

Parents as Partners for Future Success!

The faculty and administration of MES believe that promoting parental involvement contributes to the school culture and overall student success. MES parents who wish to submit comments and suggestions may do so in the following ways:

- Suggestion box in school office
- Parent e-mail distribution system
- Parent-Teacher Conferences
- School administrator webpage
- Parent Advisory Committee & PTO
- School events and activities
- School surveys



Early Childhood curriculum and instructional rigor aligned to build academic foundational skills.

Academic Goals

Reading: To meet the annual measurable goal of 92% in third grade reading, 2) to meet the annual measurable goal of 91% in fourth grade reading, and 3) to meet the annual measurable goal of 92% in fifth grade reading, 4) Decrease the proficiency index rate in the special education subgroup by 5% (previous year reporting a -18.23% proficiency score).

Math: Increase the percent of students scoring proficient and exceeding proficiency (Level III and IV) on the ARMT from 84% to 89% in 3rd grade. 2) Decrease the proficiency index rate in the special education subgroup by 5% (previous year reporting a -19.58% proficiency score). 3) Decrease the proficiency index rate in the free and reduced lunch subcategory by 3% overall. 4) Decrease the proficiency index rate in the black male subgroup by 5% (previous year reporting a -4.63% proficiency score).



Margaret Elementary School

2011-2012 AYP Status

This school met 13 goals out of 13 (100%).

Made AYP

Not in School Improvement

Met Additional Academic Indicator

Yes

MES Continuous Improvement Goals for 2011-2012

All teachers will develop and deliver effective, strategic instruction daily.

All classrooms will be "student-centered" learning environments.

Our school will promote meaningful parent and community involvement.



Margaret Elementary School

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Margaret Elementary School



An Overview of the Continuous Improvement Plan



*Preparing
Tomorrow's Leaders
Today*

More info available on:
www.margaretelementaryschool.com

CIP Planning Process and Summary of Data

In August 2011, Margaret Elementary School began its second year as a school with a current enrollment of 553 students in grades Kindergarten through fifth grade. The Margaret Elementary School Leadership Team met to review the previous years' Continuous Improvement Plan in order to assess the degree to which implemented strategies were met. This evaluation included: data analysis



Planning classroom instructional practices to meet academic goals.

of state assessments, attendance & discipline reporting, staff, parent, & student school culture surveys, walk-through and program data, parent advisory and community leader input, and school/district monitoring data. This information will be shared with all staff, students, and interested parents. The staff and parents will provide input on the following: which elements have been successfully mastered and need not to be included in the next year's plan; the elements that have been mastered but still require continued monitoring during the 2011-2012 school year; the elements that have not been mastered and must be included in the 2011-2012 CIP. In August 2011, the Continuous Improvement Team convened to disaggregate standardized assessment data, School Incident Report data, PEPE data and other system-wide data. The school leadership team met to suggest strategies, professional development and budget requirements for the CIP plan. At the draft completion, faculty and staff will review it and suggest modifications if needed. The CIP for the 2011-2012 school year will then be published and shared with the district and community. Requested modifications will be examined and decisions made by school leadership team and faculty/staff. The finalized CIP will be sent to the district school improvement specialist for review and district school board for approval and signatures.

Evaluation of CIP 2010-11

The MES CIP/Leadership Team used results from parent, teacher, and student surveys, round-table discussions about instructional practices from the 2010-11 Continuous Improvement Plan, reviewed all state accountability assessments to define gaps in instruction, and analyzed individual student performance to determine strengths and weaknesses. The MES instructional staff determined instructional strategy needs based on previous implementation goal success, professional development training outcomes, state accountability data, and beginning of year diagnostic assessments.

Teacher Collaborative Efforts

The MES CIP/Leadership Team used results from parent, teacher, and student surveys, round-table discussions about instructional practices from the 2010-11 Continuous Improvement Plan, reviewed all state accountability assessments to define gaps in instruction, and analyzed individual student performance to determine strengths and weaknesses. MES instructional staff determined instructional strategy needs based on previous implementation goal success, professional development training outcomes, state accountability data, and beginning of year diagnostic assessments. 1) Each grade-level team is scheduled common planning for the purpose of collaboration on instructional programs and individual student achievement. A monthly meeting schedule has been established for analyzing academic benchmarks and progress through 1) whole grade-level data meetings with ARI Coach and Administrator, 2) grade-level team planning and department meetings for departmentalized classrooms, 3) embedded professional development, and 4) community (vertical team) planning for project-based learning initiatives. All agendas are created by the administration and ARI Coach prior to each meeting



On-going review of CIP and strong commitment of collaboration between faculty and stakeholders.

based on school needs and current data results. Data results discussed are end-of-month tests, progress or report card grades, STAR Reading & Math, STI Assessment Reading/Language Arts and Math, Response to Instruction running records, ClassWorks, DIBELS, and all other standardized testing. Monthly PST (Problem Solving Team) meetings are held to discuss the academic needs of individual students that are identified as at-risk. This collaborative effort ensures the necessary modifications in instructional strategies, reading groups, response to intervention, and special education needs are in place for meeting student needs.

Shared Responsibility

The MES parents are informed about their child's achievements through weekly folders, progress reports, report cards, and parent conferences. Students take STAR, DIBELS, Accelerated Reader (AR), ClassWorks, and/or STI Assessment tests throughout the year to measure reading progress; reports are sent home to parents reflecting student's strengths & weaknesses. On-line learning and curriculum tools are available through the school website for extended learning—teachers are responsible for communicating frequently through weekly electronic & paper newsletters, computer websites, and electronic mail. Students are challenged to reach full academic potential.



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