

Ardmore School Improvement Plan
2008-2009
Bellevue School District

This school has a school improvement plan for this year that is based on student data that suggest that Hispanic students are not performing at the same level as their peers from other ethnic groups. Additionally, students from low-income families (defined as those who are eligible for free-and-reduced price lunches) are not performing at the same level as students from higher-income families. Data also indicates that many students learning English as a second language need accelerated learning to meet standard before moving on to middle school.

Our specific goals and action plan for this year support the goals of

- The state's Essential Academic Learning Goals: to provide students with opportunities to develop knowledge to read with comprehension, write with skill and communicate effectively; know and apply principles of math, science, social studies, arts, health, fitness; think analytically, form reasoned judgments and solve problems; and understand the importance of work and how performance affects future career opportunities.
- Continuous improvement of student achievement consistent with the state's essential academic learning requirements; and
- Non-academic student learning, related to leadership, public speaking, teamwork and interpersonal relationship:

Goal 1: To ensure grade level success for all students in literacy, math and science, particularly those identified as performing below grade level.

Actions: (note: These actions also apply to goals 2, 3, and 4)

1. Weekly team level meetings to discuss students, strategies and progress.
2. Weekly K-5 meetings for professional development in literacy and math
3. Use of assessment data, including third, fourth and fifth grade WASL; DIBBLES reading tests, and district math unit assessments to identify students most at risk for participation in extended day and intervention programs.
4. Intensive academic support provided during an extended school day for identified students through an after-school tutoring program focused on reading and math instruction. The reading program serves 15-20 students in grades 2-5 three days a week for 60 minutes. The math program includes targeted 5th graders in preparation for the transition to middle school.
5. On going work with district curriculum staff for individual teacher/student intervention.
6. Literacy and math workshops for neighborhood parents, with translators in Spanish.
7. Establish and maintain a safe, caring school environment with a commitment to high expectations for all students.
8. Establish and maintain caring and long-term relationships with students and parents.

9. Utilize district level personnel to create opportunities for parents and teachers to increase their knowledge and skill
10. Build partnerships with families through a monthly potluck breakfast with the Principal. This event allows families to connect, learn how they can be involved at school and home to support their children's education, and ask questions or attend a presentation about a variety of topics including: curriculum, parenting issues (screen time, homework and motivation, nutrition, sleep, exercise and learning, sibling rivalry, etc.), etc.
11. Build partnerships with families and build parent capacity to help support their children's literacy learning at home through Partners in Print, a parent involvement program that teaches parents literacy strategies they can use at home to support their child's literacy development. Offered in Spanish and English.
12. Distribute monthly "Home/School Connection" newsletter that includes tips for parents on how to support learning at home as well as parenting issues.

Goal 2: To improve academic success for Hispanic students as evidenced by WASL results as well as other indicators.

Actions:

1. Intensive academic support provided during an extended school day for identified students through an after-school tutoring program focused on reading and math instruction. The reading program serves 15-20 students in grades 2-5 three days a week for 60 minutes. The math program includes targeted 5th graders in preparation for the transition to middle school.
2. Provide outreach support for Hispanic families through a bilingual Human Service Worker to connect families with community resources and the schoolhouse.
3. Build partnerships with Hispanic families by presenting parent education programs in Spanish on the following topics: elementary curriculum and strategies for parents to support their students' success at school.
4. Provide translator services for parent-teacher conferences and other school meetings.
5. Schedule translated parent-teacher conferences during an extended afternoon and evening with back-to-back conferences for siblings so that parents can conference on the same day for all of their children.
6. Provide free child care during conferences and parent educational events.
7. Build partnerships with Hispanic families and build parent capacity to help support their children's literacy learning at home through Partners in Print, a parent involvement program that teaches parents literacy strategies they can use at home to support their child's literacy development. Offered in Spanish and English.
8. Build partnerships with Hispanic families through a monthly potluck breakfast with the Principal. This event allows families to connect, learn how they can be involved at school and home to support their children's education, and ask questions or attend a presentation about a variety of topics including: curriculum,

- parenting issues (screen time, homework and motivation, nutrition, sleep, exercise and learning, sibling rivalry, etc.), etc.
9. The school's PTSA translates their monthly newsletter into Spanish.
 10. Distribute a monthly "Home/School Connections" newsletter in Spanish that includes tips for parents on how to support learning at home as well as parenting issues.
 11. Participate in a program offering free adult ESL classes for parents through a partnership between the Bellevue School District and Bellevue Community College.
 12. Offer adult, on-campus ESL class during the school day for parents once a week.
 13. Offer counseling service in Spanish for students and families with a bilingual counselor from Youth Eastside Services.
 14. Increasing the school library's collection of picture books in Spanish for student and parent checkout to promote literacy activities at home.
 15. Invitations to school events are sent home in Spanish and followed up with a phone call from a bilingual staff member.

Goal 2: To improve academic success for low-income students as evidenced by WASL, DIBBLES results, and other performance indicators.

Actions:

1. Use Title and district funding to provide three on site facilitators that work with teachers and students to refine instruction and provide interventions to effectively meet learning targets for all learners.
2. Intensive academic support provided during an extended school day for identified students through after-school programs focused on reading and math instruction. The reading program serves 15-20 students in grades 2-5 three days a week for 60 minutes. The math program serves targeted 5th grade students to boost skills in preparation for the transition to middle school.
3. Student Intervention Teams are scheduled twice a month to discuss concerns about individual students, review interventions and progress, and provide strategy suggestions to the classroom teacher. A Multi Disciplinary Team meets weekly to discuss student progress and possible referrals for other assistance if necessary.
4. Through our Family Connections Center, a Human Service Worker connects low-income families with community resources and assists families in crisis. This program is due to a collaborative effort of the City of Bellevue and the Bellevue School District.
5. Provide mentors and trained volunteers to work with at-risk students in their classroom.

Goal 3: To accelerate the learning of students learning English as a second language.

Actions:

1. One ESL facilitator to provide in class support for targeted level 2 and 3 ESL learners as well as provides classroom teachers with strategy and best practice support for ESL students.
2. An ESL Center Program that provides 2.5 hours of literacy/language instruction four days a week for students at a Beginner's level of proficiency in English.

3. Improving home-school connection with parents by providing designated phone lines for messages in specific languages.
4. Extended day Emergency Immigrant literacy program to serve qualified students who have been in the U.S. less than three years.
5. Support student learning by empowering their parents' ability to assist with school work by offering free adult English as a Second Language classes and parent classes related to curriculum, how to support your child's education, parenting, etc.
6. ESL students are highly encouraged to attend a four week summer school program which is available at no charge if needed. Entering kindergarten students with limited proficiency in English attend a specially designed Kindergarten Summer School Session for four weeks to prepare them for a successful transition to elementary school.

The plan is based on our building's annual self review, which includes input from staff and parents.

We have evidence, based on staff surveys and our own monitoring, as well as on required school district practices, that our school operates on the following characteristics of high-performing schools:

- ✓ Clear and shared focus
- ✓ High standards and expectations
- ✓ Effective school leadership
- ✓ Supportive learning environment
- ✓ High levels of community and parent involvement
- ✓ Frequent monitoring of teaching and learning
- ✓ Focused professional development

The Ardmore Elementary School community – students, staff, and parents – is committed to the academic and personal success of all of our students. We support an inclusive and welcoming learning environment.

Technology and Learning:

As a school district, we use computers as tools to support student learning, in the same way we use library resources, calculators, or math manipulatives. At the elementary level, technology is used in a variety of situations: keyboarding, word processing, math software and multimedia presentations. Some schools have daily schoolwide news broadcasts. Students are involved in video production and web authoring. Our schools are making a transition from classroom desktop computers to mobile laptop labs, which will lead to a ratio of 1:1 between computers and students. The current ratio of computers to students is 1:4.

In our school, at a student level computer technology is used for keyboarding and word processing, student presentations using Microsoft PowerPoint. SMART Board technology has been implemented and utilized by all teachers as a part of their regular classroom instruction in all content areas. Numerous scanners enable teachers quick access to prepare materials for SMART Board lessons, and each classroom is equipped with a computer projector. Document cameras enable teachers to easily share samples of student work for peer discussion. Our mobile labs, along with our new PC lab, make the technology more accessible to all students especially during writing and keyboarding lessons and when they are being taught about new software applications. Students use our digital camera and upload photographs in to their reports for more dramatic presentations.

In addition, Ardmore has a weekly news broadcast entirely produced and directed by students giving all students a chance to actually participate in the broadcast either on camera or as part of the crew. From time to time, students show their own videos pertaining to school events on the morning broadcasts

In the Learning Resource Center, students access district and school data bases for books, periodicals and other resources for projects, reports, and for their personal reading needs. In the resource room for students with learning difficulties, there are five computers on which children use software that help them with important reading, writing, and mathematics skills.

Teachers continue to develop their skills in using a range of technology to enhance their instruction. All classrooms have internet access for student research and information. Each classroom has a presentation station enabling the addition of video clips, real-time information, and “slide show” instruction. At a staff level technology is employed to communicate and collaborate through Sharepoint, the Curriculum Web, and email. The majority of management level issues are addressed thru technology, freeing valuable staff meeting time for professional development.

Assistive and adaptive technology is available as appropriate to student need.