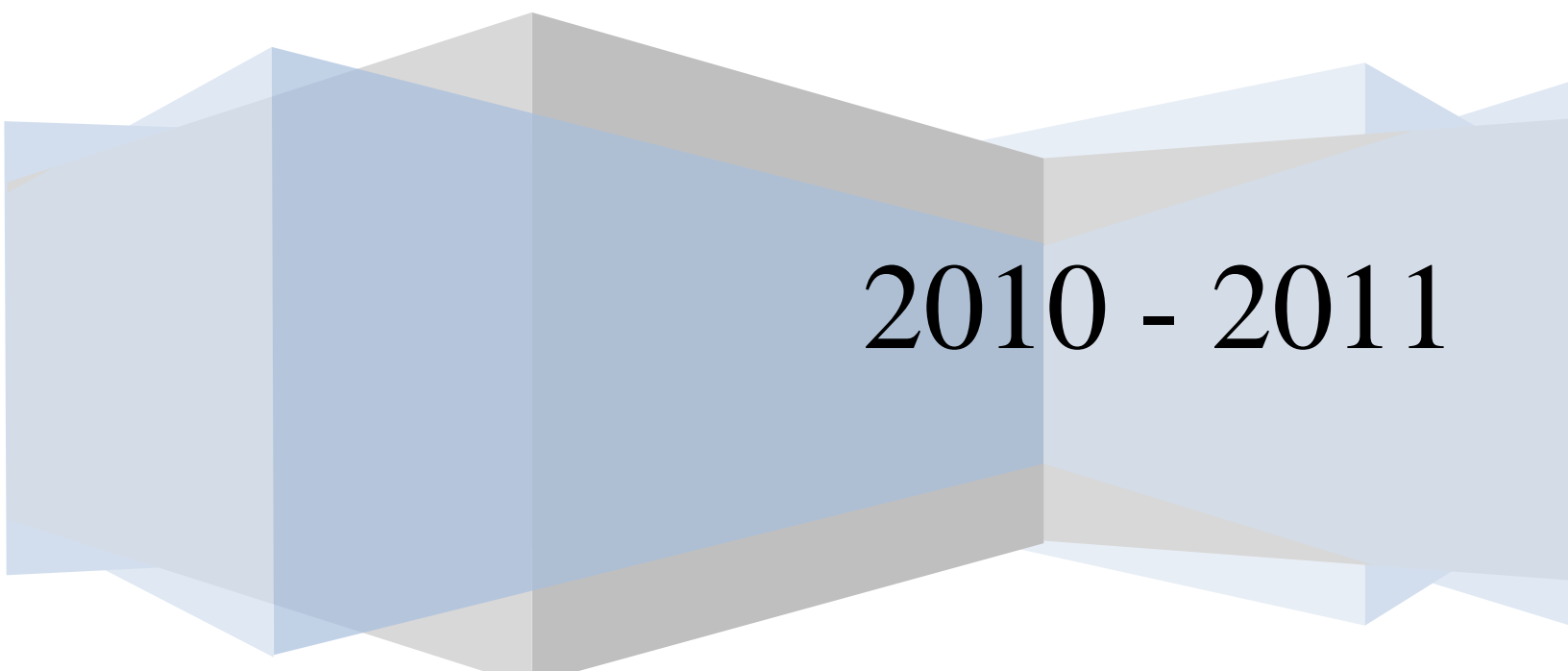


# **ASHFORD ELEMENTARY SCHOOL**

## **Continuous Improvement Plan Summary CIP at a Glance**



2010 - 2011

**Part I Needs Assessment/Summary of Data:**

**Summary of Data for Academic Achievement:**

Strengths - Scores on the reading portion of the ARMT for the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students showed at least 80% of the students scored at Levels III and IV. 0% scored at Level I.

Weaknesses – Ashford Elementary School had 65 – 70% of the Special Education students in 5<sup>th</sup> grade scoring Level II on the Math and Reading of the ARMT.

**Part II- Goals to Address Academic Needs:**

Researched Based Strategies: Reading – Students will score at a proficient Levels III and IV on the ARMT Reading. To decrease the -23.46 proficiency index for the special education population to zero.

Researched Based Strategies: Math – Students will score at proficient Levels III and IV on the ARMT Math. To decrease the -18.54 proficiency index for the special education population to zero.

**Part III- Goals to Address Annual Measurable Achievement Objectives (AMAOs) and English Proficiency Needs:**

Reform Strategies: ELL students will increase their reading proficiency by 10% on standardized tests.

**Part IV- Strategies to Address School Safety, Classroom Management/Discipline, and Building Supportive Learning Environments:**

Challenges: Disruptive classroom behaviors were the most common reason for office referrals.

Researched Based Strategies: Positive Behavior Support – We will consistently follow the Student Code of Conduct, communicate with parents, remove the disruptive student from the classroom, and conduct small group/individual conferencing with the student. We will develop behavioral plans to eliminate persistent negative behaviors to insure the development of positive behavior and interaction with other students.

**Part V- Additional Components to Be Addressed to Satisfy Federal Requirements:**

Teacher Mentoring - Ashford Elementary School has established a formal teacher mentoring program administered by our Federal Programs Coordinator and three lead teachers. The goal for our program is to improve teaching practices. The program is designed to provide ongoing support for new or struggling teachers. Each new teacher is assigned to a master teacher who is matched, to the extent practicable, by subject, grade, and proximity. The mentor and new teacher are required to meet weekly and collaborate for 2.5 hours per week. Meetings are documented on a contact log, which reflects the date, length of the meeting, and the focus. Additionally, we have built in time for classroom observations, both for the mentor to observe the new teacher and for the new teacher to observe the mentor. Our mentoring program also includes training for both mentors and new teachers. We provide training for mentors on how to work with new teachers, and we provide several training sessions for new teachers throughout the year including new teacher orientation, classroom management and discipline, and effective instructional practices.

Budget - Ashford Elementary School is funded from three different sources. Title I funds are used for two classroom teachers, three instructional aides, classroom tutors and instructional materials. ARRA funds are used for STI Assessment and supplemental classroom equipment. Professional Development funds are used for one teacher and professional development activities such as ARI Training, STI Achievement Training and Kids College.

Transition - Ashford Elementary School realized that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from the current school to the next school. The following are transition activities offered:

- Kindergarten pre-registration is offered in the spring.
- Students attending local daycare centers may visit Ashford Elementary School for a school tour during the spring of the year preceding their advancement to Kindergarten.
- An open house for all grades is held prior to the beginning of the new school year at which time students and parents may meet teachers and visit classrooms.
- Sixth grade students will visit Ashford High School during the spring. They tour the school which includes visiting seventh grade classes and other key points on the campus.
- When a student transfers to Ashford Elementary School, he/she is given a tour of the school by the school counselor or assistant and introduced to the teacher(s).

Assessments & Teacher Involvement - Ashford Elementary teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that guide instruction:

- The faculty collaboratively studies the data and results of the state assessments.
- Building Based Student Support Team and RtI members evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services.
- Grade level meetings are held to adjust instructional procedures and strategies based on the progress monitoring data.
- Informal grade level meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.

Teacher representation and teacher input is included on school budget committees, policy committees, textbook selection committees and school calendar committees. This voice allows teachers to be involved in all areas of overall instruction and testing.

Extended Learning Opportunities - Due to lack of funding, at this time Ashford Elementary School only provides 2 opportunities beyond the regular school day for further tutoring. Saturday School is offered to students requiring extra tutoring/opportunities to succeed in the classroom. Also, for sixth grade students lacking in standards necessary to be successful, Summer School is offered.

**Part VI- Additional Components To Be Addressed to Satisfy Federal Requirements Related to Parental Involvement:**

<p>A. During the first month of school, Ashford Elementary School holds its annual meeting for all parents of participating children. Parents are notified of the meeting through (1) notices sent home by students, (2) television announcement, (3) newspaper announcements, (4) phone cast, and (5) electronic sign messages.</p>
<p>B. The annual meeting of parents at the beginning of the school year is a general meeting where information is presented about the Title I programs, curriculum, and forms of academic assessment. Parents learn about the following subjects taught: reading, math, language, science, social studies, physical education, music, and computers. They also learn how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Before the general meeting, parents visit their child's classroom and meet with their teachers. During this parent-teacher visitation time, parents are provided additional information on the subjects taught and how students are individually assessed.                  AT quarterly meetings following the initial annual meeting, parents are continually informed of changes in Title I programs and other programs at Ashford Elementary School. During each meeting, parents are encouraged to participate in decision making about each of the programs discussed.</p>
<p>C. At the beginning of each school year, a Student Handbook is distributed to each child in the school. Parents are encouraged to read through this handbook with their child. Included in the handbook are descriptions and explanations of opportunities available to parents to be involved throughout the school year. After reading through school and county policies, parents and students are asked to sign and return the last page signifying they have read through the policies. Each Thursday, folders are sent home with graded papers and weekly information.</p>
<p>D. Each year parents, students, and teachers sign the School-Parent Compact. This is reviewed on a yearly basis to consider any updates or changes with parent, teachers, administrators, and stakeholders. This compact was developed and shared by our County Office. Starting school year 2010 - 2011, this compact will be developed, used, reviewed, and updated by Ashford Elementary School, faculty, and parents.</p>
<p>E. In May of each year, Ashford Elementary School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are three parents on the Committee who represent all parents of the school. During the review process, all parents are notified that the plan is under review, and a copy of the plan is available for review in the library and in the main office. Parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the CIP is submitted.</p>

**Part VII- Professional Learning Needs Related to Academic Challenges:**

<p>Challenges: Ashford Elementary's identified academic weakness was a -23.46 proficiency index on the Reading ARMT.</p>
<p>Professional Learning Offered: Strategic Teaching Workshop,                  Continued ARI Training,                  Learning Through Sports for Kids College,                  STI Achievement Assessment Training,                  Mimio Interactive Board Training,                  U.S. History Ebook Atlas Software Training,                  SAXON Math Training,</p>