



Ambler Elementary School

Building success beyond the classroom

Ambler Elementary School

School Accreditation Guided Self-Study

Prepared for the Southern Association of Colleges and Schools
Council on Accreditation and School Improvement
Quality Assurance Review

November 16-19, 2008

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100% of teachers who teach core academic subjects will be highly qualified.

**Ambler Elementary School
School Strategic Plan Steering Committee**

The Ambler Elementary Strategic Plan Steering Committee provided oversight in the development of the 2007-2012 Ambler Elementary School Strategic Plan. Committee members were appointed in accordance with the mandatory requirement for stakeholder involvement.

MANDATORY POSITIONS

	<u>Position</u>	<u>Name</u>
1.	Principal	J. Carlton Lewis
2.	Teacher	Jackie Chaka
3.	Parent/Guardian	April Pittman
4.	Community Member	Kelly Soles
5.	SIC Chairperson	Tonya Wilson

ADDITIONAL POSITIONS

6.	Instructional Coach/SIC Member	Regina Wilson
7.	Technology Curriculum Coach	Lesli Hendricks
8.	Guidance Counselor	Tina Kelly
9.	Teacher	Cathy Martin
10.	Teacher	Janet Hardin
11.	SIC Member/Parent	Nicholas Bergholm
12.	SIC Member/Grandparent	Doug Finney
13.	SIC Member/Parent	Kim Durham
14.	PTA President	Carrie Pope
15.	PTA Volunteer Coordinator	Mary Galloway
16.	PTA Co-Treasurer	Rebecca Brown
17.	PTA Co-Treasurer	Courtney Brink

ASSURANCES FOR SCHOOL PLAN (Mandated Component)

Act 135 Assurances

Assurances checked and signed by the district superintendent, attest that the school complies with all applicable Act 135 requirements.

- ✓ **Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for PreK–3. Page 8, Goal 2, Strategy 2.3.

- ✓ **Academic Assistance, Grades 4–5** The school makes special efforts to assist children in grades 4–5 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for grades 4–5 . Page 20, Goal 5, Strategy 5.3.

- ✓ **Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. Provide a good example of parent involvement. Page 29, Goal 9, Strategy 9.2.

- √ **Professional Development** The school provides Professional Development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The Professional Development program reflects requirements of Act 135, the EAA, and the National Professional Development Council's revised *Standards for Professional Development*. Provide a good example of Professional Development. Page 32, Goal 10, Strategy 10.1.
- √ **Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Provide a good example of the use of technology. Page 31, Goal 10, Strategy 10.1.
- √ **Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds. Page 7, Goal 2, Strategy 2.1.
- √ **Recruitment** The school makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.
- √ **Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- √ **Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- √ **Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

- √ **Best Practices in Grades K–3** The school provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.
- √ **Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- √ **Parenting and Family Literacy** The school provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.
- √ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school ensures as much program effectiveness as possible by developing a schoolwide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
- √ **The School-to-Work Transition Act of 1994 (STW)** The school provides required STW concepts as part of the developmentally appropriate curriculum for K–5.

Dr. Lee D'Andrea

 Superintendent's Printed Name
 (for district and school plans)

 Superintendent's Signature

 Date

J. Carlton Lewis

 School Principal

 Principal's Signature

 Date

As chairperson of the SACS CASI Quality Assurance Review Team, I certify that _____ School has a continuous improvement plan that meets all requirements of the South Carolina Department of Education's model planning process as specified in State Board of Education Regulation 43-261 and that the school meets SACS CASI accreditation requirements.

Quality Assurance Review
Team Chair Printed Name

QAR Team Chair's Signature

Date

SCHOOL DISTRICT OF PICKENS COUNTY

MISSION STATEMENT

The School District of Pickens County, an acknowledged leader in excellence, will emphasize high academic achievement and career preparation for all students through quality educational opportunities in a caring and safe environment.

Ambler Elementary School

"A gem of a school where learning is treasured."

School Mission

Ambler Elementary School, committed to academic excellence, will provide a strong foundation for all students by ensuring a safe, nurturing environment where staff, family, and community work together to emphasize relevant and challenging learning experiences.

School Beliefs

We believe:

- Students are our first priority.
- In the pursuit of excellence.
- In a safe, caring learning environment for all students and staff.
- Education begins at home and is a lifelong process.
- All students must have equitable educational opportunities.
- All people are unique and valuable.
- All people can learn and contribute to society.
- Education is the shared responsibility of school, family, and community.
- Education is necessary for success.
- Cultural diversity promotes full development of the individual and society.
- Today's schools share tomorrow's workforce.

Summary of Needs Assessment

A comprehensive needs assessment was conducted by the school to determine the priority areas to be addressed in establishing the school's five-year strategic plan. The area reviewed was student achievement. For this area, a plan of action had been established that addresses the need for continuous improvement. Information gained from the test results, report cards, surveys, steering committee, and school personnel was utilized to develop this strategic plan. Priority areas for improvement were identified and action plans were determined from this information.

Student achievement data from PACT testing has been analyzed. According to State Report Card matched data, Ambler Elementary has made progress in ELA, Science, and Social Studies. Our strongest area of growth has been in Science and Social Studies. Our weakest area is Math. This data shows a need to improve our Math program. There is also a need to continue to improve our Reading program at a faster rate.

PACT- Grades 3-5 Percent Scoring Proficient and Advanced

School Results

PACT	2005	2006	2007
ELA	59	67.6	66
Math	52	54.9	44.4
Science	46	51.3	53.3
Social Studies	46	54.9	57.8

Academic progress can be measured with MAP testing. MAP was first administered at our school for grades 2-5 in the 2006-2007 school year. According to the NWEA school report, Ambler Elementary has made progress in Reading and Math, with the greatest progress in Math. However, scores show Math tends to be weaker than Reading. This data shows a strong need to continue to improve the Math program at our school.

MAP- Grades 2-5 Percent Scoring Below Proficiency

School Results

MAP	2006	2007
Reading	30	17.3
Math	43.3	18.4

Second grade MAP data shows that many students are scoring beginner level reader in the Fall testing window. This data shows that there is a great need to improve our Reading program in the primary grades.

Ambler Elementary School

Ambler Elementary Strategic Plan 2007-2012						
Performance Goal Area:		Student Achievement - Early Childhood/4 Year Old Child Development				
PERFORMANCE GOAL 1 (DG 1) Each year through 2014, 100% of students enrolled in 4 Year Old Child Development Programs will increase their results between the pre and post Dial 3 score. Baseline data will be the 2007-2008 school year.	DATA SOURCE(S): Dial 3 pre/post scores <i>*Baseline data will be established in the 2007-2008 school year.</i>					
	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection	100% *	100% *	100% *	100% *	100% *	100% *
Annual Results	100% *					

PERFORMANCE GOAL 1: Each year through 2014, 100% of students enrolled in 4 Year Old Child Development Programs will increase their results between the pre and post Dial 3 score.

ACTION PLAN	EVALUATION
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STRATEGY # 1.1 Provide a nurturing environment through building positive relationships among adults and students.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Attend professional development on meeting the social and emotional needs of young children.	2007-2012	4K Teacher			
2. Provide opportunities for parents to interact with teachers and students through class visits, student conferences, home visits, and on-going communication plans.	2007-2012	4K Teacher			
3. Participate in supporting of the Book Flood program in our 4K programs.	2007-2012	4K Teacher			
4. Cooperate with completing mandated documentation through First Steps office directed by Marilyn Madden SCDE.	2007-2012	4K Teacher			

STRATEGY # 1.2 Provide students with age appropriate educational opportunities through appropriate curriculum, effective instructional practices, and on-going assessment.

1. Utilize curriculum to reflect the South Carolina standards and the GSGS Early Learning Standards.	2007-2012	4K Teacher			
2. Use DIAL 3 for student prepost assessments and to analyze student growth.	2007-2012	4K Teacher			
3. Increase the number of four-year old children participating in current 4K classes.	2007-2012	4K Teacher			
4. Maintain and expand school based literacy libraries.	2007-2012	4K Teacher			
5. Refresh and refurbish math manipulatives.	2007-2012	4K Teacher			
6. Attend professional development on curriculum models provided by the district.	2007-2012	4K Teacher			

STRATEGY # 1.3 Provide a safe and healthy environment.

1.	Provide substantial opportunity for large and fine motor development in students.	2007-2012	4K Teacher			
2.	Increase physical activity for each student on a daily basis.	2007-2012	4K Teacher			
3.	Integrate the need for healthy and safe behaviors into the daily lesson.	2007-2012	4K Teacher			
4.	Utilize the services of a part-time social worker to be a liaison between Ambler and at-risk families.	2007-2012	4K Teacher Social Worker			
5.	Implement an after school tutoring program for our homeless students per the regulations of the McKinney Grant.	2007-2012	4K Teacher Social Worker			
6.	Update licensing annually with Department of Social Services.	2007-2012	4K Teacher Social Worker			
7.	Continue the use of an intervention team for student recommenddations for at- risk students. (RTI)	2007-2012	Intervention Team			

Ambler Elementary School

Ambler Elementary Strategic Plan 2007-2012						
Performance Goal Area:		Student Achievement - Early Childhood/Kindergarten				
PERFORMANCE GOAL 2 (DG 2) 100% of students will attain a text reading level (including accurate retelling) of "3 or above" by the end of kindergarten by 2013-2014.	DATA SOURCE(S): Developmental Reading Assessment (DRA2) <i>*Baseline data will be established in 2008-2009.</i>					
	2007	2008 Baseline	2009	2010	2011	2012
Annual Results Projection			*	*	*	*
Annual Results		*				

PERFORMANCE GOAL 2:

100% of students will attain a text reading level (including accurate retelling) of "3 or above" by the end of kindergarten by 2013-2014.

ACTION PLAN	EVALUATION
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STRATEGY # 2.1 Provide challenging and developmentally appropriate learning experiences for all children.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Review and revise curriculum to reflect approaches to South Carolina Academic Standards.	2007-2012	K5 Teachers			
2. Review instructional GSGS Early Learning Standards for kindergarten and implement as appropriate.	2007-2012	K5 Teachers			
3. Fully implement district approved curriculum models.	2007-2012	K5 Teachers			
4. Attend professional development on district approved curriculum models.	2007-2012	K5 Teachers			
5. Utilize technology resources such as interactive whiteboards, streaming video, etc.	2007-2012	K5 Teachers			
6. Implement periodic assessment and diagnosis of developmental skills.	2007-2012	K5 Teachers			
7. Utilize instructional coaches and technology resource teachers for professional development.	2007-2012	TRTs & ICs			
8. Attend training on and implement an electronic resource for sharing lesson plans, units, and strategies for effective classroom instruction.	2007-2012	TRTs & ICs			
9. Provide Art, Computer Lab, Library, Music, and PE for all Students.	2007-2012	Related Arts			
10. Analyze Classworks student data to plan instruction.	2007-2012	K5 Teachers			
11. Incorporate developmentally appropriate learning centers.	2007-2012	K5 Teachers			
12. Refresh and Refurbish math manipulatives.	2007-2012	K5 Teachers			

STRATEGY # 2.2 Provide a literacy rich environment integrated into all instructional opportunities.

1. Attend training in the administration of the Developmental Reading Assessment (DRA2) provided by the district.	2007-2012	K5 Teachers			
2. Administer DRA2 twice annually.	2007-2012	K5 Teachers			
3. Differentiate instructional practices based on results.	2007-2012	K5 Teachers			
4. Attend training on scaffolding and acceleration strategies for the SDPC Instructional Model (See Appendix C) provided by the district.	2007-2012	K5 Teachers			
5. Implement the SDPC Instructional Model (See Appendix C).	2007-2012	K5 Teachers			
6. Utilize school based literacy libraries to enhance reading instruction.	2007-2012	K5 Teachers			
7. Integrate literacy into units of study for all content areas.	2007-2012	K5 Teachers			
8. Implement the SDPC Balanced Literacy Model.	2007-2012	K5 Teachers			

STRATEGY # 2.3 Develop intervention programs to address social and academic needs of students.

1. Identify and use research-based intervention strategies to meet literacy needs of students.	2007-2012	K5 Teachers			
2. Provide home/school communication through web-based program, School Fusion.	2008-2012	K5 Teachers			
3. Integrate career awareness activities into content instruction and guidance programs.	2007-2012	K5 Teachers Guidance			
4. Utilize the services of a part-time social worker to be a liaison between Ambler and at-risk families.	2007-2012	K5 Teachers			
5. Implement an after school tutoring program for our homeless students per the regulations of the McKinney Grant.	2007-2012	K5 Teachers			
6. Continue the use of an intervention team for student recommendations for at-risk students. (RTI)	2007-2012	Intervention Team			

Ambler Elementary School

Ambler Elementary Strategic Plan 2007-2012						
Performance Goal Area:		Student Achievement - Grade 1				
PERFORMANCE GOAL 3 (DG 3) 100% of students will attain a Spring Reading RIT of 172* or greater by the end of first grade by 2013-2014. <i>* Based on RIT Scale Norms for Early Primary Grades 2007.</i>	DATA SOURCE(S): MAP for the Primary Grades <i>*Baseline data will be established in 2008-2009.</i>					
	2007	2008 Baseline	2009	2010	2011	2012
Annual Results Projection			*	*	*	*
Annual Results		*				

PERFORMANCE GOAL 3:

100% of students will attain a Spring Reading RIT of 172* or greater by the end of first grade by 2013-2014.

ACTION PLAN	EVALUATION
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STRATEGY # 3.1 Provide and support district approved standards based curriculum for increased student achievement.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Implement district approved curriculum in all content areas.	2007-2012	1st Grade Teachers			
2. Review and revise curriculum materials annually to ensure alignment to South Carolina Academic Standards.	2007-2012	1st Grade Teachers			
3. Align support materials and other resources to grade level curriculum.	2007-2012	1st Grade Teachers Instructional Coach			
4. Provide a literacy rich environment in each classroom.	2007-2012	1st Grade Teachers			
5. Integrate career awareness activities into content instruction and guidance programs.	2007-2012	1st Grade Teachers Guidance			
6. Provide Art, Computer Lab, Library, Music, and PE for all Students.	2007-2012	Related Arts			

STRATEGY # 3.2 Provide and support appropriate instructional strategies and practices for students based on formative and summative assessments.

1. Administer the DRA2 three times annually.	2007-2012	1st Grade Teachers			
2. Differentiate instructional practices based on analysis of assessment results.	2007-2012	1st Grade Teachers			
3. Attend training to identify scaffolding and acceleration strategies for the SDPC Instructional Model (See Appendix C).	2007-2012	1st Grade Teachers			
4. Implement the SDPC Instructional Model (See Appendix C).	2007-2012	1st Grade Teachers			
5. Continue to develop and articulate a research-based literacy model school-wide.	2007-2012	1st Grade Teachers			
6. Utilize and maintain school based literacy libraries.	2007-2012	1st Grade Teachers			
7. Integrate literacy into all content areas.	2007-2012	1st Grade Teachers			
8. Use appropriate technology resources and software support of instruction, utilizing school-based technology resource teachers.	2007-2012	1st Grade Teachers			
a. Attend professional development for teachers to become proficient in appropriate technology resources and software.		1st Grade Teachers TRTs			
b. Attend professional development to enable teachers to fully integrate new and existing technology with instruction.		1st Grade Teachers TRTs			
9. Implement periodic assessment and diagnosis of developmental skills.	2007-2012	1st Grade Teachers			
10. Attend training DRA training.	2007-2012	1st Grade Teachers			
11. Refresh and refurbish math manipulatives.	2007-2012	1st Grade Teachers			

STRATEGY # 3.3 Develop intervention programs to address social and academic needs of students.

1. Identify effective instructional strategies and research-based programs to address needs of students.	2007-2012	1st Grade Teachers Instructional Coach			
2. Develop periodic assessments for literacy and numeracy to measure student progress toward mastery.	2007-2012	1st Grade Teachers			
a. Increase intensity of achievement interventions based on student needs.	2007-2012	1st Grade Teachers			
b. Document student progress from use of prescribed intervention.	2007-2012	1st Grade Teachers			
c. Expand the current program which addresses ESOL students.	2007-2012	1st Grade Teachers			
3. Attend professional development training for implementing accelerated instruction and materials for students achieving above grade level.	2007-2012	1st Grade Teachers			
4. Utilize the services of a part-time social worker to be a liaison between Ambler and at-risk families.	2007-2012	1st Grade Teachers Social Worker			
5. Implement an after school tutoring program for our homeless students per the regulations of the McKinney Grant.	2007-2012	1st Grade Teachers			
6. Continue the use of an intervention team for student recommendations for at-risk students. (RTI)	2007-2012	Intervention Team			

Ambler Elementary School

Ambler Elementary Strategic Plan 2007-2012						
Performance Goal Area:		Student Achievement - Grade 2				
PERFORMANCE GOAL 4 (DG 4) By 2014, 100% of second grade students will score the equivalent to the grade level RIT score in reading and math as measured by the NWEA MAP assessment.			DATA SOURCE(S): NWEA Measures of Academic Progress (MAP)			
Reading	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		63.10%	69.20%	75.30%	81.40%	87.50%
Annual Results	57%					
Math	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		75.10%	79.20%	83.30%	87.40%	91.50%
Annual Results	71%					

PERFORMANCE GOAL 4:

By 2014, 100% of second grade students will score the equivalent to the grade level RIT score in reading and math as measured by the NWEA MAP assessment.

ACTION PLAN	EVALUATION
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STRATEGY # 4.1 Provide and support district approved standards based curriculum for increased student achievement.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Implement district approved curriculum in all content areas.	2007-2012	2nd Grade Teachers			
2. Review and revise curriculum materials annually to ensure alignment to South Carolina Academic Standards.	2007-2012	2nd Grade Teachers			
3. Attend training to identify scaffolding and acceleration strategies for the SDPC Instructional Model provided by the district (See Appendix C).	2007-2012	2nd Grade Teachers			
4. Implement the SDPC Instructional Model (See Appendix C).	2007-2012	2nd Grade Teachers			
5. Align support materials and other resources to grade level curriculum.	2007-2012	2nd Grade Teachers			
6. Attend professional development on curriculum models provided by the district.	2007-2012	2nd Grade Teachers			
7. Provide a literacy rich environment in each classroom.	2007-2012	2nd Grade Teachers			
8. Integrate career awareness activities into content instruction and guidance programs.	2007-2012	2nd Grade Teachers Guidance			
9. Provide Art, Computer Lab, Library, Music, and PE for all Students.	2007-2012	Related Arts Teachers			

STRATEGY # 4.2 Provide and support appropriate instructional strategies and practices for students based on formative and summative assessments.

1. Administer the DRA2 three times annually.	2007-2012	2nd Grade Teachers			
2. Differentiate instructional practices based on analysis of assessment results.	2007-2012	2nd Grade Teachers			
3. Continue to develop and articulate a research-based literacy model school-wide.	2007-2012	2nd Grade Teachers			
4. Integrate literacy into all instructional opportunities.	2007-2012	2nd Grade Teachers			
5. Integrate literacy into all content areas.	2007-2012	3rd Grade Teachers			
5. Utilize and maintain school based literacy libraries.	2007-2012	2nd Grade Teachers			
6. Refresh and refurbish math manipulatives.	2007-2012	2nd Grade Teachers			
7. Use appropriate technology resources and software with the support of a school-based technology resource teacher.	2007-2012	2nd Grade Teachers			
a. Attend professional development for teachers to become proficient in appropriate technology resources and software.		2nd Grade Teachers TRTs			
b. Attend professional development to enable teachers to fully integrate new and existing technology with instruction.		2nd Grade Teachers TRTs			
8. Attend training to administration of the Developmental Reading Assessment (DRA2).	2007-2012	2nd Grade Teachers			

STRATEGY # 4.3 Develop intervention programs to address social and academic needs of students.

1. Incorporate effective instructional strategies and research-based programs to address needs of students.	2007-2012	2nd Grade Teachers			
2. Develop periodic assessments for literacy and numeracy to measure student progress toward mastery.	2007-2012	2nd Grade Teachers			
a. Increase intensity of achievement interventions based on student needs.	2007-2012	2nd Grade Teachers			
b. Document student progress from use of prescribed intervention.	2007-2012	2nd Grade Teachers			
c. Expand teaching strategies and resources that address ESOL students.	2007-2012	2nd Grade Teachers			
3. Attend professional development for implementing accelerated instruction and materials for students achieving above grade level provided by the district.	2007-2012	2nd Grade Teachers			
4. Utilize the services of a part-time social worker to be a liaison between Ambler and at-risk families.	2007-2012	2nd Grade Teachers Social Worker			
5. Implement an after school tutoring program for our homeless students per the regulations of the McKinney Grant.	2007-2012	2nd Grade Teachers			
6. Continue the use of an intervention team for student recommendations for at-risk students. (RTI)	2007-2012	Intervention Team			

Ambler Elementary School

Ambler Elementary Strategic Plan 2007-2012	
Performance Goal Area:	Student Achievement – Core Content Areas: Elementary School (Grades 3-5)
PERFORMANCE GOAL 5 (DG 5) The percentage of students in Grades 3-5 who score "Proficient/Advanced" in the core content areas will increase to 100% by 2013-2014.	DATA SOURCE(S): Palmetto Academic Challenge Test (PACT) or state mandated tests

ELA Grades 3-5	2007 Baseline	2008	2009	2010	2011	2012
Proficient/Advanced Annual Results Projection		76.5	80.4	84.3	88.2	92.1
Proficient/Advanced Annual Results	72.6	65.5				

Mathematics Grades 3-5	2007 Baseline	2008	2009	2010	2011	2012
Proficient/Advanced Annual Results Projection		70.9	75.8	80.7	85.6	90.5
Proficient/Advanced Annual Results	66	53.4				

Social Studies Grades 3-5	2007 Baseline	2008	2009	2010	2011	2012
Proficient/Advanced Annual Results Projection		63.7	69.7	75.7	81.7	87.7
Proficient/Advanced Annual Results	57.7	62				

**50% of students in Grades 3 and 5 took the Social Studies test.*

Science Grades 3-5	2007 Baseline	2008	2009	2010	2011	2012
Proficient/Advanced Annual Results Projection		59.9	66.6	73.3	80	86.7
Proficient/Advanced Annual Results	53.2	68.8				

**50% of students in Grades 3 and 5 took the Science test.*

PERFORMANCE GOAL 5:

The percentage of students in Grades 3-5 who score "Proficient/Advanced" in the core content areas will increase to 100% by 2013-2014.

ACTION PLAN	EVALUATION
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STRATEGY # 5.1 Provide and support district approved standards-based curriculum for increased student achievement.

Activity	Timeline Start/End Date	Persons Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Implement district approved curriculum in all content areas.	2007-2012	3rd, 4th, & 5th Grade Teachers			
2. Review and revise curriculum materials annually to ensure alignment to South Carolina Academic Standards.	2007-2012	3rd, 4th, & 5th Grade Teachers			
3. Attend training to help teachers in identifying scaffolding and acceleration strategies for the SDPC Instructional Model provided by the district (See Appendix C).	2007-2012	3rd, 4th, & 5th Grade Teachers			
4. Implement the SDPC Instructional Model (See Appendix C).	2007-2012	3rd, 4th, & 5th Grade Teachers			
5. Align support materials and other resources to grade level curriculum.	2007-2012	3rd, 4th, & 5th Grade Teachers			
6. Attend professional development on curriculum models provided by the district.	2007-2012	3rd, 4th, & 5th Grade Teachers			
7. Provide a literacy rich environment in each classroom.	2007-2012	3rd, 4th, & 5th Grade Teachers			
8. Integrate career awareness activities into content instruction and guidance programs.	2007-2012	3rd, 4th, & 5th Grade Teachers			
9. Provide Art, Computer Lab, Library, Music, and PE for all students.	2007-2012	Related Arts Teachers			

STRATEGY # 5.2 Provide and support appropriate instructional strategies and practices for students based on formative and summative assessments.

1. Differentiate instructional practices based on analysis of assessment results.	2007-2012	3rd, 4th, & 5th Grade Teachers			
2. Continue to use Descartes to identify skills needed by individual students for grade level standards mastery.	2007-2012	3rd, 4th, & 5th Grade Teachers			
3. Emphasize literacy across all content areas.	2007-2012	3rd, 4th, & 5th Grade Teachers			
4. Maintain and expand school based literacy libraries.	2007-2012	3rd, 4th, & 5th Grade Teachers			
5. Refresh and refurbish math manipulatives.	2007-2012	3rd, 4th, & 5th Grade Teachers			
6. Use appropriate technology resources and software with the support of instruction, utilizing school-based technology resource teachers.	2007-2012	3rd, 4th, & 5th Grade Teachers			
7. Implement the use of appropriate technology resources and software support of instruction, utilizing school-based technology resource teachers.	2007-2012	3rd, 4th, & 5th Grade Teachers			
a. Provide on-going professional development for teachers to become proficient in appropriate technology resources and software.		TRTs			
b. Attend professional development to enable teachers to fully integrate new and existing technology with instruction.		TRTs 3rd, 4th, & 5th Grade Teachers			

STRATEGY # 5.3 Develop intervention programs to address social and academic needs of students.

1. Expand the teaching strategies and resources that addresses ESOL students.	2007-2012	3rd, 4th, & 5th Grade Teachers ESOL Teacher ESOL Teacher			
2. Establish an FTE to address ESOL in each school as needed.	2007-2012	ESOL Teacher			
3. Evaluate and review current delivery model for the GT program and explore alternate models.	2007-2012	Gifted and talented Teacher			
4. Implement a continuum of services to allow students individual academic and behavioral supports.	2007-2012	AES Staff			
5. Utilize the services of a part-time social worker to be a liaison between Ambler and at-risk families.	2007-2012	3rd, 4th, & 5th Grade Teachers Social Worker			
6. Implement an after school tutoring program for our homeless students per the regulations of the McKinney Grant.	2007-2012	3rd, 4th, & 5th Grade Teachers			
7. Continue the use of an intervention team for student recommendations for at-risk students. (RTI)	2007-2012	Intervention Team			

Ambler Elementary School

Ambler Elementary Strategic Plan 2007-2012						
Performance Goal Area:		School Climate - Attendance				
PERFORMANCE GOAL 6 (DG 10) The attendance rate for students and teachers will be at least 94% each year.			DATA SOURCE(S): SASI - attendance data for Report Card			
Student	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		96.8	97.1	97.5	98.1	98.7
Annual Results	96.4					
Teacher	2007 Baseline	2008	2009	2010	2011	
Annual Results Projection		95.6	96.2	96.8	97.5	98
Annual Results	94.9					

PERFORMANCE GOAL 6:

The attendance rate for students and teachers will be at least 94% each year.

ACTION PLAN	EVALUATION
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STRATEGY # 6.1 Provide proactive strategies to address attendance concerns.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Implement attendance intervention procedures as prescribed by state regulations.	2007-2012	Administration Data Entry			
2. Provide school/home communication for student absences by automated telephone system, School Fusion, etc.	2007-2012	Administration Data Entry			
3. Increase services to students and families focused on attendance: Behavior Interventionist, translators for non-English speaking families, parent involvement facilitators, and Volunteer Coordinator	2007-2012	Administration			
4. Provide positive reinforcement for homeroom with lowest percentage of tardiness.	2007-2012	Administration			
5. Students receive ribbons each nine weeks for perfect attendance.	2007-2012	Administration			

Ambler Elementary School

Ambler Elementary Strategic Plan 2007-2012						
Performance Goal Area:		School Climate – Discipline				
PERFORMANCE GOAL 7 (DG 11) The number of students referred to the principal for discipline will be reduced.	DATA SOURCE(S): School Office Data					
	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection	16	14	12	10	8	6
Annual Results	16					

PERFORMANCE GOAL 7:

The number of students referred to the principal for discipline will be reduced.

ACTION PLAN	EVALUATION
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STRATEGY # 7.1 Provide an on-going discipline awareness program for students focused on behavioral expectations and student discipline procedures.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Implement a proactive counseling and guidance program focused on reducing discipline infractions that may lead to expulsions.	2007-2012	Guidance AES Staff			
2. Utilize assistance to schools in referral analysis for preventive behavior actions.	2007-2012	Administration Guidance			
3. Analyze and Apply all discipline information and communication in native language.	2007-2012	Administration			
4. Utilize classroom management procedures to increase time-on task and decrease negative behaviors.	2007-2012	Classroom Teacher Related Arts Teachers			
5. Utilize behavioral management strategies to improve student behavior. Develop plan to use reinforcements such as phone calls, conferences, in-school time outs, student reprimand, and part-time and full-time suspension.	2007-2012	Administration Guidance AES Staff			

STRATEGY # 7.2 Provide professional development programs for teachers addressing classroom management.

1. Attend teacher training in classroom management strategies to include CPI (Crisis Prevention Intervention) where appropriate.	2007-2012	AES Teachers			
2. Implement an on-going Character Education Program.	2007-2012	Guidance AES Staff			
3. Attend teacher training on bullying prevention.	2007-2012	AES Teachers			

Ambler Elementary School

Ambler Elementary Strategic Plan 2007-2012						
Performance Goal Area:		School Climate - Parent Involvement, Safe and Healthy Schools				
PERFORMANCE GOAL 8 (DG 12) The number of parents who participate in Open Houses or parent-teacher conferences as defined by state report card will be at least 100% by 2013-2014.		DATA SOURCE(S): Conference participation records (State Department of Education Parent Survey)				
	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection	100	100	100	100	100	100
Annual Results	100					

PERFORMANCE GOAL 8:

The number of parents who participate in Open Houses or parent-teacher conferences as defined by state report card will be at least 100% by 2013-2014.

ACTION PLAN	EVALUATION
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STRATEGY # 8.1 Encourage parents to visit/communicate with their child's school

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Continue to have a School Improvement Council that works directly with AES administration and staff.	2007-2012	Administration			
2. Provide opportunities for parents to visit schools for workshops/training/conferences	2007-2012	Administration, Instructional Coach, TRT, Teachers			
3. Utilize the School Improvement Council more effectively in decision making at school.	2007-2012	Administration			
4. Utilize district, school, and teacher webpages to communicate with parents and community stakeholders.	2007-2012	Administration, TRT, Teachers			
5. Promote and encourage training through various resources such as Adult Learning for support staff (custodians, bus drivers, cafeteria workers, operations, secretaries, etc) and include them in the decision making process.	2007-2012	Administration			
6. Utilize technology programs that would provide parents access to student grades/assignments online.	2007-2012	TRT, Teachers			
7. Continue to be a "Red Carpet" school.	2007-2012	Administration, Teachers, Staff			
8. Continue after school "Wildcat Den" program to help parents with child-care and provide help with homework.	2007-2012	Administration			
9. Continue character education program to reinforce good behavior skills.	2007-2012	Guidance, Teachers			
10. Reward students who exhibit exceptional character traits through the use of Wildcat of the Week, incentive tag necklaces, Terrific Kid program, and Citizen of the Year.	2007-2012	Administration			

Ambler Elementary School

Ambler Elementary Strategic Plan 2007-2012

Performance Goal Area:

School Climate - Parent Involvement, Safe and Healthy Schools

PERFORMANCE GOAL 9 (DG 13)

By the year 2013-2014, at least 95% of teachers, students, and parents surveyed will indicate satisfaction with their school's social and physical environment.

DATA SOURCE(S):

State surveys, percentages reported for "Mostly Agree" and "Agree"

	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		93.6	93.8	94	94.2	94.4
Annual Results	93.4					

PERFORMANCE GOAL 9:

By the year 2013-2014, at least 95% of teachers, students, and parents surveyed will indicate satisfaction with their school's social and physical environment.

ACTION PLAN	EVALUATION
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STRATEGY # 9.1 Provide safety plans and current safety resources.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Update emergency safety plans annually.	2007-2012	Administration			
2. Train faculty and practice procedures of school safety plan.	2007-2012	Administration			
3. Utilize up-to-date communication systems for facilities and transportation.	2007-2012	Administration			
4. Provide a school plan for serving nutritious foods in accordance with the School Fitness and Health Act of 2006 (SFHA).	2007-2012	Food Service			
5. Develop school health improvement plan in accordance with Student Health and Fitness Act 2005.	2007-2012	Physical Education Teacher			

STRATEGY # 9.2 Provide a parenting involvement program.

1. Research parent involvement programs that meet National Standards for Parent/Family Involvement programs.	2007-2012	Administration			
2. Review the state's Parent Accountability Act for school policy and practice alignment.	2007-2012	Administration			
3. Enhance and expand communication tools with families.	2007-2012	Administration			
4. Establish meaningful parent/family involvement criteria for tracking of participation.	2007-2012	Administration			
5. Develop organized parent volunteer programs	2007-2012	PTA Officers			
6. Provide parents with activities for home to support content skills.	2007-2012	AES Staff			

STRATEGY # 9.3 Implement business partner collaborations.

1. Develop opportunities with business and community organizations for service learning, mentoring, coaching, and internships.	2007-2012	Administration & PTA Staff			
2. Engage community members in dialogue about issues affecting education and the community.	2007-2012	Administration			

Ambler Elementary School

Ambler Elementary Strategic Plan 2007-2012						
Performance Goal Area:		Teacher/Administrator Quality				
PERFORMANCE GOAL 10 (DG 14) 100% of teachers who teach core academic subjects will be highly qualified by the year 2013-2014.	DATA SOURCE(S): Highly qualified personnel data as defined for the Report Card Report Card - Percent classes taught by highly qualified teachers					
	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection	100	100	100	100	100	100
Annual Results	100					

PERFORMANCE GOAL 10:

100% of teachers who teach core academic subjects will be highly qualified.

ACTION PLAN	EVALUATION
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STRATEGY # 10.1 Provide programs to retain a highly qualified staff.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Hire highly qualified employees.	2007-2012	Administration			
2. Provide an assistance team for each induction teacher to include a mentor and administrator.	2007-2012	Administration			
3. Provide assistance for continuing contract teachers being evaluated through the formal evaluation model (ADEPT).	2007-2012	Administration & IC			
4. Maintain master teachers to serve as mentors and ADEPT evaluators.	2007-2012	Administration & IC			
5. Provide time as needed for teachers to observe Master Teachers.	2007-2012	Administration			
6. Provide training for teachers to meet technology proficiency requirements.	2007-2012	TRT			
7. Train teachers to use a software program that will assist with tracking progress toward recertification (PDEExpress).	2007-2012	IC			
8. Implement and monitor employee evaluations annually.	2007-2012	Administration			
9. Allow professional leave for conferences, workshops, observations, and teachers report to faculty.	2007-2012	Administration			

10.	Conduct conferences between administrator and teachers to evaluate the success of each GBE goal.	2007-2012	Administration			
11.	Organize professional learning opportunities for curriculum mapping, test analysis, technology topics, and other relevant resources.	2007-2012	AES Leadership Team			
12.	Plan curriculum meetings with Instructional Coach by grade level as needed.	2007-2012	Administration & IC			
13.	Involve appropriate school personal in shared decision making.	2007-2012	Administration			
14.	Participate in district level professional development to enhance teacher mastery and student achievement.	2007-2012	AES Staff			
15.	Promote and conduct school-level professional development meetings.	2007-2012	AES Leadership Team			
16.	Attend annual SCASA administrator summer academy to enhance skills and observe new programs to improve achievement.	2007-2012	Administration			