

ANNE MASON ELEMENTARY

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2008-2010

The Anne Mason Elementary school council reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* (2003) prior to approval of our plan.

Leah Riney
Chairperson, School Council

April 14, 2008
Date

Leah Riney
Chairperson, School Planning Committee

April 14, 2008
Date

Plan Approved by the School Council:

May 15, 2008
Date

School Council Members:

Brenda Harrison, teacher	Angela Schmidt, vice-chairperson/ teacher
Amy Brannock, teacher	Todd Hamilton, parent
Kim Sullivan, parent	Beth Thompson, secretary
Scott Turner, FRYSC director	Leah Riney, chairperson/ principal

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**COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE
SUMMARY**

Anne Mason Elementary School

2008

The Comprehensive School Improvement Plan for Anne Mason Elementary will provide specific direction so that we are able to effectively and efficiently move forward with the successful initiatives currently in place while continually finding ways to improve. **Our plan focuses on meeting student needs by addressing curriculum needs, especially in the areas of potential gaps; continuing quality initiatives, such as appropriate outcomes, constant review, data analysis, and response to intervention programs; and going beyond academics by increasing parent/community involvement and continuing consistency within our school.** We will continue to refine our school-wide implementation of APL strategies. In addition, we will continue to monitor our school-wide management system, **Consistency through Community**, and look for ways to involve the community with our children. Most importantly, we will continue our focus on data analysis in order to target every child at the point that they come to us through Response to Intervention programs, constant review and gap analysis.

This plan provides for opportunities to continue communicating openly about expectations for student performance, ensuring that high standards are aligned from grade level to grade level (vertically) and from teacher to teacher. Finally, our plan includes a variety of strategies for measuring and monitoring our effectiveness through various quality initiatives. On both a formal and informal basis, we will continue to assess children on an on-going basis to ensure that every child is making adequate progress toward the overall goal of proficiency while striving to be all that he/she can possibly be. This air of continuous improvement is what Anne Mason continues to be about and will carry us forward as this new plan is fully implemented.

PROCESS SUMMARY

- Our school opened in August of 2003. The mission statement, “Our Commitment to Quality,” was developed by the principal to incorporate and communicate the district vision for our school. This mission statement was shared with all applicants as they considered applying for positions in our school. This statement continues to be shared with applicants who are considering applying for positions within our school.
- At the beginning of the 2006-2007 school year, the mission statement of “Our Commitment to Quality” was revised to become “Our Commitment to Quality: Educating the Whole Child” to reflect our belief that children are more than academics, but rather a complete child that needs nurturing in academics, character and behavior.
- We use several resources to guide our planning on an on-going basis, including **CATS results from 2004 , 2005, 2006, and 2007.**
- In addition, we use results from a variety of formative assessments such as our **FACTS assessments, Reading Mastery Assessments, Title I Math Grade Level Assessments and DRA assessments** to help determine instructional and curricular needs. The **FACTS test** is a teacher-designed assessment administered each year in grades three, four and five. The purpose of this assessment is to provide a cumulative measure of student performance in terms of grade level standards. The DRA reading assessment will be administered in primary grades three times each year to determine reading levels, classroom and grade level averages, and growth levels and averages. In addition, we will continue to look for new assessments that might provide additional helpful information about our students and their needs. The Reading Mastery Assessment and Title I Math Grade Level Assessments helps to determine the effectiveness of our Response to Intervention Program.
- We will modify our use of assessments over the next two years to more adequately respond to the initiatives that are embedded in this plan. These include the **PAS assessment for grades 2- 5, the DRA assessment for grades K - 3, the ESA assessment for grades K – 1, Reading Mastery assessment for RtI students, and Title I Math Grade Level assessments for K – 5.** The **PAS assessment and the ESA assessment** are both formative assessments given 2 – 3 times a year to monitor the on-going progress in reading and math for students. These assessments will not only show progress, but also identify objective and content specific needs at each grade level.

- Staff members have on-going opportunities to share needs of students and trends regarding academic and social performance during regularly scheduled staff meetings, Monday Morale meetings and daily, on an informal basis. Information regarding students who are “red flagged” throughout the year, student health and discipline referrals (both school and bus-related incidents) are also monitored on an on-going basis, and is used to help determine needs.
- Students that fall below the 10 percentile on the PAS or ESA assessment will be referred to the RtI program for specific intervention and monitoring.
- A staff meeting schedule is developed each year containing the topics from the CSIP and school-wide initiatives to enable our staff to remain focused on and make progress toward the agreed upon goals and mission.
- Our assessment of student and school needs is an on-going process with our staff. Our council began actively considering student and school needs as soon as the council was established in January of 2003, and has continued to maintain this focus.
- The SBDM Council will review CSIP components during the fall of 2008 after KCCT, NCLB and the first round of normative test data for the year are in the building at their regularly scheduled meetings. However, it is critical to note that our plan is seen as a “living” document that will be revised as needed to best meet the needs of our students and staff.
- The plan consists of three main components: **Curriculum and Assessment, Quality Initiatives, and Beyond Academics.**
- All SBDM meetings are publicly announced in our local newspaper, and community members are always invited to attend. Our Comprehensive School Improvement plan will not officially be adopted until May of 2008. It will be adopted with the understanding, however, that the needs assessment is an on-going process, and that revisions will be made as new information becomes available.
- A schedule will be developed by the SBDM Council for review of the components and strategies contained within the plan so revisions can be made when needed.

ANNE MASON ELEMENTARY

Comprehensive School Improvement Plan

AREAS TO ADDRESS

2008 – 2010

General Area	Specifics to Address
Eliminating Achievement Gaps	<ul style="list-style-type: none">• Gap Analysis<ul style="list-style-type: none">○ Free/reduced lunch○ Special needs○ Subject specific○ Red-flag students• Exit Criteria• Response to Intervention<ul style="list-style-type: none">○ SLAT○ Remedial plans
Quality Initiatives	<ul style="list-style-type: none">• Outcomes<ul style="list-style-type: none">○ Teacher/grade specific outcomes○ Student outcomes• Constant Review<ul style="list-style-type: none">○ Flashbacks○ Review Day○ Exit Slips• Data
Beyond Academics	<ul style="list-style-type: none">• Parent Involvement• School Wide Consistencies

ANNE MASON ELEMENTARY MASTER CALENDAR
PROFESSIONAL DEVELOPMENT, ASSESSMENT, BEYOND ACADEMICS, AND MORE

August

- ❖ New Employee Orientation – August 1st
- ❖ Data Analysis – August 4th
- ❖ Magically AME – August 4th
- ❖ APL Review – August 5th
- ❖ **DRA**, Grades 1-3, K as needed/requested
- ❖ PD evidence
- ❖ Results Summary from summer planning – submitted by team including **assessment plan schedule including a timeline for use of student conferencing and planning days to address assessment concerns**
- ❖ **PAS Test** – grades 2 – 5 completed by August 31st
- ❖ Initial RtI program students identified and placed in TIER II interventions
- ❖ Student of the Month, Volunteer Spotlight, Staff Member of the Month programs rolled out
- ❖ First Parent Involvement Night/Volunteer Day

August - What will my child be working on in this grade, this year?

Grade level specific Information night, where each grade level will have brochures, power points, display boards, syllabi, etc. to give to parents about their specific grade level, their specific grade level, room rules, etc.

September:

- ❖ **ESA Test** – grades K - 1 completed by September 30th
- ❖ **School Pictures – school wide fundraiser**
- ❖ Second Parent Involvement Night/Volunteer Day

September - What is RtI?

Response to Intervention is a new program designed to meet the needs of every child by completing screening of every child in order to identify children that are behind in reading and/or math. A representative from K - 1, 2 - 3, 4 - 5, special ed, Title I as well as the administration will be on hand to do a panel discussion about our newly formed RtI program, including SLATs, the TIER process, special education referral, ESS and Title I programs.

October:

- ❖ Third Parent Involvement Night/Volunteer Day

October - Family Literacy Night

Third Annual Family Literacy Night with representatives from K - 1, 2 - 3, 4 - 5, Special Ed, Title I, FRYSC, and the administration as well as outside agencies will showcase literacy, literacy interventions, literacy special projects, etc. in a family friendly, fun-filled evening.

November:

- ❖ Fourth Parent Involvement Night/Volunteer Day

November - EVERY PARENT/CHILD meets with the TEACHER

By the end of October, every Parent and their child should meet, preferably in person, with their child's teacher/s to discuss current issues, grades, progress, and ways that the school/home can work together to create a successful learning team as well as potential red-flag areas.

December:

- ❖ Formal observations completed for certified staff
- ❖ **DRA**, Grades 1-3, K as needed/requested
- ❖ **PAS Test** – Grades 2 – 5 completed by Winter Break
- ❖ Fifth Parent Involvement Night/Volunteer Day

December - Winter Program

Highlighting the best of our school, the Performing Morgans as well as at least one other grade level will showcase their talents and what they are learning in class with a display of their arts and humanities abilities for the community.

January:

- ❖ Second Red Flags and Remedial Plans Due
- ❖ Mid Year Refresher for Staff on School Wide Policies, Procedures, and Consistencies
- ❖ Revisit assessment plan, student conferencing deadlines, and team planning dates
- ❖ Sixth Parent Involvement Night/Volunteer Day

January - Math Literacy Night

Representatives from K - 1, 2 - 3, 4 - 5, Special Ed, Title I, FRYSC, and the administration will showcase math initiatives, math interventions, math projects, etc. in a family friendly, fun-filled evening.

February:

- ❖ Seventh Parent Involvement Night/Volunteer Day

February - Commitment to Quality

Representatives from K - 1, 2 - 3, 4 - 5, Special Ed, Title I, FRYSC, and the administration will showcase strategies to stay committed to your education through the difficult spring months when spring fever sets in and everyone wants to play.

March:

- ❖ PAS test - grades 2 – 5
- ❖ ESA test – grades k – 1
- ❖ A&H Celebration
- ❖ Art Auction
- ❖ Eight Parent Involvement Night/Volunteer Day

March - Spring Program

Highlighting the best of our school, the Performing Morgans as well as at least two other grade levels will showcase their talents and what they are learning in class with a display of their arts and humanities abilities for the community.

April:

- ❖ Retention decisions
- ❖ Student Placement Forms Completed by Parents
- ❖ Student Placement Forms Completed by Teachers
- ❖ Initial Class Lists Made
- ❖ Ethics Training
- ❖ Ninth Parent Involvement Night/Volunteer Day

April - Testing Q & A

Representatives from tested grades as well as administration will be on hand to discuss any testing questions that you may have.

May:

- ❖ CATS Test
- ❖ DRA, Grades 1-3, K as needed/requested
- ❖ Summative evaluation and growth plans completed
- ❖ Reflections completed by staff members
- ❖ 5th grade trip to be determined
- ❖ Scheduling for upcoming year (AHPL, Reading Mastery, GR/EL, lunch, etc.)
- ❖ Class assignments made
- ❖ Plan for use of ESS funds for upcoming year
- ❖ Teams submit PD plans for use of hours
- ❖ Tenth Parent Involvement Night/Volunteer Day

May - Moving On Up

Representatives from each grade level and the administration will hold grade level discussions with parents about expectations for the upcoming year. This night there will be divided into thirty minute discussions in order to hit any parent that has more than one child in our school.

July:

- ❖ AME Jumpstart

TARGETED ASSISTANCE SCHOOL REPORT

Comprehensive School Improvement Planning

NCLB, Title I, Part A, Section 1114

School: Anne Mason Elementary

School Year: 07/08

Name of Targeted Assistance School (TAS) Planning Committee Chairperson: Kelly Inabinet

In the spaces below, briefly describe how the targeted assistance program assures that the eight required components are being covered. While all eight may not be addressed in the Comprehensive School Improvement Plan's Action Components, they must be part of the targeted assistance program. Title I services and funds must be supplemental to the regular education program.

1. **Activities to ensure students meet state standards.** How are Title I resources used to provide effective, timely, and supplemental intervention to participating Title I students in danger of not reaching proficiency? How is the progress of students evaluated on an ongoing basis? How are the TAS services revised, based on on-going evaluations, to provide additional assistance to enable students to reach proficiency?

Title I teachers support at-risk students by providing supplemental services through in class instruction and RR programs. Title I students are evaluated 2-3 times per year (DRA/RR), teacher/parent input, Running Records, and remedial plans in all core content areas are part of the on-going evaluation process. Using the information above, students are regrouped as needed to provide assistance that enable Title I students to reach proficiency, in addition to flexible grouping that may occur at any time as teachers deem necessary.

2. **School planning.** What data sources did the school use to develop the TAS services? What needs were identified based on the data? What focus/content areas are targeted for the Title I services, based on these identified needs? What grade levels did the data identify to be served by Title I? Who was involved in the planning of the TAS program? How are supplemental instructional services provided to participating Title I students? Are the Title I services of sufficient size and scope to provide quality supplemental instruction to participating students?

The DRA, PAS, CATS, CTBS, Title I Ranking Sheets, Reading Mastery, and teacher/parent input are used to develop the TAS services. The results from the Ranking Sheets indicate first and third grade reading are the greatest need. **Students (K-3) needing a further boost in reading, receive a 25-minute Reading Mastery lesson provided by teacher assistants.** Title I will provide reading and math services to 1st grade through 4th grade targeted students and fifth grade targeted students will receive math services. ESS will provide extra assistance in reading and math during the school hours. Regular classroom teachers, Title I teachers, TAS, the principal and SBDM committee determine the best program(s) to meet the needs of targeted students. In class, small group instruction is provided for Title I students in reading. One-on-one pull out is provided for Reading Recovery students. Math instruction is provided in class. This year Title I will focus on reading in grades 1-4 using EL/GR, the adopted basal series and Reading Recovery instruction. Math instruction will provide support using the math series adopted by the school.

- 3. Effective methods and instructional strategies.** What scientifically based strategies will Title I teachers and paraeducators be using? How will the achievement gap be eliminated between various groups of participating students, including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible? How will the special needs of low-achieving Title I students be met? What extended opportunities are available for participating Title I students, i.e. extended school year, before school tutoring, after school tutoring, summer school? How are participating Title I students provided supplemental instruction to minimize removal from regular classrooms during regular school hours?

Three Title I teachers are trained in Reading Recovery and two in Reading Mastery. One Title I teacher provided small group instruction during her stint as a student teacher last semester. All students are assessed 2-3 times per year in reading and math; those students not performing on grade level are consistently monitored throughout the school year and “red flagged” for any concerns. Remedial plans are individually designed to help eliminate gaps in sub-groups. To meet the needs of all students, the Title I teachers collaborate with the regular classroom teachers during scheduled times focusing on identified Title I students. Other opportunities include Guided Reading, Early Literacy, Reading Recovery, daytime ESS, after school programs, Reading Mastery, Corrective Reading, team meetings, vertical team meetings and summer school. Goals and outcomes mandated by KDE and classroom agendas are posted in each classroom and used throughout the school year.

- 4. Coordinate and support regular program.** What will the school do to emotionally and academically ease participating Title I students’ transition from early childhood programs to elementary school programs? How do the Title I supplemental services coordinate with the regular education programs? How do Title I staff and regular education staff jointly plan, on a regular basis, to meet the academic needs of the identified Title I students.

Vertical team meetings, morale meetings, Family Resource Services, extended day K help to transition targeted Title I students from early childhood programs to elementary school programs. The Title I teacher and the regular classroom teacher use small group instruction to provide supplemental services to the Title I students. Title I teachers are part of and participate in grade level team meetings and moral meetings, Title I teachers collaborate in regular teacher/parent conferences, e-mail, teacher-to-teacher conferences.

- 5. Instruction by highly qualified teachers.** Are Title I **teachers** certified in the fields/grade levels in which they are teaching? If not, what steps are being taken to ensure that the Title I teachers will be highly qualified by the end of the 2005-06 school year? What is the educational background of Title I **paraeducators**? What steps are being taken to ensure that Title I paraeducators will meet the educational requirements by January 2006?

All Title I teachers are HQ (on file at school). No Title I para-educators are employed at AME.

- 6. Professional development.** What professional development (PD) is planned to improve the instruction in the focus/content areas for Title I and other staff (those working directly with participating Title I students)? How were the PD needs determined and tied to the Comprehensive School Improvement Plan? What makes the PD that is offered high quality

and ongoing? How will the impact of the PD on participating Title I student achievement be measured?

Three Title I teachers are trained Reading Recovery teachers, two attend continuing contact sessions throughout the school year and attend the State and National Reading Recovery Conference. The Title I teachers also receive training in Reading Mastery. All teachers are required to receive APL training. The principal develops topics based on the needs of the school, presents them at staff meetings, and revisits the topics as needed. Other PD include Everyday Math, technology, etc. Title I teachers collaborate weekly with the regular classroom teacher to discuss progress of their students and make changes in instruction as needed.

7. **Parent involvement.** What will the school do to increase involvement of participating Title I students' parents, such as offering family literacy services and using technology? How are parents of participating students included in appropriate PD? How are parents of participating Title I students involved in the development of the school's parent involvement policy, evaluation of the parent involvement program and the learning compacts? What PD will teachers and other staff receive on how to reach out to, communicate with and work with parents of participating Title I students to build ties between parents and the school? How do Title I staff collaborate with the Family Resource/Youth Service Center staff?

Title I conducts an open house meeting at the beginning of each year to inform parents about the Parent Involvement Policy and the Parent-School Learning Compact. Parents are encouraged to suggest/make changes to these documents. Parents are given the opportunity to watch the Partner's Video, which is a type of training that helps parents teach the same reading strategies used at AME. Throughout the school year, parents are invited to observe Title I/RR sessions. Parents complete a Title I/RR survey at the end of the school year during the end of the year conferences. This year, in collaboration with PTA, Family Resource Services, the school nurse, and some community businesses, Title I and AME hosted a literacy night scheduled during the fall. A Title I coordinator was hired part time for the Title I schools.

8. **Coordination and integration of programs.** How does the school coordinate and integrate Federal, State, and local program funds to improve instruction and increase student achievement for participating Title I children?

All funds provided to the school from Federal, State, and local programs are allocated within the school to address student needs. ESS funds, for example, are utilized both to support students through a daytime program in addition to an after school program. Individual remedial plans are written to specifically pinpoint students' needs through the establishment of measurable goals to provide specific direction to the ESS instructors. In addition, funds generated by the tuition-based extended day Kindergarten and after school program are utilized to provide additional instructional supports and materials for students (i.e. Reading Mastery). In addition, funds such as those for staffing and instructional purposes are carefully budgeted in order to use them most efficiently to meet the most current needs of the students.

Anne Mason Elementary

A. Action Component - Eliminating Achievement Gap

Priority Need/ Problem Situation

Standard: All students shall reach proficiency in each content area (an average of 100) by 2010, with no gaps between sub-groups.

Current Situation: Students receiving free or reduced lunch scored an academic index of 89, as opposed to students not identified in this category, who scored 108. In addition, students who were identified as having a disability scored an 84 where as students no identified with a disability scored a 107.

Goal

The 19 point gap between students in the free or reduced category and students not in this category, as well as the 23 point gap between students with a disability and without a disability will be eliminated by 2010.

Causes and Contributing Factors/ Cause Analysis

Potential Causes: Students are receiving intervention later in elementary school when they qualify for special education services rather than when they begin to struggle.

Students who score below the tenth percentile on a formative assessment should receive intervention early in their elementary careers in order to maximize their exposure to interventions that could prevent these gaps.

Teachers may be teaching to one type of learner rather than a diverse set of learners and therefore not meeting their students at their place of need, but rather where the instruction is centered.

Objectives with Measures of Success

By 2010, NCLB and KY Performance Report data will show minimal gaps between the academic indices of sub-groups in grades 3, 4, and 5.

Countermeasures

1A. Teachers will attend a staff meeting on how to meet diverse learners' needs and develop a plan to implement the strategies talked about during the staff meeting.

2A. DRA assessments will be administered 3 times each year for students in grades 1-3, and K as requested by teachers. Teachers in grades 1-3 will be provided with reports showing class average, grade level average, and growth average.

3A. Title One will continue to support at-risk students through supplemental programs such as Early Literacy/Guided Reading, and Reading Recovery. Support will be determined by needs as indicated by Title One rankings, teacher/parent input, remedial plans, and DRA assessment data.

4A. PAS assessments will be administered 3 times a year for students in grades 2 - 5 to help determine where instruction needs to be targeted, where students are falling behind, and identify students for the RtI Program.

5A. Develop exit criteria or benchmarks for each grade level that meet the grade level outcomes.

6A. Assess the exit criteria for effectiveness based on formative assessment data.

7A. Regular and Special Education teachers will work together to modify lessons to best meet student needs when necessary.

8A. ESS funds will be utilized to meet the needs of students who are red-flagged as potential gap students.

Strategies/Activities/ Implementation

Counter-measure	Concept	Activity	Who is Responsible	Start Date	End Date	Costs	Fund Source
1A	Staff Meeting on Diverse Learners	Teaching specific strategies for diverse learners will challenge teachers to meet the students where they are rather than where the teacher teaches.	Principal, classroom, special ed. and Title One teachers	08/2008	Ongoing	Unknown	PD funds
2A	DRA Assessments	Students will be instructed at correct instructional levels increasing likelihood of success	Title I teachers and assistants	08/2008	Ongoing	Title I and staffing money	Unknown
3A	Supplemental Program	Students will receive additional support when needed	Title I teachers and assistants	08/2008	Ongoing	Title I and Staffing money	Unknown
4A	Assessment Tools	Students needs and progress will be continuously monitored so as to most effectively be met	Principal and Teachers	08/2008	Ongoing	Board Money	Unknown
5A – 6A	Exit Criteria	Exit criteria helps target necessary skills for the next grade level and ensures trust among all teachers	Principal and Teachers	08/2008	05/2010	Unknown	Unknown
7A	Collaboration between Special and Regular ed teachers	Modification will be made for special education students and others who would benefit	Principal and Teaches	06/2008	Ongoing	Unknown	Unknown
8A	ESS funds will be maximized to most efficiently meet student needs	Teams will work together to determine best use of ESS funds to best meet student needs	ESS coordinator, teachers and Principal	06/2008	Ongoing	Unknown	ESS Funds

B. Action Component – Quality Initiatives

Priority Need/ Problem Situation

Standard: After developing a school wide curriculum map for CC 4.1, all teachers will now implement common data analysis, constant review measures, and the Rtl program.

Current Situation: After developing a curriculum map to fit CC 4.1, teachers have not consistently implemented other initiatives that will affect student achievement positively. Teachers have their own understanding of our quality initiatives concerning data analysis, constant review and grade level outcomes, however, this understanding is not as consistent school wide as it could be.

Goal

Create common data analysis tools, including grade level outcomes outcomes that will guide instruction and focus constant review while improving student learning.

Causes and Contributing Factors/ Cause Analysis

Potential Causes: See priority need

Objectives with Measure of Success

By 2008(August), outcomes will be submitted for each grade level for each content area.

By August 2008, every team will begin to utilize knowledge on deconstructing standards to formulate units that incorporate constant review.

By September 2008, every teacher will assess every child in order to begin using the Rtl program to meet students where they are in terms of learning.

Countermeasures

1B. Grade level outcomes will be updated by subject to reflect DOK levels, standards, and implementation issues.

2B. Teams will plan and submit constant review schedules for the year, including how to incorporate constant review in their daily plans.

3B. Data will be collected based on common assessments organized by unit in order to identify students in need of remediation or intervention.

4B. Identify students in need of remediation through the use of common formative assessments (PAS, ESA, DRA, etc) in order to use the Rtl Program and TIERed approach to interventions.

5B. Utilize 2 student teacher conferences per year that discusses grade level assessment data (PAS, ESA, DRA, Unit Tests, Writing Pieces, etc.) to identify areas of strength and weakness.

Strategies/Activities/ Implementation

Counter-measure	Concept	Activity	Who is Responsible	Start Date	End Date	Costs	Fund Source
1B	Grade level outcomes will be updated by subject to reflect DOK levels, standards, and implementation issues.	Curriculum will be current insuring students are correctly instructed	Teaching Teams/Curr. & Assess Coord.	06/08	08/08	Unknown	Stables Money
2B	Teams will plan and submit a plan for constant review for the year	Consistent constant review will occur at each grade level	Teaching Teams	08/08	Ongoing	Unknown	Unknown
3B	Common Assessments	A clear plan will be developed to share with students and parents	Teaching Teams/Curr. & Assess Coord.	08/08	Ongoing	Unknown	Unknown
4B	Rtl program	Teachers will utilize the Rtl program including the common formative assessments to give early intervention	Teaching Teams/ Principal	08/08	Ongoing	Unknown	Unknown
5B	Student teacher conferences	Students strengths and weaknesses will be identified to each student and a plan created to further the student's learning	Teaching Teams/ Principal	08/08	Ongoing	Unknown	PD Funds

C. Action Component – Beyond Academics

Priority Need/ Problem Situation

Standard:

Current Situation: According to a recent SACS survey and visit, parents/community members do not feel involved in our school nor do new students/parents/teachers understand the school-wide consistencies that AME strives to maintain.

Goal

Staff will increase parent/community involvement in Anne Mason Elementary School. All staff will utilize the school wide consistencies in order to teach and maintain behavior, character and the AME way of doing business.

Causes and Contributing Factors/ Cause Analysis

Potential Causes: There are more than 15 new staff members at AME this year, and school wide consistencies were not stressed with each new staff member.

Parents can not volunteer in their own child's classroom except for parties, field trips or special projects.

Objectives with Measure of Success

By May 2009, AME will increase the number of parents involved in after school activities and volunteering in our school.

By August 2009, all AME staff will be taught the AME school-wide consistencies and will understand the importance of utilizing them on a consistent basis.

Countermeasures

1C. A once a month volunteer day will be implemented where parents are encouraged to come in and volunteer through personal phone calls from staff, goodies provided by staff, and a thank you note for coming given to each volunteer for that day.

2C. Each month there will be a parent involvement night on specific topics based on identified need of parents, teachers, and/or students to encourage parents to be more involved and visible in their child's education.

3C. Staff orientation and a mid-year refresher will occur to go over school wide policies, procedures, and consistencies.

4C. Teachers will teach and hold monthly refreshers on school-wide consistencies for all students.

Strategies/Activities/ Implementation

Counter-measure	Concept	Activity	Who is Responsible	Start Date	End Date	Costs	Fund Source
1C	Volunteer Day	Volunteer Coordinator will monitor the number of volunteers and hours this day generates.	Volunteer Coordinator, teachers, assistants, principal, people committee	08/08	Ongoing	Unknown	Unknown
2C	Parent Involvement Night	More informed parents that feel welcome in our building	Principal, programs committee	08/08	Ongoing	N/A	N/A
3C	Staff Orientation on School Wide Policies, Procedures, and Consistencies	More consistent use of policies, procedures, and consistencies	Principal/ Teachers	08/08	Ongoing	N/A	N/A
4C	Monthly School-Wide Consistency Refreshers	Fewer discipline referrals, quieter hallways, fewer bus referrals	Principal/ Teachers	08/08	Ongoing	N/A	N/A

Implementation and Impact

A. Action Component - Eliminating Achievement Gap	
How Checked	
When Checked	
Recommended Action:	

B. Action Component – Quality Initiatives	
How Checked	
When Checked	
Recommended Action:	

C. Action Component – Beyond Academics	
How Checked	
When Checked	
Recommended Action:	