



Buford Elementary School 2011- 2012 School Profile



Platinum Award

Greatest Gain in Students Meeting and Exceeding Standards



Gold Award

Highest Percentage of Students Meeting and Exceeding Standards

Georgia Title I Distinguished School



Georgia School of Excellence



Reading Renaissance Master Model School



**SACS CASI Southern Association of
Colleges and Schools**



*Mrs. Melanie Reed
Principal*

*Mrs. Denise Simpson
Assistant Principal*

Building Community; Serving Students

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Introduction

Buford Elementary School Summary

Buford Elementary School is located 35 miles northeast of metropolitan Atlanta in the city of Buford, Georgia. In 1912 Buford became an independent school system and has since been associated with academic excellence. Community and school pride are ongoing traditions. Buford's 12,000 residents have a sense of ownership in the local schools. This is evidenced through the modern, state-of-the-art facilities, as well as community participation in extracurricular school events and organizations. Visionary city leaders provide continued support and maintenance of the local schools by generously allocating 100% of the City of Buford's property taxes for educational purposes. The collective pride of community leaders, business owners, residents, educators, parents, and students enable Buford to maintain its small school charm while setting high educational precedents and standards.

The mission of Buford Elementary is to serve all students and to have high expectations of the students, families, and staff members. The primary focus of Buford Elementary's mission statement is that **"Every child is inspired to achieve and succeed."** A differentiated curriculum is designed for each individual student to ensure that each child gains the knowledge, values, and skills necessary to become productive, life-long learners.

Buford Elementary School serves over 550 kindergarten and first grade students who come from culturally and economically diverse backgrounds. Free- and reduced-lunch students comprise approximately 60% of the school population, thus qualifying Buford Elementary School as a Title I school. Our faculty and staff take pride in rising to the daily challenge of meeting the needs of each and every individual student. With individualized attention and tender loving care, the faculty and staff of Buford Elementary takes the youngest students and lays a safe, secure, and trusting groundwork for all students to become critical thinkers, responsible and productive citizens, and life-long learners. Countless

hours are spent practicing required standards and differentiating instruction, thus producing students that are the envy of other school systems.

Key expectations of our staff are reviewed continually in order to maintain an academic focus. Staff pride and loyalty is evidenced by the low percentage of teachers who leave the school system, as well as the desire for self-improvement through the earning of advanced degrees and continuing education. Buford Elementary is also the home of the first system-wide daycare facility in the United States. The Buford City Childcare Center provides the employees in our system with a state-of-the-art day care center for their children. From the age of six weeks to Pre-K, children are provided a nurturing educational environment. Parents and grandparents can visit at any time through a virtual camera and Internet site.

Our current building was built in 1995, with a ten room addition added in 2003. In 2010 an Outdoor Learning Center was added to the back of the school. The addition of the Outdoor Learning Center has added additional class space for subjects such as Science. Wonderful community support and planning allows us to keep the student-teacher ratio below the state mandated requirement and keeps us from needing mobile classrooms. A warm, inviting atmosphere is quite apparent upon entering the school. Friendly faces, warm smiles, and a positive energy can be seen and felt every day at Buford Elementary. Student and employee successes are celebrated through displays featuring student writing and artwork, the Reading Renaissance Wall of Fame, student projects, and Employees of the Month. Other student recognitions, such as attendance awards, academic milestones and behavior successes can be heard daily on our closed circuit morning “Wolf TV” announcements. Teachers also reward students in individual classrooms.

Buford Elementary has been the recipient of many prestigious honors and awards. Buford Elementary has been **accredited with the Southern Association of Colleges and Schools** since 1979. This accomplishment came at a time when very few Georgia elementary schools were SACS accredited.

In 1997, Buford Elementary School earned the **Pay for Performance Award** through the Georgia State Department of Education. In 1999, we were the first school in the state of Georgia to pilot the **SRA Reading Apprenticeship Program**. This highly effective program couples elementary and high school students on a daily basis with a rigorous, one hundred lesson program that teaches the child to read fluently. Over 400 elementary students have participated in this program, and it has become a very sought-after high school internship. In 2003, Buford Elementary School was selected as a **Georgia School of Excellence**. We have been a **Reading Renaissance Model School** each year since 1996 and have been a **Reading Renaissance Master School** since 2000. Due to Buford Elementary's overwhelming success with the Reading Renaissance Program, the faculty and staff of Buford Elementary were chosen by the Institute for Academic Excellence, Inc., to be featured in the Reading Renaissance national teacher training video in March of 2000. Buford Elementary is also currently recognized as a **Georgia Title 1 Distinguished School**, having met Adequate Yearly Progress (AYP) under state guidelines for eight consecutive years. Our most recent award came in the fall of 2010. Georgia's State Governor's Office of Student Achievement awarded Buford Elementary School a **Platinum Award** for having the greatest gains in students meeting and exceeding standards and a **Gold Award** for having the highest percentage of students meeting and exceeding standards.

Buford Elementary uses a variety of assessments in determining the needs of all students. These assessments are ongoing, and are formative as well as summative. Teachers log pre and post tests on a summary report. Individual student weaknesses and strengths are discussed with administration at the beginning of the year, during Response to Intervention (RTI) meetings, and at the end of each school year, during each teacher's post conference.

The core of student achievement lies in the instructional programs available at Buford Elementary. The curriculum consists of such highly successful programs as Saxon Phonics, Houghton Mifflin Harcourt Reading, Harcourt Brace Math, Accelerated Math, and Reading Renaissance. Specific areas of academic concern, along with the development of Response to Intervention (RTI), resulted in the

implementation of many innovative programs including, but not limited to: The SRA Direct Instruction Program, SRA Language for Learning, SRA Language for Thinking, English in a Flash, Study Island Reading, SIPPS Phonics, Earobics, Destination Reading, Orton Gillingham, Math Facts in a Flash, Destination Math, Study Island Math, SRA Connecting Math Concepts, and “Minds In Motion.”

In addition to the implementation of these instructional programs, students are provided with opportunities for additional help through extra paraprofessional support within the classroom, Saturday School, Summer School, including a pre-kindergarten program, ESOL classes (both pull-out and self-contained), and our Early Intervention Program (EIP). These instructional settings meet the academic concerns of our students needing remediation through a smaller, more intense learning environment. Also, computer labs, mimeo boards, computers in the classroom, mobile I-Touch carts, and other technological support allow students to receive additional support through researched-based programs. Students with special needs are also highly engaged in the instructional programs at Buford Elementary through co-teaching, inclusion and resource educational settings. Students needing more academic challenges attend a daily pull-out enrichment class.

Parents are also encouraged to take advantage of different opportunities. English “Yes I Can” classes are offered system-wide to Spanish-speaking parents wishing to learn English.

Parent workshops, parenting tip brochures, and numerous PTO activities allow parents to learn more about ways they can help themselves and their precious children. Several opportunities are also available for any parent wishing to help within the school. Volunteers are utilized daily in the Media Center, clothing closet, Outdoor Learning Center, and homeroom classrooms.

Collaborative planning among all teachers ensures a positive, student-focused learning environment. This is accomplished through grade level meetings, vertical team meetings, professional learning communities, flexible grouping among students, the use of essential questions, and teaching through research-based best practices. While walking through the hallways, into classrooms, the

gymnasium, the cafeteria, or on the playground, some form of learning is always taking place at Buford Elementary. Not only will you see teachers teaching students, you will see support personnel, parent volunteers, grandparents, community leaders, office personnel, custodians, cafeteria staff and other students always willing to lend a helping hand. Everyone involved feels such a sense of satisfaction. Even though quite young, the students at Buford Elementary are given many responsibilities throughout the school. Many students serve as peer tutors in the classroom, and are classroom buddies to new students enrolling at Buford Elementary.

The perfect combination of high expectations, a nurturing environment, and students learning the value of effort and persistence, results in our little children transforming into productive, life long learners ready to use their unique skills and talents throughout their life.

Section I: Vision and Purpose Buford City Schools

The Vision:

Buford City School System:

Building
Community;
Serving
Students

The Mission:

The mission of Buford City School System is to provide opportunities for all students to become critical thinkers, innovative problem solvers, responsible individuals, productive citizens, and life-long learners.

Core Values

The mission of the Buford City School System will be accomplished through a commitment to live and work by core values which capture the beliefs of the system:

Excellence: the standard to which we aspire in all aspects of our work.

Character: the foundation of our system culture; therefore, we strive to embody and inspire such character traits as integrity, fairness, respect, kindness, honesty, cooperation, compassion, responsibility, citizenship, perseverance, self-discipline, and flexibility.

Community: the moving force behind our school system; our sense of collaboration, unity, and interdependence are built upon our membership in the Buford family.

Tradition: the rich history that fuels our drive for excellence which inspires us to even greater achievement.

Leadership: the factor which creates a student-centered climate and establishes high expectations.

Accountability: the expectation that all students and staff members will focus on efficient and effective processes.

Communication: the vehicle for all stakeholders to share ideas, concerns, and suggestions.

Security: the conditions that make our schools safe places for teachers to work and students to learn.

Building Community; Serving Students

The Key Performance Goals

The Key Performance Goals focus on the ultimate tasks of mastery of the curriculum and student achievement.

All students will

- **meet or exceed grade-level standards in reading, language arts, mathematics, science, and social studies.**
- **become proficient in English.**
- **graduate from high school.**
- **be taught by highly qualified teachers using differentiated approaches which meet the students' unique needs.**
- **be provided safe, drug-free, challenging, technology-rich environments that are conducive to learning.**

Buford Elementary School Vision Statement

"Buford Elementary School...A school of excellence in a community of tradition where every child is inspired to achieve and succeed."

Section II: Governance and Leadership

Administration

Melanie Reed -
Principal

Denise Simpson -
Assistant Principal

Leadership Team

Melanie Reed - Principal
Denise Simpson - Asst. Principal
Scott Lane - Counselor
Cindy Boling - Media
Deale Fitch - Kindergarten
Amanda Cochran - Kindergarten
Phil Ritchie - Special Areas
Catherine Camp - 1st grade
Nicole McQuilken - 1st grade
Jana McCranie - EIP
Cindy Queen - ESOL
Janet Powers - Special Education
Robin Puckett - Parapro
Kim Oliver - Nurse/Office Staff

Superintendent's Advisory Committee

Polly Price
Angela Henderson
Lynn Perkins

Grade Chairs

Deale Fitch- Kindergarten
Amanda Cochran - Kindergarten
Catherine Camp - 1st grade
Nicole McQuilken - 1st grade
Jana McCranie - EIP
Cindy Queen - ESOL
Janet Powers - Special Education
Phil Ritchie - Special Areas
Robin Puckett - Parapro

School Council

Perla Ortiz – Parent (Chairperson)
Josh Compton - Parent
Steve Warnstrom - Business Rep.
Carson Smith - Business Rep.
Melanie Reed - Principal
Kari Neal - BES Staff Member
Scott Lane - BES Staff Member

PTO Officers

Angela Zubar - President
Lindsay Smith - Co-Vice President
Tracy Calhoun - Co-Vice President
& Teacher Rep.
Megan Gentry - Co-Treasurer
Jill Hill - Co-Treasurer
Dana Irwin - Secretary

Section III: Teaching and Learning Faculty and Staff Roster

Principal

Melanie Reed

Assistant Principal

Denise Simpson

Media Specialist

Cindy Boling

Counselor

Dr. Scott Lane

Office Staff

Tammy Jones – Bookkeeper
Cyndi Benson – Registrar
Rhonda Degan – Copy Clerk
Dina Kozloski – Media Clerk
Gloria Whidby – Office Mgr.

School Nurse

Kim Oliver

Special Areas

Joan Bagley – ESOL
Angela Henderson – EIP
Laura Kell – Math
Lynn Lane – EIP
Christi Lenz – Music
Brandon Manders – PE
Jana McCranie – EIP
Betsy McQuilken – EIP
Adam Meador – Technology
Kari Neal – Art
Geri Pullin – EIP Pennie Pass
Cindy Queen – ESOL/EIP
Phil Ritchie – PE
Lynn Sazera – ESOL
Sarah Sweet – Enrichment

Special Education

Heather Attaway
Tracy Calhoun
Lori Hogle
Janet Powers – Speech

Kindergarten Teachers

Fran Bagley
Greta Bender
Amy Botham
Amanda Cochran
Deale Fitch
Heather Harvell
Kathy King
Laura Laws
Lynn Perkins
Breanne Smith
Leanne Tarleton
Renee Thomasson
Angie Travis
Kimberly Wells
Chrissy Williamson

First Grade Teachers

Angela Ables
Kendra Barfield
Christie Brown
Catherine Camp
Amy Clark
Amy Dorolek
Courtney Goodrich
Bonnie Harper (ESOL only)
Mark Hillinger
Patrick Logan
Karin Manis
Nicole McQuilken
Lori Parks

School Nutrition Staff

Tory Elrod – Manager
Libbie Dodd
Tara Hennelly
Debbie Ivey
Becci Slade
Robin Thomas

Paraprofessionals

Ginna Bradford – 1st
Christie Dodge – K
Brooke Garmon – K
Tammy Garth – K
Ona Hamilt – Special Ed.
Kim Hamilton – Special Ed.
Terry Hosch – 1st
Celina Merritt – ESOL
Lisa Meroow – K
Kayte McAlexander – K
Alaina Mercer – K
Debbie Moody – K
Xiomara Morales – K
Jodi Morgan – K
Maria Novales – K
Silvia Palacios – 1st
Marie Porter – 1st
Polly Price – K
Robin Puckett – K
Virginia Rodriguez – Translator
Sarah Rothweiler – Special Ed.
Linda Thomas – K
Donna Thornton – K
Phyllis Wood – K

Custodians

Jean Arnold – Head Custodian
Felicita “Happy” Beltran
Doug Day
Lionel Johnson

P.T.O. Officers

Angela Zubar – President
Lindsey Smith – Co-V. President
Tracy Calhoun – Co-V. President
& Teacher Rep.
Megan Gentry – Co-Treasurer
Jill Hill – Co-Treasurer
Dana Irwin – Secretary

Section III: Teaching and Learning Faculty Qualifications

Employee Last Name, First Name	Certificate Type	Certification Area(s)	Position
Ables, Angela	T5	ECE, P-8 MG (lang/math/ss)	1 st grade
Attaway, Heather	ST6	BD/IRR (P-5, MG – lang/math/ss) TSS, Curriculum & Instruction	Special Ed
Bagley, Fran	T6	ECE P-5, Curriculum & Instruction	Kindergarten
Bagley, Joan	T5	ECE, ESOL Endorsement	ESOL
Barfield, Kendra	T4	ECE K-5	1 st grade
Bender, Greta	T4	ECE, MG (lang/math/ss)	Kindergarten
Boling, Cindy	DS-5	Librarian/Media Specialist	Media Specialist
Botham, Amy	T6	ECE, IRR (all P-5, MG – SS), Curriculum & Instruction	Kindergarten
Brown, Christie	LT6	ECE, Administration/Leadership	1 st grade
Calhoun, Tracy	T6	ECE, IRR, LD P-5, SS P-8, Curriculum & Instruction	Special Ed
Camp, Catherine	T6	ECE, ESOL & Reading Endorsement, Curriculum & Instruction	1 st grade
Clark, Amy	LT6	ECE, Administration/Leadership	1 st grade
Cochran, Amanda	T5	ECE K-5	Kindergarten
Dorolek, Amy	T4	ECE P-5	1 st grade
Fitch, Deale Bullard	T6	ECE K-8, MG (sci/ss), Curriculum & Instruction	Kindergarten
Goodrich, Courtney	T4	ECE K-8, MG (lang/ss)	1 st Grade
Harper, Bonnie	T4	ECE, ESOL Endorsement	1 st grade/ESOL
Harvell, Heather	T5	ECE P-5, MG (all subjects 4-8)	Kindergarten
Henderson, Angela	T6	ECE, Curriculum & Instruction	EIP
Hillinger, Mark	T5	ECE K-12, MG (sci/ss)	1 st grade
Hogle, Lori	ST5	ECE, IRR/MR P-5, MG (lang/ss), TSS	Special Ed
Kell, Laura	T6	ECE, Administration/Leadership	Math Specials
King, Kathy	T4	ECE P-5	Kindergarten
Lane, Lynn	T4	ECE K-5, Reading Endorsement	EIP
Lane, Scott	S7	K-12 Counseling	Counselor
Laws, Laura	T4	ECE P-5, IRR P-12	Kindergarten
Lenz, Christi	T5	K-12, general music, band, chorus	Music
Logan, Patrick	T5	ECE K-5, Literacy	1 st grade
Manders, Brandon	T6	Health & PE, Admin./Leadership, Curriculum & Instruction	PE/Health
Manis, Karin	PBT6	ECE K-5	1 st grade
McCranie, Jana	T5	ECE K-5	EIP
McQuilken, Elizabeth	PBT5	ECE, ITT/MR P-5, MG (ss)	EIP
McQuilken, Nicole	T5	ECE K-8, Curriculum & Instruction	1 st grade
Meador, Adam	T4	Art P-12	Technology

Neal, Kari	T5	Art K-12, ECE	Art
Parks, Lori	T5	ECE K-5, Reading Endorsement	1 st Grade
Pass, Pennie	PBT4	ECE K-5	1 st grade
Perkins, Lynn	T6	ECE P-5, Curriculum & Instruction	Kindergarten
Powers, Janet	S5	Speech-Language Pathology	SLP (Speech)
Pullin, Geraldine	T5	ECE P-5, MG (ss)	EIP
Queen, Cindy	T5	ECE, ESOL & Reading Endorsement	ESOL/EIP
Reed, Melanie	LPBT6	ECE, Administration/Leadership	Principal
Ritchie, Phil	T5	Health & PE K-12	PE/Health
Sazera, Lynn	T6	ECE, ESOL Endorsement	ESOL
Simpson, Denise	LPBT6	ECE, Administration/Leadership	Asst. Principal
Smith, Breanne	T5	ECE P-5, IRR P-12	Kindergarten
Sweet, Sarah	T6	ECE, Gifted, MG (ss), Edu. Specialist	Enrichment
Tarleton, Leanne	T5	ECE K-5, Reading Endorsement	Kindergarten
Thomasson, Renee	T4	ECE P-5	Kindergarten
Travis, Angela	T5	ECE K-5	Kindergarten
Wells, Kimberly	T5	ECE, ESOL & Reading Endorsement	Kindergarten
Williamson, Chrissy	T4	ECE P-5	Kindergarten

State Professional Standards Commission (PSC) Report regarding BES faculty

(this chart includes faculty data from 2009-2010, which is the latest provided by the PSC)

Teachers (Total: 55; Gifted: 1; ESOL: 5)	BES	Average for the 2 Elementary schools in Buford district	Average for all schools in Buford district	Average for all Elementary schools statewide
Highly qualified teachers	100%	100%	100%	98.8%
Percentage With Level 4 Cert	25.5%	25%	25%	34.8%
Percentage with Level 5 Cert	36.4%	35.1%	39.9%	45.7%
Percentage with Level 6 Cert	20%	30.8%	30.5%	18.1%
Percentage with Level 7 Cert	0%	0%	N/A	3.3%
Average Teaching Experience (Years)	10.4	12	13.3	12.5
Low-Level Experienced Teachers (less than 3 yrs)	25.5%	16.6%	15%	10.6%
Mid-Level Experienced Teachers (Between 3 and 20 yrs)	58.2%	66%	61.8%	71.2%
High-Level Experienced Teachers (greater than 20 yrs)	16.4%	17.4%	23.2%	20.3%
Annual Teacher Retention Rate	95.7%	94.3%	92.1%	87.3%
Experience Continuity Ratio	0.98	0.93	0.22	0.9
Principal Experience Continuity Ratio	1	1	0.83	0.85

Master Schedule 2011-2012

Special Areas	8:40 - 9:40 K - Group 1 (Wells, Tarleton, Williamson, Harvell & Thomasson)	9:40 – 10:40 K - Group 2 (Smith, Botham, Bender, Bagley & Travis)	10:40 - 11:40 K - Group 3 (Laws, King, Perkins, Fitch & Cochran)	11:40 -12:15 Special Area Teachers Lunch	12:15 - 1:10 1st - Group 1 (Parks, Manis, Ables, Pass & McQuilken)	1:10 - 2:05 1st - Group 2 (Camp, Goodrich, Hillinger & Harper)	2:05 - 3:00 1st - Group 3 (Logan, Dorolek, Barfield, Clark & Brown)
K	Group 1- Specials (8:40-9:40) EIP - (Botham, Bender & Perkins) (8:40-9:25)	Group 2-Specials (9:40-10:40) EIP - (Cochran, Laws & Fitch) (9:35-10:20)	Group 3-Specials (10:40-11:40) EIP - (Smith, Bagley, Travis, Wells & Tarleton) (10:45-11:30)	Lunch Period 11:36-12:44 (see grade level schedule for specific class times)	Group 2 - ESOL/Enrichment (12:25-1:10)	Group 1- ESOL/Enrichment (1:20-2:05) EIP - (King) (1:20-2:05)	Group 3 - ESOL/Enrichment (2:15-3:00) EIP - (Williamson Harvell & Thomasson) (2:15-3:00)
1st	Group 1 - Reading/ELA Flex (8:40-9:25) EIP Teachers (Pullin & Queen) Group 2 - ESOL/Enrichment (8:40-9:25)	Groups 2 & 3 - Reading/ELA Flex (9:35-10:20) EIP Teachers (Pullin, McQuilken, Calhoun & Attaway) Group 1 - ESOL/Enrichment (9:35-10:20)	Group 3 - ESOL/Enrichment (10:30-11:15)	Lunch Period 11:00-12:06 (see grade level schedule for specific class times)	Group 1 - Specials (12:15-1:10) Group 3 - Math/EIP (12:25-1:10)	Group 2 - Specials (1:10-2:05) Group 1 - Math/EIP (1:20-2:05)	Group 3 - Specials (2:05-3:00) Group 2 - Math/EIP (2:15-3:00)
EIP	3 EIP teachers with K (Botham, Bender & Perkins) and 2 with 1st Grade Flex Groups (8:40-9:25) McCranie - SRA (8:20-9:10)	3 EIP Teachers with K (Laws, Fitch & Cochran) and 2 with 1st Grade Flex Groups (9:35-10:20)	5 EIP Teachers with K (Smith, Bagley, Travis, Wells & Tarleton) (10:45-11:30)	Lunch/ Planning (11:30-12:25)	5 EIP Teachers with 1st Grade Group 3 for Math (12:25-1:10)	5 EIP Teachers with 1st Grade Group 1 for Math and 1 with K (King) (1:20-2:05)	3 EIP Teachers with 1st Grade Group 2 for Math (excluding Harper) and 3 with K (Williamson, Harvell & Thomasson)
ESOL/ Enrichment	1st - Group 2 (8:40-9:25)	1st - Group 1 (9:35-10:20)	1st - Group 3 (10:30-11:15)	Lunch/ Planning (11:15-12:25)	K - Group 2 (12:25-1:10)	K - Group 1 (1:20-2:05)	K - Group 3 (2:15-3:00)

**Section III: Teaching and Learning
Instructional Resources**
Programs Used at Buford Elementary School

Reading/ELA/Writing

- *Houghton Mifflin Harcourt*
- *Renaissance Learning/Accelerated Reader*
- *Sight/Dolch Words and Boxes*
- *Saxon Phonics*
- *Journals/Kid Writing*
- *EIP teachers available to all struggling students during flex groups*

Math

- *Harcourt Brace*
- *Math Fact Cards and Boxes*
- *Renaissance Learning/Accelerated Math/Math Journals*
- *Weekly 55 minute Math Special to preview math standards*
- *EIP teachers in all 1st Grade math classes*

Social Studies

- *Teacher Made Units based on GPS standards*
- *Weekly Readers*
- *Brain Pop, Jr.*

Science

- *Houghton Mifflin*
- *Hands on Materials for Science Labs*
- *Weekly Readers*
- *Brain Pop, Jr.*

Health

- *Teacher Made Units based on QCC objectives*

Section III: Teaching and Learning Instructional Resources

RTI Programs Used at Buford Elementary School

Tier 1 =15 minutes per day /3 times per week **for 4 weeks**

In tier 1, teachers are encouraged to use “Best Practices” and **one** of following interventions:

- English in a Flash (Weekly reports)
- Math Facts in a Flash (Weekly reports)
- Accelerated Math (Tops Reports)
- Language for Learning or Language for Thinking (Copies of assessments)
- Touch Math Program (Copies of assessments)
- ABC World-Reading Readiness Skills (Printouts of student performance)
- Mathosaurus- Math Readiness Skills (Printouts of student performance)
- Extra instruction and practice in the area of weakness (work samples or assessments)
- Instructional games found on the Internet (Checklist of how many correct/ in all)
- Reader Rabbit (Printouts)
- Millie’s Math House (Printouts)
- Leap Frog “hand held” games
- Sheppardsoftware.com
- SRA- 100 Hundred Easy Lessons (Copies of SRA notebook)
- Other _____

In order to move into Tier 2 you must bring 6-8 date points/work samples, as well as all RTI paperwork to the RTI meeting.

Tier 2 =15-30 minutes per day/5 times per week **for 6 weeks**

In tier 2, teachers must use **one** of the following programs. It must be a **different** program from what was used in Tier 1.

- English in a Flash (Weekly reports)
- Math Facts in a Flash (Weekly reports)
- Accelerated Math (Tops Reports)
- Language for Learning or Language for Thinking (Copies of assessments)
- Sight Words with Samson (Printouts)
- SRA 100 Easy Lessons (Copies of the SRA notebook)
- SIPPS Phonics Program (Work samples and copies of all assessments)
- Destination Math (Copies of all assessments)
- Destination Reading (Copies of all assessments)
- Leap Frog Videos (7 to choose from – get with RTI coordinator for a complete list)
- “Wh” Words CD (Questions/Answers)
- Study Island Reading or Study Island Math (Copies of data reports)
- Other _____

In order to move into Tier 3 you must bring 12-16 data points/work samples/assessments, as well as all RTI paperwork to the RTI meeting.

Tier 3 =30-40 minutes per day/5 times per week **for 12 weeks**

In tier 3, teachers must use **one** of the following programs. It must be a different program from what was used in Tiers 1 or 2.

- Any of the programs listed above **IF** they were not used in Tier 2
- Earobics (Daily printouts of student performance)
- Orton Gillingham (Copies of all assessments)
- SRA Connecting Math Concepts (Copies of all assessments)
- Houghton Mifflin/Harcourt (Tier 3 Reading Kit)
- Other _____

Section III: Teaching and Learning
Instructional Resources
Assessments used at Buford Elementary School

State Assessments

- CRCT (1st Grade)
- GKIDS (Kindergarten) On-going assessment
- ACCESS for ELLs (English Language Proficiency Test given to ESOL students)

Benchmark Assessments

- ELT (Early Literacy Test) - All Kindergarten students are tested quarterly.
- STAR Reading - All 1st Grade students are tested quarterly. All Kindergarten students are tested in the spring.
- STAR Math - All 1st Grade students are tested quarterly.
- Harcourt Pre-Post test Kindergarten Math Assessment is given in the fall and spring.
- Writing- A writing sample is collected in the fall, winter, and spring.

Other Local Assessments

- Sight Words- Students are tested daily as they return their sight word boxes.
- Math Facts- Students are tested daily as they return their math fact boxes.
- Weekly and End of Unit Assessments for Reading, Math, and ELA/Spelling are given on an on-going basis.
- Pre and Post tests are given in Special Areas (Music, Art, Physical Education, Technology and Math)

Section III: Teaching and Learning Professional Learning Plans

Professional Learning

Professional Learning Meetings will be held (as needed) on Thursdays from 7:30-8:10. All professional learning meetings will be needs based using the Needs Assessment results from the 10-11 school year. The faculty and staff will also participate in a book study and blog on *How Full is Your Bucket?* This will be ongoing during the 11-12 school year. Professional development will also be given on all new RTI programs, including Study Island.

Other Professional Learning Dates

September 2, 2011	11:30 - 3:30
October 7, 2011	7:30 - 11:30
January 2, 2012	7:30 - 3:30
January 3, 2012	7:30 - 3:30
March 16, 2012	7:30 - 3:30

Buford Elementary School had professional learning on May 31st – June 2nd, 2011 to prepare for the 2011-2012 school year. The teachers spent three days working on GPS/CCS in all subject areas, report cards, content maps, rubrics, and technology.

**Section IV: Documenting and Using Results
Buford Elementary Testing
& Attendance Data**

CRCT (OVERALL First Grade- % that Met or Exceeded Expectations)
These percentages reflect the Full Academic Year (FAY) students

	READING		ENGLISH/LA		MATH	
	BUFORD	STATE	BUFORD	STATE	BUFORD	STATE
2008	94	91	91	85	91	86
2009	93	91	84	84	93	87
2010	99	93	97	87	95	85
2011	99	**	94	**	98	**

* 2008 N = 251

* 2009 N = 238

* 2010 N = 275

* 2011 N = 230

* Number of Buford Elementary students who took the CRCT

** State did not fund or mandate giving the CRCT at the first grade level so no state data is available.

CRCT First Grade By Ethnicity and Subgroup (% that Met or Exceeded Expectations)
These percentages reflect the Full Academic Year (FAY) students

	2008						2009						2010						2011					
	Reading		ELA		Math		Reading		ELA		Math		Reading		ELA		Math		Reading		ELA		Math	
	BES	GA	BES	GA	BES	GA	BES	GA	BES	GA	BES	GA	BES	GA	BES	GA	BES	GA	BES	GA	BES	GA	BES	GA
Asian	*	95	*	92	*	94	*	96	*	93	*	95	*	95	*	94	*	94	100	**	67	**	100	**
African Amer.	89	87	87	80	84	80	84	87	68	79	85	81	100	89	97	81	97	77	97	**	97	**	97	**
Hisp.	93	84	82	75	85	81	88	85	69	73	90	81	97	89	93	79	92	82	97	**	91	**	98	**
White	97	95	97	90	98	92	99	95	96	90	98	93	100	96	99	92	98	92	98	**	94	**	97	**
Multi-Racial	91	92	100	87	81	88	100	93	100	87	100	89	*	94	*	89	*	88	100	**	100	**	100	**
SWD	79	73	58	62	84	67	85	76	46	64	90	71	93	74	87	61	88	62	94	**	76	**	91	**
ELL (LEP)	86	81	70	70	73	77	78	81	40	68	90	78	96	87	91	75	90	79	96	**	86	**	98	**

Number of test takers 2008 N = 251

Asian = <10, African Amer. = 39, Hispanic = 71, White = 124, Multi-Racial = 11, SWD = 19, ELL (LEP) = 44

Number of test takers 2009 N = 238

Asian = <10, African Amer. = 25, Hispanic = 87, White = 113, Multi-Racial = 11, SWD = 13, ELL (LEP) = 62

Number of test takers 2010 N = 275

Asian = <10, African Amer. = 38, Hispanic = 93, White = 129, Multi-Racial = <10, SWD = 30, ELL (LEP) = 79

Number of test takers 2011 N = 230

Asian = <10, African Amer. = 33, Hispanic = 63, White = 123, Multi-Racial = <10, SWD = 34, ELL (LEP) = 51

* Too few students to calculate score

** State did not fund or mandate giving the CRCT at the first grade level so no state data is available.

Areas highlighted – Buford percentage is lower than the state average

Areas of concern in making AYP.

GKIDS (Kindergarten Assessment)- First given in 2009

	2009				2010				2011			
	# Elements	Mean # Elements Assessed	# Elements	Mean # Elements Assessed	Mean # Elements Meets/ Exceeds	Mean % Elements Meets/ Exceeds	Mean # Elements Meets/ Exceeds	Mean % Elements Meets/ Exceeds	# Elements	Mean # Elements Assessed	# Elements	Mean # Elements Assessed
English Language Arts	22	21.7	18.5	85.2%	22	21.3	19.0	88.9%	22	21.8	19.2	88.3%
Reading	3	3.0	2.3	77.1%	3	3.0	2.6	87.9%	7	6.7	5.6	83.9%
Writing	9	9.0	7.9	87.5%	9	8.9	8.2	91.3%	9	8.4	7.4	88.6%
Listening/Speaking/Viewing	34	33.7	28.7	85.1%	34	33.2	29.7	89.5%	38	36.9	32.3	87.7%
Math	13	12.7	11.0	86.4%	13	13.0	11.8	91.0%	13	12.8	11.4	89.3%
Numbers and Operations	10	10.0	9.4	93.8%	10	10.0	9.8	97.6%	10	9.3	8.9	95.5%
Measurement	8	7.6	6.9	90.6%	8	8.0	7.5	94.2%	9	8.4	7.9	93.8%
Geometry	1	0.9	0.8	87.6%	1	1.0	0.0	86.6%	1	0.9	0.9	92.9%
Data Analysis & Probability	32	31.3	28.1	89.9%	32	32	30.0	93.8%	33	31.4	29.0	92.4%
Approaches to Learning	3	2.6	2.3	86.0%	3	2.7	2.5	93.4%	3	3.0	2.8	94.7%
Curiosity & Initiative	3	2.7	2.4	85.3%	3	2.8	2.4	87.2%	3	3.0	2.7	89.6%
Creativity & Problem Solving	4	3.7	2.9	78.7%	4	3.6	3.1	86.0%	4	4.0	3.3	83.3%
Attention/Engagement	10	9.1	7.5	83.0%	10	9.1	8.1	88.3%	10	9.9	8.8	88.6%
Personal/Social Dev.	3	2.6	2.2	85.7%	3	3.0	2.7	91.5%	3	3.1	2.7	92.3%
Personal	5	4.3	3.8	88.2%	5	5.0	4.6	92.5%	5	4.9	4.6	92.1%
Social	8	6.9	6.0	87.3%	8	8.0	7.4	92.1%	8	7.9	7.3	92.2%
P & S Development Total												

The following benchmark data is also available upon request in many charts and graphs at Buford Elementary School:

- ELT (Early Literacy Test) - Kindergarten
- STAR Reading – First Grade
- STAR Math – First Grade

Section IV: Documenting and Using Results CRCT Comparisons

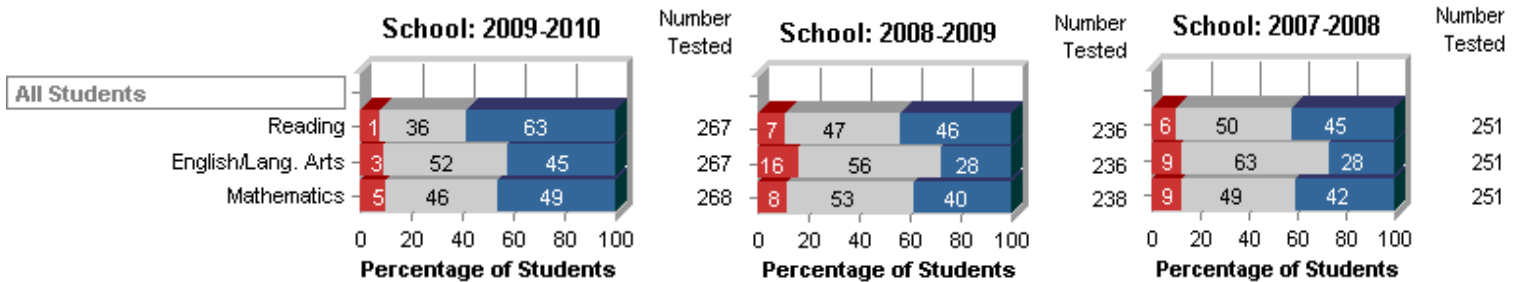
Buford Elementary School 2009-2010 Report Card (the latest published by the state)

Grade Range: K-1st Enrollment: 510

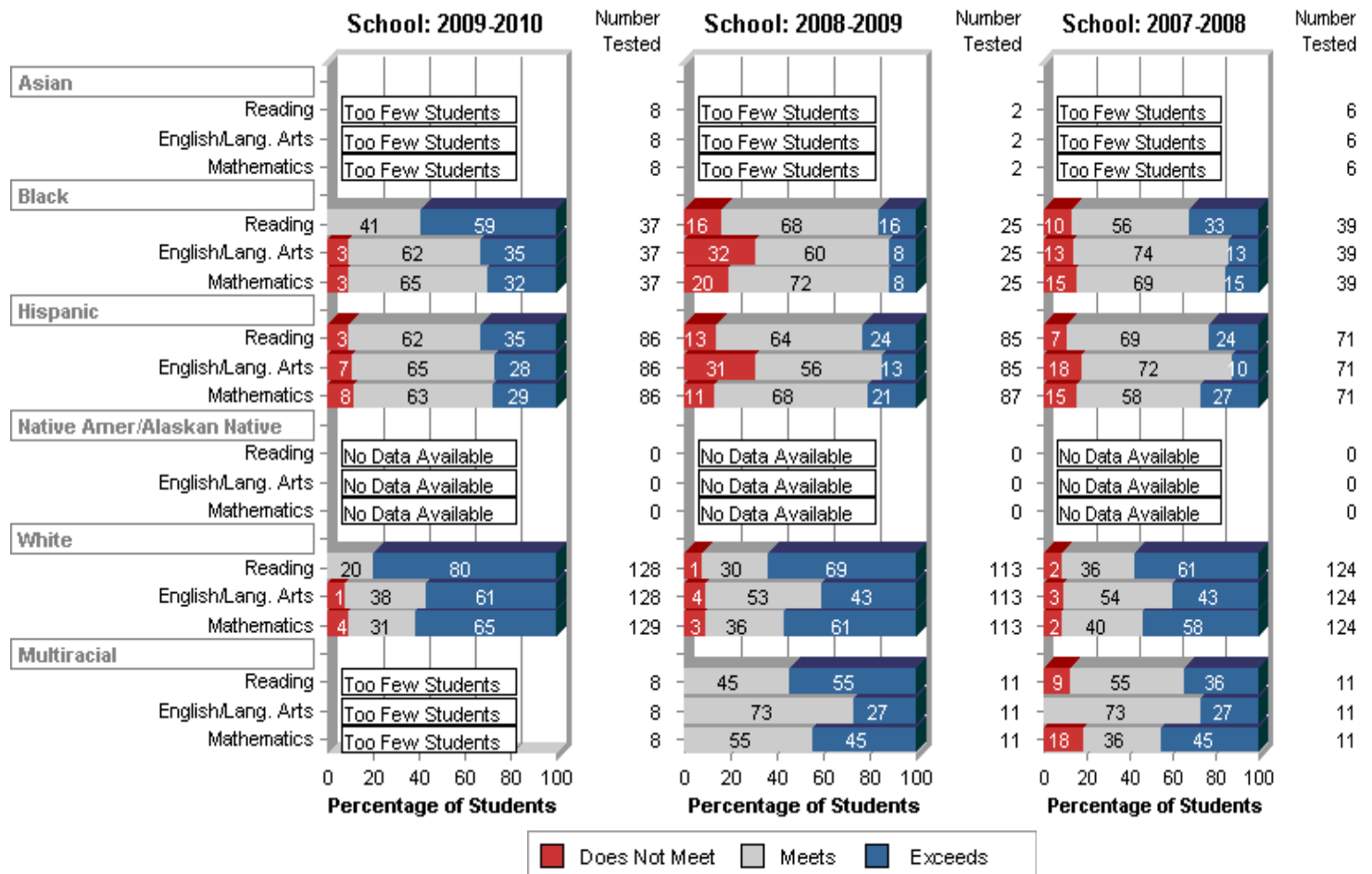
CRCT Math AMO = 67.6%

CRCT Reading/ELA AMO= 73.3%

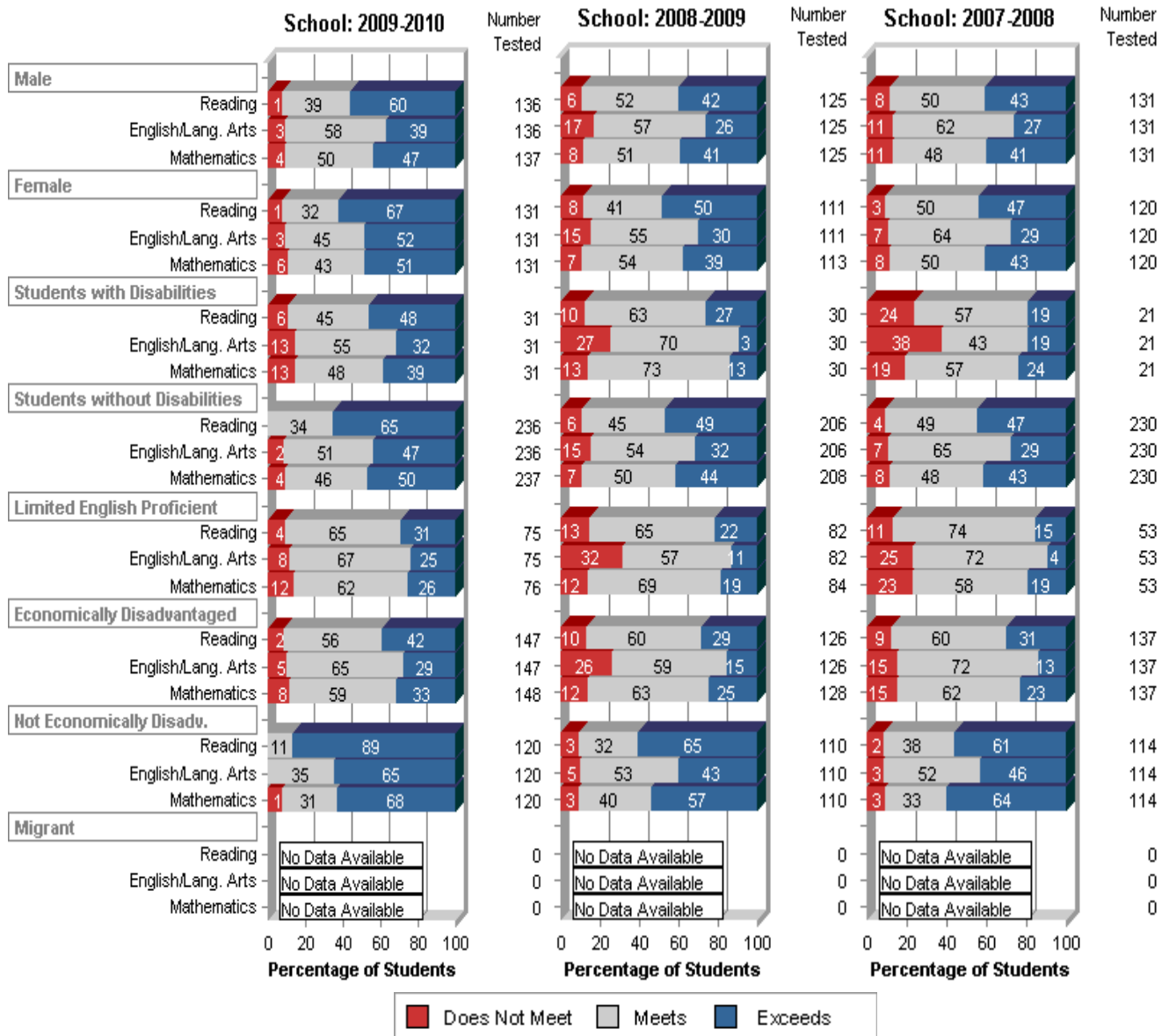
1st Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison For All Students



1st Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison By Race/Ethnicity



1st Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison By Other Subgroups



*GOSA does not report on fewer than 10 students.

NOTE: Report Cards reflect test results for all students tested while Adequate Yearly Progress reports reflect test results for students that fit the full-academic year definition.

Note: In the 2005-2006 year, the curriculum taught to Georgia K-12 students began to transition from the Quality Core Curriculum Standards(QCC) to the Georgia Performance Standards(GPS). As a result, the assessments that are given to students throughout the year transitioned also. It should be noted that results for tests based on QCC are not comparable to those results based on the GPS curriculum.

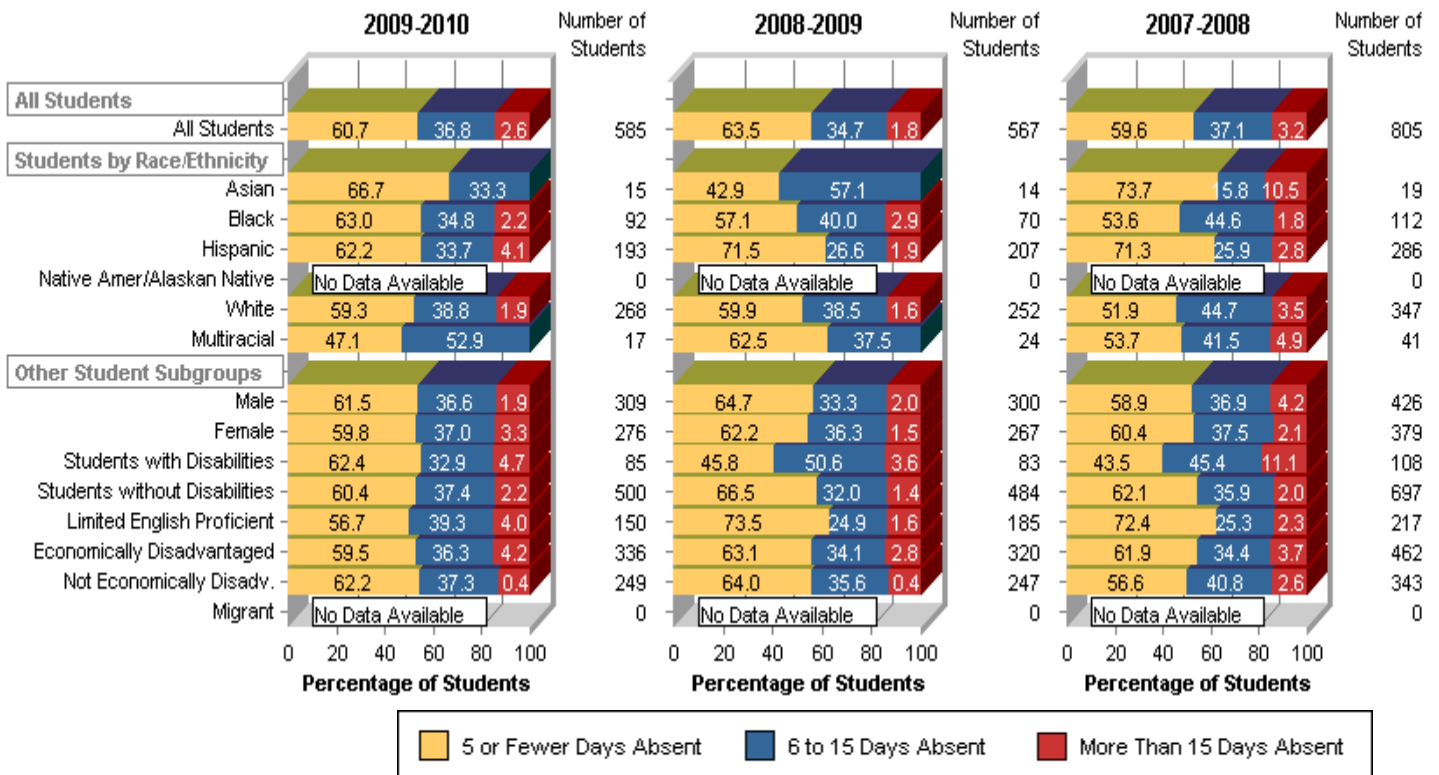
Note: Buford Elementary School has met Adequate Yearly Progress every year since 2004 (see chart on page 26).

Section IV: Documenting and Using Results Attendance Data

Buford Elementary School 2009-2010 Report Card (the latest published by the state)

Grade Range: K-1st
Enrollment: 510

Percentage of Students by Range of Days Absent For All Students and All Subgroups



OVERALL ATTENDANCE (K-1 only)

	2007	2008	2009	2010	2011
All Students	96.9	96.8	97.0	96.7	95.7
Kindergarten	96.4	96.6	96.5	96.4	95.3
1st Grade	97.3	96.9	97.5	96.9	96.3

BES Attendance by Subgroups

Days Absent	2007				2008				2009				* 2010			
	1-5	6-10	11-15	16 +	1-5	6-10	11-15	16 +	1-5	6-10	11-15	16 +	1-5	6-10	11-15	16 +
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
All Stud.	50.5	29.7	8.0	3.1	49.3	27.6	8.9	2.2	52.5	25.1	11.1	1.4	52.8	30.6	9.0	2.4
Asian	75.0	18.8	0.0	0.0	55.6	16.7	0.0	5.6	16.7	33.3	25.9	0.0	53.8	15.4	15.4	0.0
African - American	44.7	33.0	9.7	3.9	43.5	27.0	14.8	1.7	45.0	36.7	8.3	1.7	63.5	23.0	9.5	2.7
Hispanic	59.6	23.0	6.4	1.3	54.5	20.3	4.5	2.1	55.4	17.7	9.7	1.7	52.8	31.4	6.9	3.8
White	44.8	24.0	11.0	0.0	46.5	34.5	10.5	2.3	53.8	27.1	12.0	1.3	51.5	32.2	9.6	1.7
Multi-Racial	40.7	29.6	18.5	11.1	50.0	27.5	15.0	2.5	56.5	39.0	0.0	0.0	20.0	40.0	13.3	0.0
SWD	36.6	36.6	12.7	11.3	38.2	39.3	6.7	4.5	34.5	36.4	20.0	1.8	50.9	34.5	7.3	1.8
ELL (LEP)	60.2	21.1	5.3	1.5	56.6	20.8	4.1	2.3	56.0	14.9	13.5	2.1	49.3	32.4	8.5	4.2
Econ. Dis.	52.2	27.0	9.1	4.2	49.1	23.9	10.5	2.4	49.8	22.6	13.2	2.3	50.2	29.7	9.9	4.4

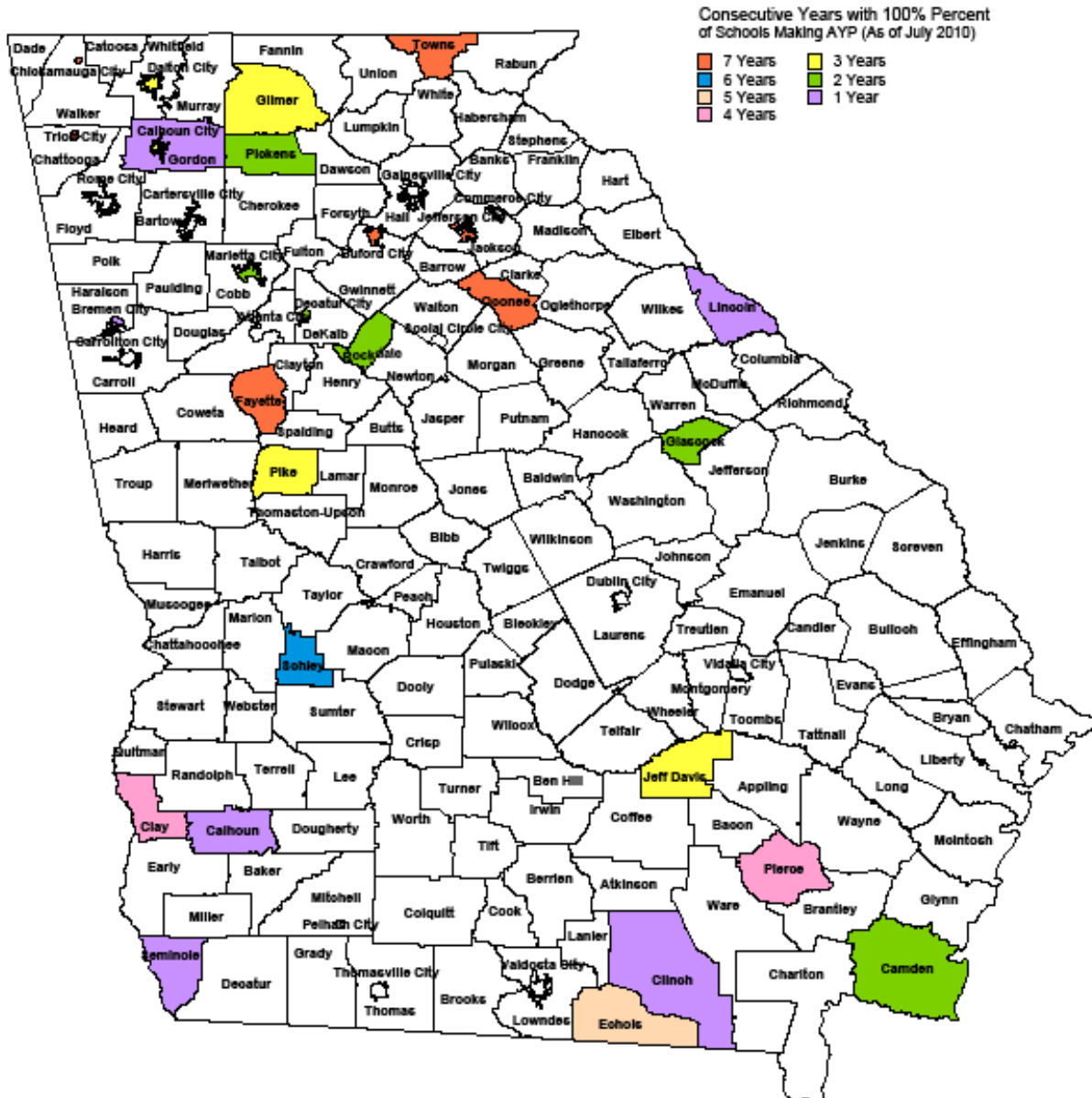
BES showed a decrease for all student subgroups in 2009 in the 16 + absences category, but showed a slight increase in most subgroups in 2010. However, most subgroups did show a decrease in the 11-15 category from 2009-2010.

* Latest subgroup data available.
2011 subgroup data has not been published yet.

Highlighted areas are areas of concern.



School Systems with 100% of Schools Making AYP in 2010 As of July 26, 2010

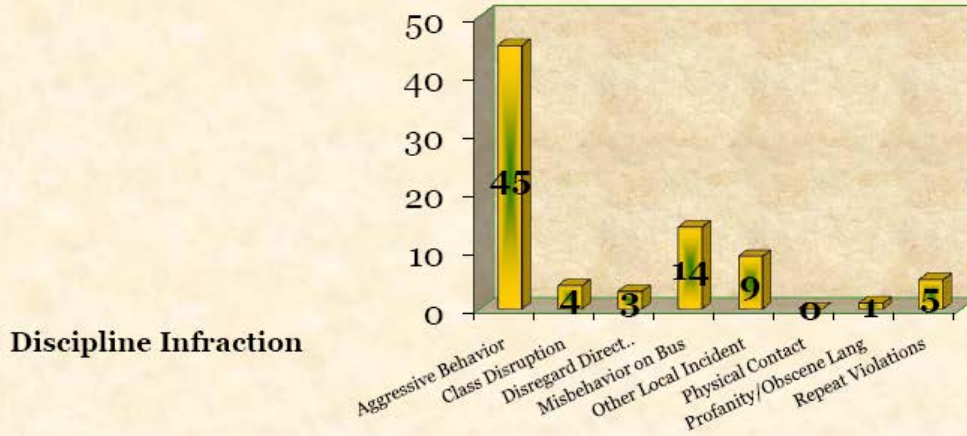


Consecutive Years for Charter Schools:
Scholars 1 Year, Ivy Prep 2 Years

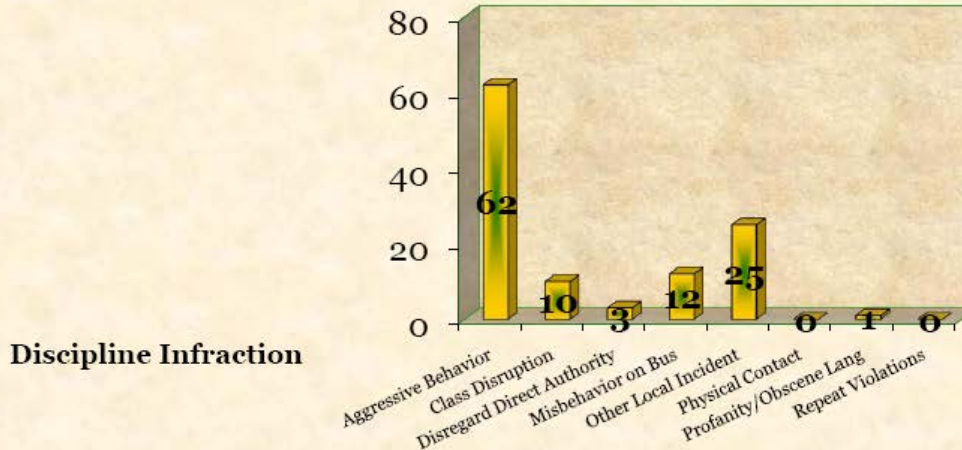
Georgia Department of Education
Brad Bryant, State Superintendent of Schools
Prepared by Data Collections
All Rights Reserved

Section IV: Documenting and Using Results Buford Elementary Discipline Data

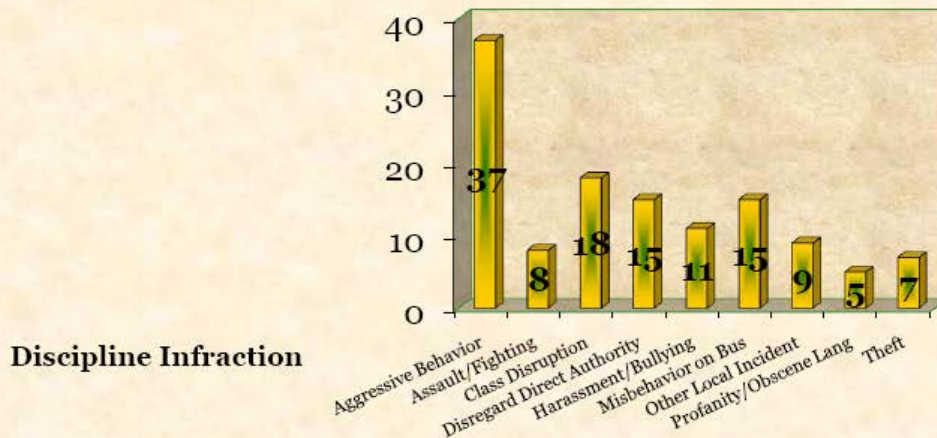
2008-2009 Discipline Data



2009-2010 Discipline Data



2010-2011 Discipline Data



Section IV: Documenting and Using Results
Buford Elementary Enrollment Summary & Demographic Data

Enrollment Summary (as of 8-16-11)

Grade Level	<u>TOTAL IN GRADE</u>	<u>Asian, Pacific Islander</u>	<u>Black (Not Hispanic)</u>	<u>Hispanic</u>	<u>American Indian, Alaskan Native</u>	<u>Multi-Racial</u>	<u>White (Not Hispanic)</u>
K	<u>292</u> 150/142	<u>5</u> 3 / 2	<u>31</u> 19 / 12	<u>99</u> 52 / 47	<u>1</u> 1 / 0	<u>1</u> 0 / 1	<u>155</u> 75 / 80
1st	<u>277</u> 160/117	<u>8</u> 6 / 2	<u>32</u> 15 / 17	<u>93</u> 59 / 34	<u>1</u> 1 / 0	<u>10</u> 8 / 2	<u>133</u> 71 / 62
<u>TOTAL</u>	<u>569</u> 310/259	<u>13</u> 9 / 4	<u>63</u> 34 / 29	<u>192</u> 111 / 81	<u>2</u> 2 / 0	<u>11</u> 8 / 3	<u>288</u> 146 / 142

- Numbers in green indicate the total number in that particular group.
- Numbers in blue indicate the number of males in that particular group.
- Numbers in pink indicate the number of females in that particular group.

Percentages within the total population:

- **Gender:**
 - Male = 54%
 - Female = 46%
- **Race:**
 - Asian/Pacific Islander = 2%
 - Black = 11%
 - Hispanic = 34%
 - Multi-Racial = 2%
 - White = 51%

Section V: Resources and Support Systems

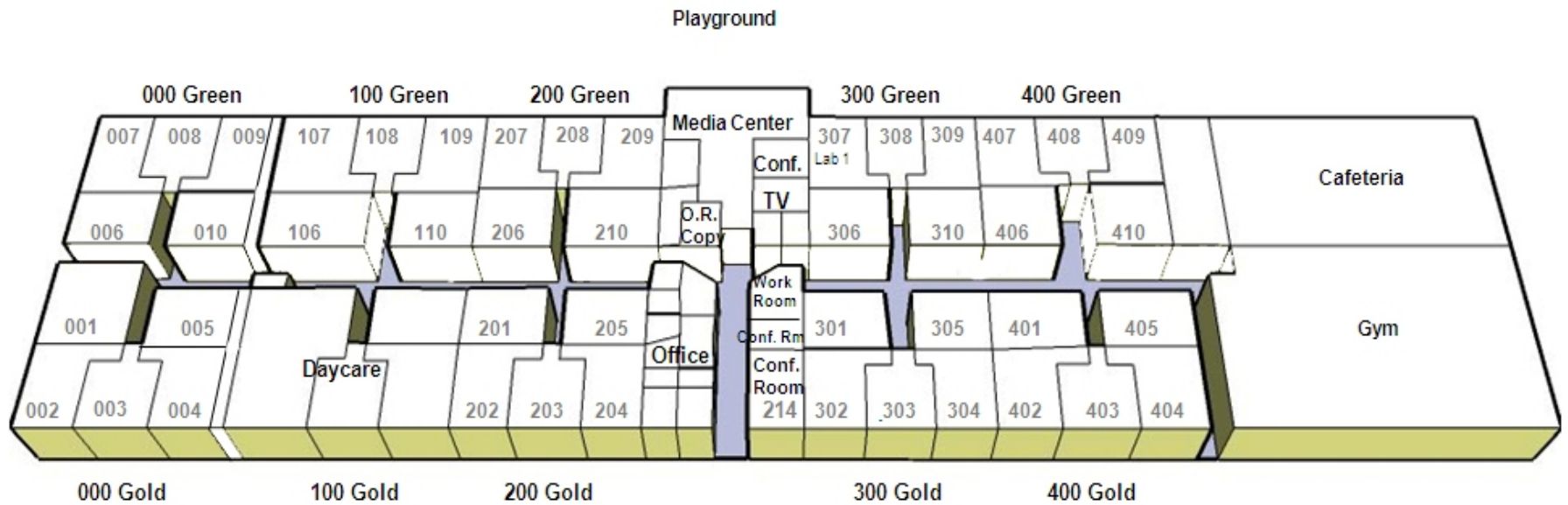
Physical Plant Information

Buford Elementary School was originally built in 1995. An additional 10 classroom addition was added in 2002 making the total square footage in the building 84,176. Buford Elementary currently has 50 classrooms. Of the 50 classrooms, 5 rooms are being used to house the Buford City Daycare. In addition to the 50 classrooms Buford Elementary offers its faculty and students the following:

- 1 gym with a stage and bleachers
- 1 media center with 3 small offices/conference rooms
- 1 cafeteria, kitchen, and staff dining room
- 1 conference room with an attached handicapped restroom
- 2 workrooms, 1 with an attached kitchen
- 1 office area with a clinic, vault, mailroom, and 4 additional offices
- 8 small storage areas with some being used for small offices, workrooms etc.
- 1 playground with a paved basketball court and covered picnic pavilion
- 2 parking areas
- 5 bathroom areas

*See Buford Elementary School map.

Buford Elementary School



**Section V: Resources and Support Systems
Central Office Leadership and Contact Personnel**

Leadership

Superintendent

Geye S. Hamby

Assistant Superintendent

Allison Miller

Director of Student Services

Denise Swanson

Director of Curriculum and Instruction

Elaine Carter

**Director of Professional Development and
Career and Technical Education**

Elizabeth Puckett

Director of Finance

Angela Adams

Director of Personnel

Amanda Grannon

Director of Operations

Gary Ash

Contact Personnel

Certification

Amanda Grannon

Insurance/Disability

Jane Martin

SIS/FTE

Flora Contreras

Testing

Elaine Carter

Professional Learning

Elizabeth Puckett

Network Administrator

Rodney Thomason

School Psychologist

Robin Riegelhaupt

Food Services

Mary Helen Williams

Transportation

Brenda Brown

Maintenance

Waymon Dodd

Social Worker

Liz Lindner

**Section V: Resources and Support Systems
Buford Elementary Contact Personnel**

Technology

Adam Meador

Registrar/SIS/FTE

Cyndi Benson

Web Calendar/WebSite

Adam Meador / Gloria Whidby

Professional Learning

Denise Simpson

RTI

Denise Simpson

Summer School

Scott Lane

Saturday School

Lynn Sazera

Bus Updates (changes for students)

Gloria Whidby

PTO Grade Level Music Performances

Christi Lenz

Counseling

Scott Lane

Discipline Reports (Entering)

Gloria Whidby

EIP

Jana McCranie

ESOL

Cindy Queen

Kindergarten

Amanda Cochran, Deale Fitch

Media

Cindy Boling

Gifted / Enrichment

Sarah Sweet

Head Custodian

Jean Arnold

Principal/Assistant Principal

Gloria Whidby

English Classes/Translator

Virginia Rodriguez

Wolfpack

Tracy Calhoun, Nicole McQuilken

Yearbook

Kari Neal

**Bookkeeper/
Workers Compensation**

Tammy Jones

Cafeteria Manager

Tory Elrod

Testing

Scott Lane

Special Areas

Phil Ritchie

Special Education

Janet Powers

First Grade

Nicole McQuilken, Catherine Camp

Section VI: Stakeholder Communications and Relationships

Meeting Dates 2011-2012

School Council Dates

- September 8, 2011 7:30 a.m.
- November 10, 2011 7:30 a.m.
- February 16, 2012 7:30 a.m.
- May 17, 2012 7:30 a.m.

PTO Meetings and Programs

- August 23, 2011 6:30 p.m. Curriculum/PTO Memberships
- September 30, 2011 6:00 p.m. Homecoming Tailgate Party
- October 6, 2011 5:00 p.m. Fall Festival
- November 10, 2011 6:30 p.m. 1st grade program
- February 16, 2012 6:30 p.m. Kindergarten program
- April 12, 2012 5:30 p.m. Arts and Technology Family Night
- April 27, 2012 8:30 a.m.- 3:00 p.m. PTO Wolf-A-Thon Fun Run

Parent Nights

- August 1, 2011 7:00 p.m. New Parents Meeting
- August 2, 2011 4:00-6:00p.m. Open House
- August 23, 2011 6:00 p.m. Kindergarten Curriculum Night
- 6:30 p.m. ESOL Curriculum Night
- 7:00 p.m. First Grade Curriculum Night
- October 27, 2011 5:00 p.m. PTO Chick-fil-A Night
- March 13, 2012 5:00 p.m. PTO Chick-fil-A Night

Parent Conferences

- October 14, 2011 11:30 a.m. - 3:30 p.m.
- March 22, 2012 11:30 a.m. - 3:30 p.m.
- March 23, 2012 11:30 a.m. - 3:30 p.m.

Student Recognition

- Monthly Attendance Prizes (Bike & Helmet)
- Yearly Perfect Attendance Prizes (Toys R Us gift cards)
- Daily “Caught Good in the Halls” tickets followed by weekly prize drawings
- Daily “Kindness Coins”
- Daily recognition announcements on Wolf TV
- Weekly “Family Involvement” drawings

Assemblies

- September 30, 2011 Homecoming Pep-Rally
- December 2, 2011 Magic Show
- March 29, 2012 Wolf-A-Thon Fun Run Pep-Rally

School Events (those other than PTO planned events)

- May 31, 2011 Parent Involvement K Breakfast/Training
- September 2, 2011 Kindergarten Community Helper Parade
- September 22, 2011 4:00-8:00 p.m. Book Fair Family Night
- October 6, 2011 5:00-8:00 p.m. Community Fall Festival
- October 24, 2011 Red Ribbon Week
- November 2, 2011 Community Thanksgiving Meal
- November 7, 2011 Children’s Book Week
- November 11, 2011 Book Character Dress-Up Day
- November 14, 2011 Canned Food Drive Kick Off
- December 9, 2011 Stuff the Bus
- December 16, 2011 Polar Express Day
- February 2, 2012 4:00-8:00 p.m. Book Fair Family Night
- February 3, 2012 Kindergarten Dad’s Day
- February 27, 2012 Dr. Seuss Day – Kick Off to Read Across America
- March 19, 2012 6:30 p.m. Rising 2nd Grade Orientation @ B.A.
- March 30, 2012 Egg Hunts
- April 26, 2012 6:30 p.m. Rising 2nd Grade Orientation @ B.A.
- April 26, 2012 Kindergarten Registration #1
- May 1, 2012 Kindergarten Registration #2
- May 10, 2012 Kindergarten Mom’s Day
- May 11, 2012 Field Day/Parent Teacher Cook-out
- May 25, 2012 Kindergarten Patriotic Day

*Field Trips

- January 5-6, 2012 Kindergarten to the Center for Puppetry Arts
- May 1-4, 2012 1st Grade to Gwinnett Environmental & Heritage Center
- May 7-8, 2012 1st grade to Buford Public Library

*A group of BES Special Education students will also take part in The Special Olympics.
Dates and times are TBD.

Section VI: Stakeholders Communications and Relationships

*Newsletters and other communications

* all newsletters and forms of communication are also provided in Spanish

Newsletters

- School newsletters are sent to all parents each month. The monthly newsletters can be viewed on the Buford Elementary website.
- Classroom/grade level newsletters are sent to all parents weekly.
- Welcome back letter with dress code information, supply list and other information is sent to every student prior to the beginning of the school year.
- The BES Counselor, Dr. Scott Lane, sends home letters about various events that go on during the year. {Red Ribbon Week, Canned Food Drives, Coat Drives, Red Cross Coin/Blood Drives, Holiday Assistant, Stuff the Bus, CRCT testing etc.}
- The BES Media Center sends home letters prior to all events.
 - September 22, 2011 Book Fair Family Night
 - November 28, 2011 Santa Shop
 - February 2, 2012 Book Fair Family Night
 - February 27, 2012 Read Across America Week
- PTO sends reminders before each PTO event.
 - October 2, 2011
 - October 27, 2011
 - November 10, 2011
 - February 16, 2012
 - March 13, 2012
 - April 12, 2012
 - April 27, 2012
- All Kindergarten Registrations are advertised on the BCS website and on local “City Signs.” All students are given letters.
 - April 26, 2012 Kindergarten Registration #1
 - May 1, 2012 Kindergarten Registration #2
- Buford Academy sends home letters to BES students about upcoming 2nd grade parent nights.
 - March 19, 2012 6:30 Rising 2nd Grade Orientation Meeting @ B.A.
 - April 26, 2012 6:30 Rising 2nd Grade Orientation Meeting @ B.A.

Other communications

- A new parent meeting is held before the start of the school year.
 - August 1, 2011
- Open House is held before the start of the school year.
 - August 2, 2011
- Every student is provided a student agenda at the beginning of the school year or upon enrollment. The student agenda is a very useful tool for teacher and parents to communicate with one another on a daily basis. Also included in the student agenda is the Buford Elementary student handbook, which every parent is required to sign stated they have read it. The handbook provides much information to parents regarding the rules, regulations, and procedures within the school.
- Curriculum night is held at the beginning of the school year to inform parents about the grade level their child is entering. Information shared includes Georgia Performance Standards (GPS), instructional programs used to teach the GPS curriculum, daily schedules, grading, Powerschool, etc.
 - August 23, 2011
- Progress Reports and Report Cards are sent home throughout the year. Also, first grade parents have access to Powerschool throughout the year. They can log on at any time to check their child's grades.
 - Progress Reports
 - September 8, 2011
 - November 10, 2011
 - February 9, 2012
 - April 26, 2012
 - Reports Cards
 - October 17, 2011
 - January 5, 2012
 - March 26, 2012
 - May 29, 2012 (Mailed)
- Parent/Teacher conference days are scheduled during the school year.
 - October 14, 2011
 - March 22-23, 2012
- Communication is provided through School Council meetings.
 - September 8, 2011
 - November 10, 2011
 - February 16, 2012
 - May 17, 2012
- Buford Elementary School Website has useful information for stakeholders. Each teacher also has their own webpage with his/her classroom schedule and information for parents.

Section VII: Commitment to Continuous Improvement 2011 – 2012 School Improvement Plan

Name of School: Buford Elementary
Principal: Melanie Reed

Date: July 1st
Year: 2011-2012

Identified Goals for Improvement: Each school must develop actions/strategies/interventions or programs for each of the five state performance goals and the four IDEA state performance goals listed below, and at least one goal related to increasing and/or enhancing parent involvement. Schools may add additional performance goals that cannot be addressed in one of the goals indicated. The actions/strategies/interventions relating to the performance goals for Buford Elementary are outlined on pages 39-51 of this document.

Reason(s) for Not Making Adequate Yearly Progress (AYP) (if applicable): Buford Elementary made AYP for the 2010-2011 school year. This is the eighth consecutive year Buford Elementary has made AYP.

Statements of Assurance:

1. The plan has been reviewed by the following stakeholders:

- Leadership Team: Melanie Reed, Denise Simpson, Cindy Boling, Scott Lane, Amanda Cochran, Deale Fitch, Nicole McQuilken, Catherine Camp, Cindy Queen, Jana McCranie, Janet Powers, Kim Oliver, & Marie Porter
- School Council: Perla Ortiz (parent & chairperson), Josh Compton (parent), Steve Warnstrom (business representative & parent), Carson Smith (business representative & parent), Kari Neal (BES staff member), Scott Lane (BES staff member), & Melanie Reed (Principal)

2. Budget and resource allocations have been considered for the support and implementation of the School Improvement Plan.

Date of School-level Approval: August 3, 2011

Date of School Board Review: August 29, 2011

- **NCLB State Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **NCLB State Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **NCLB State Performance Goal 3:** All students will be taught by highly qualified teachers.
- **NCLB State Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **NCLB State Performance Goal 5:** All students will graduate from high school.

- **Local School Performance Goal(s):** See pages 50-51 of this document for a breakdown of the Buford Elementary School Performance Goals.

- **IDEA State Performance Goal 1:** Improve post-school outcomes for students with disabilities.
- ~~**IDEA State Performance Goal 2:** Improve services for young children (ages 3—5) with disabilities. (NA for local schools)~~
- **IDEA State Performance Goal 3:** Improve the provision of a free and appropriate public education to students with disabilities.
- **IDEA State Performance Goal 4:** Improve compliance with state and federal laws and regulations.

- **Parent Involvement Goal(s):** To be determined by local school parent involvement stakeholders.

Annual Measurable Objective(s): Develop annual measurable objectives for each of the goals listed above. There may be more than one AMO for each goal. Address specific academic areas within content (i.e., domains) and subgroups (i.e., Special Education, LEP, etc.) based on analysis of the descriptors within the Improvement Plan, the AYP Report, and performance data over the last three years. These can be found on pages 50-51 of this document.

**Section VII: Commitment to Continuous Improvement
2011 – 2012 School Improvement Plan**

Annual Measurable Objectives:							
# 1: To increase the CRCT RELA (Reading/English Language Arts) success rate of FAY (Full Academic Year) students with disabilities (SWD)							
# 2: To increase the CRCT Mathematics success rate of FAY (Full Academic Year) students with disabilities (SWD)							
# 3: To increase the CRCT RELA (Reading/English Language Arts) success rate of FAY (Full Academic Year) English Language Learners (ELL)							
# 4: To increase the CRCT Mathematics success rate of FAY (Full Academic Year) English Language Learners (ELL)							
SACS CASI Standards	NCLB and/or IDEA Goal(s)	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
						Artifacts	Evidence
Governance & Leadership, & Commitment to Continuous Improvement ↓	NCLB 1 & 2, IDEA 1 ↓	<p>Plan of Action:</p> <p>Principal will share data from the BES School Profile with the leadership team and the entire faculty of BES. Staff members will have input on implementation strategies in reaching the Annual Measurable Objectives (AMO). This will be a collaborative effort and it is critical that all BES staff members know and understand the BES School Improvement Plan (SIP). The following strategies will be used at BES to reach the AMO goals:</p> <ul style="list-style-type: none"> The Leadership/School Improvement Team will meet monthly to review the SIP, to ensure its implementation, and to guide the continuous improvement process for the school. 	2011-12 School Year ↓	\$0 ↓	BES Admin ↓	Schedules, Meeting Minutes, Baseline Data, and Documentation from Leadership Team and Grade Level Meetings. ↓	BES School Profile and School Improvement Plan (SIP) ↓

Annual Measurable Objectives:

1: To increase the CRCT RELA (Reading/English Language Arts) success rate of FAY (Full Academic Year) students with disabilities (SWD)

2: To increase the CRCT Mathematics success rate of FAY (Full Academic Year) students with disabilities (SWD)

3: To increase the CRCT RELA (Reading/English Language Arts) success rate of FAY (Full Academic Year) English Language Learners (ELL)

4: To increase the CRCT Mathematics success rate of FAY (Full Academic Year) English Language Learners (ELL)

SACS CASI Standards	NCLB and/or IDEA Goal(s)	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
						Artifacts	Evidence
Governance & Leadership	NCLB 4, IDEA 3 & 4	<ul style="list-style-type: none"> Rules, policies, and procedures are consistently and effectively articulated, communicated, and implemented in all facets of school operations. As a result, the school is consistently a safe, orderly, and inviting learning environment. Instructional time is maximized by valuing in-class attendance and rewarding students for good attendance through the PTO Attendance Incentive Program. Creative scheduling which includes a major block of reading/language arts and math time. Also, embedded within the reading/language arts time will be flexible grouping. Collaborative planning will take place among all teachers, including Common Core & Georgia Performance Standards subject specific planning among grade level team members. As a result, students participate in a curriculum that requires depth of understanding and rigor. Vertical Team meetings will take place quarterly to ensure continuity among the grade levels in each subject area & to prepare students for growing levels of standards mastery. 	2011-12 School Year	\$0	BES Admin	Faculty & Student Handbook, Safety Plan, Board Policy Manual	Teacher Sign-off sheets
Resources & Support Systems	NCLB 1 & 2, IDEA 1		\$ 1,000 PTO providing	BES Admin & Classroom Teachers	PTO Attendance Program & Powerschool	Attendance Reports	
Teaching & Learning, Resources & Support Systems	↓		\$0	BES Admin	BES Schedules	Assessment Results	
Teaching & Learning	↓		\$0	BES Admin & Faculty	GPS Content Maps, and Meeting Minutes	↓	
Resources & Support Systems	↓		\$0	BES Admin & Faculty	Vertical Team Meeting Minutes & GPS	↓	

Annual Measurable Objectives:

- # 1: To increase the CRCT RELA (Reading/English Language Arts) success rate of FAY (Full Academic Year) students with disabilities (SWD)
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- # 4: To increase the CRCT Mathematics success rate of FAY (Full Academic Year) English Language Learners (ELL)

SACS CASI Standards	NCLB and/or IDEA Goal(s)	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
						Artifacts	Evidence
Resources & Support Systems	NCLB 1 & 2, IDEA 1 ↓	<ul style="list-style-type: none"> • Additional software programs are being purchased to help differentiate instruction with at-risk students. • The purchase and use of Net Books, Mimeo Interactive Whiteboards, iPads & iPods will ensure that technology will be integrated into the curriculum to support students' understanding and application of core content; and to differentiate the teaching. • Students are recognized on morning announcements and through the hallway reading "wall of fame" for their accomplishments in reading. • The BES reading store awards students on a quarterly basis for their accomplishments in the Accelerated Reader program. • Best Practices, such as Essential Question's, graphic organizers, and summarizing will be used in classrooms to ensure the achievement of all learners. • The use of Writer's Workshop will be used to improve writing. Teachers will take part in planning and training. 	2011-12 School Year ↓	\$ 2,000 Title Funds	BES Admin	Technology Software	Assessment Results ↓
Teaching & Learning, Resources & Support Systems				\$ 20,000 PTO & Local Technology	Central Office, BES Admin and Teachers	Net books, Mimeo's & Whiteboards, iPads & iPods	
Resources & Support Systems				\$0	BES Staff	Announcements and Wall of Fame	
↓				\$3,500 Book Fair Funds	Media Center	Media Center Reading Store Checklist	
Teaching & Learning				\$0	BES Admin & Teachers	Lesson Plans & Classroom Materials	
↓	\$0	↓	Lesson Plans				

Annual Measurable Objectives:

- # 1: To increase the CRCT RELA (Reading/English Language Arts) success rate of FAY (Full Academic Year) students with disabilities (SWD)
- # 2: To increase the CRCT Mathematics success rate of FAY (Full Academic Year) students with disabilities (SWD)
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SACS CASI Standards	NCLB and/or IDEA Goal(s)	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
						Artifacts	Evidence
Teaching & Learning ↓	NCLB 1 & 2, IDEA 1	<ul style="list-style-type: none"> • Grade levels will develop yearly content maps for each subject area to ensure all standards are covered. These content maps will be reviewed and revised quarterly. • Administrators, as well as teachers, will take part in scheduled teacher observations during the school year. Follow-up Professional Learning & Collaborative Meetings will take place to discuss the observations. • Differentiated Instruction and Response to Intervention (RTI) strategies/programs will take place for students during a Flex time, including the use of Coach CRCT practice books. • All differentiated instructional strategies and programs are research based to ensure the achievement of all learners. • Early Intervention Program (EIP) teachers will be assigned to all classrooms during math to meet the individual needs of each student. • Special Education students will be given a double dose of reading instruction and will take part in co-teaching strategies between the special education & classroom teachers. 	2011-12 School Year ↓	\$0	BES Admin & Teachers ↓	GPS Specific Content Maps	Assessment Results
	NCLB 3			\$0		PLC Meeting Minutes	School Assessment Inventory (SAI) Report
	NCLB 1 & 2, IDEA 1 ↓			\$2,200 Title Funds (for Coach books)	Classroom Teachers	Lesson Plans	Assessment Results
	NCLB 1 & 2			\$0	BES Admin	Research Based Programs	↓
	IDEA 1 & 3			\$0	BES Admin	BES Schedules	
			\$0	BES Admin & Teachers	BES Schedules		

Annual Measurable Objectives:

- # 1: To increase the CRCT RELA (Reading/English Language Arts) success rate of FAY (Full Academic Year) students with disabilities (SWD)
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SACS CASI Standards	NCLB and/or IDEA Goal(s)	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
						Artifacts	Evidence
Teaching & Learning, Resources & Support Systems ↓ Documenting & Using Results, Commitment to Continuous Improvement ↓	NCLB 1 & 2, IDEA 1 ↓	<ul style="list-style-type: none"> • English Language Learners (ELL) students will not be pulled during ELA or math instruction. • Additional paraprofessional support will ensure for more individualized instruction. • Paraprofessionals utilize morning bus duty time to maximize instruction by doing additional reviews (such as songs, chants, videos, etc.) • High School SRA tutors will help at-risk students with reading. • Saturday School & Summer School will be offered to at-risk students who need additional and differentiated instruction and support in reading/language arts and math. • STAR Reading, STAR Math, and Early Literacy Test (ELT) Assessments will be utilized for weekly, monthly, and quarterly benchmark testing to determine student weaknesses in establishing RTI groups. These assessments will be reviewed, and shared with parents throughout the school year. • A variety of formative and summative assessments, tasks, and tools to monitor student progress will be given throughout the year. 	2011-12 School Year ↓	\$0 \$0 \$0 \$500 Title Funds \$ (in 10-11 \$27,000) Title Funds Schoolwide Program Funds \$ 5,700 Title Funds \$0	BES Admin BES Admin & Paras ↓ BES/BHS Admin Admin, S.S. Director, & Teachers BES Admin & Teachers BES Admin & Teachers	BES Schedules Paraprofessional Schedules Paraprofessional Schedules SRA Log Sheets Summer School Schedule & Lesson Plans Renaissance Learning Software Classroom Assessments	Assessment Results ↓ Completion of SRA Program & Assessment Results Pre-Post Testing & Assessment Results Assessment Results ↓

Annual Measurable Objectives:

- # 1: To increase the CRCT RELA (Reading/English Language Arts) success rate of FAY (Full Academic Year) students with disabilities (SWD)
- # 2: To increase the CRCT Mathematics success rate of FAY (Full Academic Year) students with disabilities (SWD)
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SACS CASI Standards	NCLB and/or IDEA Goal(s)	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
						Artifacts	Evidence
Documenting and Using Results, Commitment to Continuous Improvement ↓	NCLB 1 & 2, IDEA 1	<ul style="list-style-type: none"> • Teachers will meet collaboratively during RTI meetings to discuss collected assessment data and student work in determining RTI tiers and groups. • By following the RTI Pyramid of Interventions and moving through each tier, students requiring special education services will be placed in the least restrictive environment, which may include a self-contained, cross-categorical, co-teaching, or pull-out resource setting in which student's individual needs can be met. • CRCT data (including subgroup data) will be reviewed by teachers in order to maximize achievement in all major learning domains, especially in addressing the needs of all special populations, including Students with Disabilities (SWD) and English Language Learners (ELL) students. • BES personnel will attend all Individual Education Plan (IEP) meetings held at the Buice Center. This collaboration will ensure the early identification of students with disabilities and with placement in the least restrictive environment. 	2011-12 School Year ↓	\$0	BES Admin, Teachers, & RTI Coordinator ↓ BES Admin & Teachers ↓	RTI Meeting Minutes	Assessment Results ↓
	IDEA 1 & 3			\$0		RTI Meeting Minutes and IEP's	↓
	NCLB 1 & 2, IDEA 1 & 3			\$0		CRCT Results	CRCT Assessment Results
	IDEA 2 & 4			\$0		IEP Minutes	Assessment Results

Annual Measurable Objectives:

1: To increase the CRCT RELA (Reading/English Language Arts) success rate of FAY (Full Academic Year) students with disabilities (SWD)

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4: To increase the CRCT Mathematics success rate of FAY (Full Academic Year) English Language Learners (ELL)

SACS CASI Standards	NCLB and/or IDEA Goal(s)	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
						Artifacts	Evidence
Documenting and Using Results, Commitment to Continuous Improvement	IDEA 4	<ul style="list-style-type: none"> BES will stay 100% compliant in regards to IEP's. This includes meeting monthly notification timelines and all deadlines, such as reevaluations and IEP updates/meetings. Also, all required members, including a special education teacher, a regular education teacher and an administrator or LEA, will be in attendance at all IEP meetings. 	2011-12 School Year	\$0	BES Admin, Special Education & Regular Education Teachers	Administrative Records & IEP's	IEP Meeting Minutes and Records
Resources & Support Systems, Commitment to Continuous Improvement	NCLB 3, IDEA 1	<ul style="list-style-type: none"> Funds are allocated for all teachers to be trained in Best Practices, some of which include higher order thinking skills. Funds are also allocated for any additional necessary training, including training regular education, EIP teachers, and special education teachers & homeroom teachers in co-teaching strategies. 	↓	\$ Central Office	Central Office & BES Admin	Title Funding, Training & Materials	Assessment Results
↓	NCLB 1, 2 & 3 IDEA 1	<ul style="list-style-type: none"> Teachers will be provided opportunities to participate in instructional leadership development experiences (such as Teachers as Leaders) and serve in instruction leadership roles, such as mentoring, grade chairs, etc. 		\$2,000 Professional Learning & Title Funds	BES Admin	Meeting Minutes	SAI Results & Teacher Ticket Out the Door

Annual Measurable Objectives:

1: To increase the CRCT RELA (Reading/English Language Arts) success rate of FAY (Full Academic Year) students with disabilities (SWD)

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3: To increase the CRCT RELA (Reading/English Language Arts) success rate of FAY (Full Academic Year) English Language Learners (ELL)

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SACS CASI Standards	NCLB and/or IDEA Goal(s)	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
						Artifacts	Evidence
Resources and Support Systems, & Commitment to Continuous Improvement ↓	NCLB 1, 2 & 3 IDEA 1, 3 & 4 ↓ NCLB 1, 2 & 4 IDEA 1 & 3	<ul style="list-style-type: none"> Administration and team leaders ensure that ongoing learning and continuous improvement take place. Opportunities, such as, Professional Learning collaborative team meetings, peer observations, walkthroughs, surveys, book studies, mentoring, etc. are planned, provided and documented. Ongoing differentiated professional learning opportunities are provided to all teachers and paraprofessionals. Illuminate/Teacher Talk Sessions will continue to be provided by the State DOE. Representatives from each team will take part in these sessions and then collaborate and share with colleagues. All parents and teachers are provided an opportunity to participate in a school improvement survey. The results are collected, analyzed, and shared with stakeholders, and the results are used to revise school and classroom improvement strategies. 	2011-12 School Year ↓	\$1,500 Professional Learning & Title Funds ↓ \$0 \$0	BES Admin & Grade Chairs BES Admin BES Admin & Faculty BES Admin	Meeting Minutes PLC Meeting Minutes Illuminate Session checklists from Central Office and the DOE Surveys	SAI Results & Meeting Minutes PLC Log sheets PLC Log sheets and meetings Results of parent & teacher surveys

Annual Measurable Objectives:

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SACS CASI Standards	NCLB and/or IDEA Goal(s)	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
						Artifacts	Evidence
Stakeholder Communications & Relationships ↓	NCLB 1, 2 & 4 IDEA 1 & 3 ↓	<ul style="list-style-type: none"> • Student Learning is supported by providing communication to families and other stakeholders, such as, conferences, Powerschool, email, website, progress/report cards, daily agendas, weekly classroom newsletters, monthly school newsletter, curriculum night, PTO meetings, parent workshops, school council, etc. • BES schedules “Book Fairs” several times each year to promote reading. To promote family involvement in reading, each Book Fair plans a “Family Night” during the event. • Information regarding parenting skills is offered and encouraged. This information helps parents play an integral and sustained role in assisting student learning. • All parents and stakeholders are welcomed into the school at all times. Events during the school year, such as Dad’s Day, Mom’s Tea, PTO family events & programs, etc. help parents feel a part of the school environment. 	2011-12 School Year ↓	<p>\$200 Title Funds</p> <p>\$0</p> <p>\$1,900 Title Funds</p> <p>\$0</p>	<p>BES Admin & Teachers</p> <p>BES Media Specialist</p> <p>BES Admin & Counselor</p> <p>BES Admin & Faculty</p>	<p>Parent Correspondence</p> <p>Book Fair Materials</p> <p>The Parent Institute Pamphlets</p> <p>School Events</p>	<p>Communication Reports & Parent surveys</p> <p>Book Fair Participation & Reading Improvement Results</p> <p>Parent surveys & communication logs</p> <p>Visitor log sheets</p>

Annual Measurable Objectives:

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SACS CASI Standards	NCLB and/or IDEA Goal(s)	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
						Artifacts	Evidence
Stakeholder Communications & Relationships ↓	NCLB 1, 2 & 4 IDEA 1 & 3 NCLB 2	<ul style="list-style-type: none"> • There are numerous organizational structures and processes to encourage the involvement of students, families, and community members to play an active role in school governance, decision making, and problem solving. Examples include: PTO, School Council, Room Parents, and Volunteers. • Spanish speaking parents will have the opportunity to learn English by taking <i>English, Yes I Can!</i> classes offered at BES. 	2011-12 School Year ↓	\$0 \$10,000 (in 10-11) Title Funds	BES Admin & Faculty BES Admin	School Events Title III Funding for Materials	Visitor log sheets and meeting minutes Completion of course & log sheets

*** Note: This Plan will be reviewed regularly and Quarterly Action Plans (QAP) will be developed based on the Actions, Strategies, and Interventions listed in this Improvement Plan. The QAP's will also ensure that the Actions, Strategies and Interventions are being met. Note, however, that these Actions, Strategies, and Interventions may be modified as needed based on the needs of the students.**

Section VII: Commitment to Continuous Improvement Schedule of 2011-2012 School-Level Improvement *Meetings

*All Meetings are at 7:30 a.m. unless otherwise noted

Leadership Team Meetings

August 3, 2011
August 26, 2011
September 23, 2011
October 21, 2011
November 18, 2011
January 2, 2012
February 17, 2012
March 16, 2012
April 20, 2012
May 30, 2012

Faculty Meetings

August 1, 2011
August 12, 2011
September 9, 2011
October 7, 2011
November 4, 2011
December 9, 2011
January 13, 2012
February 10, 2012
March 9, 2012
April 13, 2012
May 18, 2012

Parapro Meetings

August 1, 2011
August 12, 2011
September 9, 2011
October 6, 2011
November 4, 2011
December 9, 2011
January 13, 2012
February 10, 2012
March 9, 2012
April 13, 2012
May 18, 2012

Teacher Observations/Sit-Throughs

Week of October 24, 2011
Week of March 26, 2012

Grade Level Meetings

Kindergarten - Tuesdays
1st Grade - Wednesdays

Vertical Team Meetings

August 29, 2011 - ELA
September 1, 2011 - Math
Sept. 2, 2011 - SS/Science/Health
November 28, 2011 – ELA
December 1, 2011 - Math
Dec. 2, 2011 - SS/Science/Health
January 23, 2012 -ELA
January 26, 2012 - Math
January 27, 2012- SS/Science/Health
April 30, 2012 - ELA
May 3, 2012 -Math
May 4, 2012 -SS/Science/Health

Non-Homeroom Teacher's Meetings

August 19, 2011
September 16, 2011
October 14, 2011
November 11, 2011
January 2, 2012
February 3, 2012
March 23, 2012
April 27, 2012

Response to Intervention (RTI) Meetings

August 24, 2011
September 21, 2011
October 19, 2011
November 16, 2011
January 11, 2012
February 8, 2012
March 14, 2012
May 2, 2012

*Note: PLC Meetings will also take place throughout the year – see Section III

**Analysis and Results of 2010 - 2011
Student Achievement Plan School Improvement Plan
(Goals are listed in black & results in red)**

- Perform at the following levels on the CRCT:
 - 55% in Level 3 (Exceeds) in Reading & Math
 - **53% in Reading & 42% in Math – Goal not met**
 - 40% in Level 2 (Meets) in Reading & Math
 - **45% in Reading & 56% in Math – Goal met**
 - 5% or fewer in Level 1 (Does Not Meet) in Reading & Math
 - **2% in Reading & 2% in Math – Goal met**

- Attain 98% attendance in overall student population.
 - **95.7 - Goal not met**

- Decrease the number of students in each disaggregated group who accrue 15 or more absences
 - **See School Profile charts (pages 24 & 25) for each group % - Goal not met**

NCLB State Performance Goal 1: By 2013-2014, all students will reach high standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

***To increase the CRCT Reading success rate of FAY students with disabilities (SWD)**

2008-09	AMO: 73.3	85% meets/exceeds
2009-10	AMO: 73.3	93% meets/exceeds
2010-11	AMO: 80.0	goal – 92% meets/exceeds
Goal met with 94% in meets/exceeds		

***To increase the CRCT Mathematics success rate of FAY students with disabilities (SWD)**

2008-09	AMO: 59.5	90% meets/exceeds
2009-10	AMO: 67.6	88% meets/exceeds
2010-11	AMO: 75.0	goal – 92% meets/exceeds
Goal not met with 91% in meets/exceeds		

NCLB State Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

***To increase the CRCT Reading success rate of FAY English Language Learners (ELL)**

2008-09	AMO: 73.3	78% meets/exceeds
2009-10	AMO: 73.3	96% meets/exceeds
2010-11	AMO: 80.0	goal – 95% meets/exceeds
Goal met with 96% in meets/exceeds		

***To increase the CRCT Mathematics success rate of FAY English Language Learners (ELL)**

2008-09	AMO: 59.5	90% meets/exceeds
2009-10	AMO: 67.6	90% meets/exceeds
2010-11	AMO: 75.0	goal – 92% meets/exceeds
Goal met with 98% in meets/exceeds		

**Buford Elementary
2011 - 2012**

Student Achievement School Improvement Plan

(based on analysis of 10-11 CRCT Results – **changes from 10-11 plan in red**)

- **Perform at the following levels on the CRCT:**
 - **55% in Level 3 (Exceeds) in Reading & Math**
 - **40% in Level 2 (Meets) in Reading & Math**
 - **5% or fewer in Level 1 (Does Not Meet) in Reading & Math**

- **Attain 98% attendance in overall student population.**

- **Decrease the number of students in each disaggregated group who accrue 15 or more absences**

NCLB State Performance Goal 1: By 2013-2014, all students will reach high standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

***To increase the CRCT Reading success rate of FAY students with disabilities (SWD)**

2008-09	AMO: 73.3	85% meets/exceeds
2009-10	AMO: 73.3	93% meets/exceeds
2010-11	AMO: 80.0	94% meets/exceeds
2011-12	AMO: 86.7	goal - 94% meets/exceeds

***To increase the CRCT Mathematics success rate of FAY students with disabilities (SWD)**

2008-09	AMO: 59.5	90% meets/exceeds
2009-10	AMO: 67.6	88% meets/exceeds
2010-11	AMO: 75.0	91% meets/exceeds
2011-12	AMO: 83.3	goal - 92% meets/exceeds

NCLB State Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

***To increase the CRCT Reading success rate of FAY English Language Learners (ELL)**

2008-09	AMO: 73.3	78% meets/exceeds
2009-10	AMO: 73.3	96% meets/exceeds
2010-11	AMO: 80.0	96% meets/exceeds
2011-12	AMO: 86.7	goal - 96% meets/exceeds

***To increase the CRCT Mathematics success rate of FAY English Language Learners (ELL)**

2008-09	AMO: 59.5	90% meets/exceeds
2009-10	AMO: 67.6	90% meets/exceeds
2010-11	AMO: 75.0	98% meets/exceeds
2011-12	AMO: 83.3	goal - 98% meets/exceeds