admin</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will hold at least one family math night and one family reading night per school year. Strategy's Expected Result/Impact: parents become aware of strategies to help their learn improve learning at home Staff Responsible for Monitoring: admin; parent involvement committee</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will hold one parent and community event per year that encourages the community to be a part of our school culture. Strategy's Expected Result/Impact: build awareness of the importance of school and being supported by the whole community Staff Responsible for Monitoring: admin; teachers that are part of PTO</p> <p>Title I: 4.2</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will hold parent conferences with each family at least once throughout the school year to discuss student progress.</p> <p>Strategy's Expected Result/Impact: parents are more aware of where their child performs</p> <p>Staff Responsible for Monitoring: admin; teachers;</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement communication tool (Class Tag) for all classrooms/teachers to provide consistency across the entire elementary campus.</p> <p>Strategy's Expected Result/Impact: one communication tool for all announcements and communication between school and parents</p> <p>Staff Responsible for Monitoring: teachers/admin</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Thomas Arnold Elementary will encourage and maintain strong relationships and/or partnerships between all stakeholders. Communication will be clear, timely and comprehensive and include recognition of staff, students, and community achievements.

Performance Objective 4: Staff will participate in Capturing Kids Hearts professional development in order to build a community in the classroom.

High Priority

Evaluation Data Sources: monthly check-ins (huddles)

Campus Funding Summary

279-TCLAS Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$170,000.00
Sub-Total					\$170,000.00
281-ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Guided Reading Library PK-5		\$40,000.00
Sub-Total					\$40,000.00
283-ESSER Supplemental					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$12,000.00
Sub-Total					\$12,000.00
282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$5,000.00
Sub-Total					\$5,000.00

Addendums

Thomas Arnold Parent and Family Engagement Policy

Statement of Purpose

Thomas Arnold Elementary is committed to the goal of providing a quality education for every child. In order to accomplish this goal, partnerships must be established with parents, families, and the community. Everyone gains if school and home work together to promote high achievement for our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. The District recognizes and encourages parents in the four key roles that they play in their children's learning as:

- Teacher – helping their child at home,
- Supporter – contributing their skills to the school,
- Advocate – helping their child receive fair treatment, and
- Decision Maker – participating in joint problem-solving with the school at every level.

Parent Involvement in Developing the Policy

The District and Campus Improvement Site-based Committees are composed of parents, community leaders, business representatives, and district personnel. The Committee has direct input in the development and revision of the parent and family engagement policy on an annual basis. Parent comments from parent/teacher conferences, parent surveys, and other meetings to solicit parent and family input are used in the development and revision of this policy. Light meals or snacks may be provided to encourage attendance and childcare may be offered as needed during site-based committee meetings when Title I program/requirements are being addressed.

Thomas Arnold Elementary Parent/Student/School Compact

In order for school, parents, and students to share responsibility for high student achievement, the School/Parent/Student Compact outlines school, parent, and student responsibilities necessary for effective learning to take place. The Compact is reviewed/revised each year by the Site-based Committee. The Compact is provided at the beginning of the school year and is included in the registration packet. The school official, parent and student are encouraged to sign and return the Compact to the home campus. A copy is also distributed to parents. The Compact is reviewed with parents at the Fall Parent-Teacher conference as the compact relates to student achievement.

Increasing Communication and Providing Title I Communication in Parent's Home Language

Letters home, newsletters, flyers, phone calls, campus improvement plans and other related Title I, Part A communication will be provided in English and Spanish. Translators will be available for Title I related meetings, parent-teacher conferences, or at the request of a parent for other attended functions. The campus will strive to provide and encourage two-way communication between home and school. Campus personnel will receive annual training on the value of utilizing and increasing parent participation and enhancing communication efforts. Parent input for personnel training is included in parent surveys and through input from the Campus Site-based Committee.

Annual Title I Parent-Family Meeting

The annual Title I meeting will be provided to inform parents and families of Thomas Arnold Elementary's participation under the Title I, Part A program; campus parent involvement requirements and opportunities; and their right to be involved in their student's education. Two meetings with the same content will be provided, one in the evening and one in the morning to

provide flexibility for parent schedules. All Thomas Arnold Elementary parents and families will be invited and encouraged to attend. Translation services will be provided as needed.

Types of Parental Involvement

The Superintendent, in coordination with the campus Principal, provides technical assistance and other support necessary to help the school plan and implement effective parental, family, and community involvement efforts. Realizing the value of parents and their contribution to the partnership of creating successful students, input will be requested to assist education personnel in building upon that partnership relationship to strengthen ties between home and school. The campus will encourage all parents and families to be an active part of their student's education.

The following are possible opportunities for home-school partnerships that parents are encouraged to take advantage of throughout the year at Thomas Arnold Elementary.

- Annual Title I meeting
- Parent/Teacher Conferences
- Open House
- Thomas Arnold Elementary School/Parent/Student Compact
- Thomas Arnold Elementary School website
- Parent Surveys
- Watch Dog Program
- PTO
- Parent School Volunteers

Questions, concerns, and/or comments may be directed to Katie Mullins, Principal, at 254-947-6925.

<p>What is a School-Parent Compact</p>	<p>Our annual school -parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and at home.</p> <p>Effective Compacts: Link to academic achievement goals Focus on student learning Share strategies that staff, parents, and students can use Explain how teachers and parents will communicate about student progress Describe opportunities for parents to observe, volunteer, an</p>
<p>Jointly Developed</p>	<p>The parents, students, and staff worked together and shared ideas to develop the school-parent compact.</p> <p>Results of survey SBDM review</p> <p>Held each year to review and revise the compact based on the school's academic achievement goals and students' needs</p> <p>Parents are welcome to provide feedback at any time. All feedback will be collected and reviewed during the annual revision meeting with parents.</p>
<p>Building Partnerships</p>	<p>There are many opportunities at our school for parents to volunteer and play a role in their child's education. Please consider joining the faculty, staff, and fellow parents through some of the following events and programs:</p> <p>Watch DOGS volunteer program Meet the teacher night Open House Monster Math Night Grade level field trips</p> <p>Please see the attached Year At A Glance to see the dates for involvement opportunities.</p>

<p>Communication about student learning</p>	<p>Thomas Arnold Elementary is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:</p> <p>Daily communication folders Current grades available through the Parent Portal Parent-teacher conferences in the fall, and available upon request Progress reports 4 times a year and report cards once per 9 weeks Principal monthly newsletter Social media accounts on Facebook and Instagram Grade level and/or class specific communication app, email, and/or social media methods All teachers are accessible by school email School website Parent Surveys PTO</p> <p>Communication is available in English and Spanish.</p>
<p>Goals for student achievement</p>	<p>District School</p>
<p>Teachers</p>	<p>Thomas Arnold Elementary teachers will work with students and their families to support students' success in meeting or exceeding the Texas Education Knowledge and Skills in all subject areas. Some of our key ways to do this will be..</p> <p>Communicating with parents via multiple methods</p> <p>Designing family engagement nights to share classroom strategies and concepts with families</p>
<p>Parents</p>	<p>Thomas Arnold Elementary parents can help their students' success in reading and math by..</p> <p>Checking their child's folder/planner daily Reading with their kids at least 20 minutes each day Practicing math facts with their child Attending school events to learn tips and strategies to use at home (or access materials/resources online) Participating in at least one of the communication methods offered by TAE</p>

Students	<p>Thomas Arnold Elementary students can make connections between learning at home and school by...</p> <p>Sharing their daily folder/planner with their families</p> <p>Reading 20 minutes per night</p> <p>Practicing grade appropriate math facts (addition/subtraction or multiplication)</p>
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