

**Ashburton Elementary School
2009-2010 School Improvement Plan**

**STUDENT and
STAKEHOLDER FOCUS**

We will implement Ashburton Expectations:

- We expect Ashburton Stars to:
 - solve problems appropriately;
 - respect everyone;
 - think before they act;
 - use hands for helping;
 - listen and follow directions;
 - be kind to others every day; and
 - focus on learning.
- An analysis of data indicates that we need to focus on building peer relationships (teasing/bullying) and decrease office referrals in order for students to focus on learning and increase academic achievement.

FACULTY and STAFF FOCUS

- Meet as a Professional Learning Community (PLC) to address equity, behavior and academic concerns
- Meet as a PLC to develop action steps to eliminate the achievement gap
- Effective feedback training
- Support new staff on Baldrige School Improvement process
- Peer visit and walk-through training
- Training to meet the needs of specific populations (*special education, gifted and talented, ESOL*)
- Planning and implementing effective team meetings training
- Work with teams to identify and consistently use intervention plans and/or differentiation strategies that will address the needs of all learners
- PTA meetings or night time parent meetings

LEADERSHIP

The SIT, PLCI, Leadership, and Grade Level Teams:

- will review and revise the school's vision, mission and SIP goals and communicate this information to the Ashburton Learning Community.
- will monitor progress towards goals on an on-going basis and communicate progress through a variety of methods (website, PTA newsletter, principals' newsletter, AES news, morning announcements, PTA meetings, cluster meetings, listserv, wiki).
- will collaborate to facilitate consistent implementation of SIP, shared decision-making and collaborative problem solving.
- will work as a team to implement and monitor strategies for enhancing positive relationships and productive learning environments in and out of school.

STRATEGIC PLANNING: GOALS and MEASURES

Goal 3: To work as an AES professional learning community to facilitate continuous school improvement. This goal will be measured by an increase of academic performance and time on task behavior resulting from a decrease in student office referrals. Data on stakeholder surveys will show improvement in targeted areas compared to data from the previous year.

PROCESS MANAGEMENT

Stakeholders will:

- A. Develop and monitor the discipline policy, suspension rate and Ashburton Expectations, which are aligned to the SIP.
- B. Develop and monitor achievement of students in all subgroups with particular attention to the African American and Hispanic and Special Education subgroups.
- C. Use Baldrige quality tools and processes to build classroom learning systems, including but not limited to classroom, grade level, and specialist mission statements and goals (learning and behavioral).
- D. Implement a daily, weekly and monthly TQ Star recognition system to foster a positive learning environment.
- E. Conduct class meetings to discuss expectations.
- F. Implement guidance lessons that will focus on peer relationships.
- G. Present and discuss bullying at PTA meeting-PACT: Parents and Children Together.
- H. Coordinate student Peace Makers to assist with problem solving.

PERFORMANCE RESULTS

Summative Measures:

- Analysis of disaggregated subgroup data
- Climate Surveys: Parents, Staff, and Students
- Suspension reports
- Attendance reports
- Behavior Database
- End of the Year Student Survey
- TQ Data
- Counselor Referral Data
- Peace Makers Data (Recess)

**MEASUREMENT, ANALYSIS,
and KNOWLEDGE
MANAGEMENT**

Formative Measures:

Progress will be assessed using the following:

- Office referrals (*classroom, bus, lunch and recess*)
- Suspension rate target (*less than 1.3% or approx. less than 8 students*)
- Staff, student and parent surveys
- Learning Skills
- Feedback on student work
- Staff development evaluations
- Formative assessments
- Data notebooks
- Parent feedback
- Counseling referrals
- TQ data
- IMS Intervention data
- Functional Behavioral Assessments