

ASHLAND ELEMENTARY SCHOOL

IMPROVEMENT PLAN

Cover page should include:

- **SBDM Council approval date: June 5, 2008**
- **Signature of Principal:**

Cover page *may* include:

- **All council member signature**

Principal

Teacher Member

Teacher Member

Teacher Member

Parent Member

Parent Member

- **Picture or caption unique to your school**

“Ashland Eagles Where Children Soar Like Eagles”

- **School mission statement**

To create an environment that challenges students to higher standards of learning thereby creating lifelong learners.

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

PLAN SUMMARY

The plan for Ashland Elementary School is to continue to focus on student achievement by ensuring that the components of the CSIP Implemented for long and short term success. CSIP components are:

- Curriculum & Instruction
- Equity
- Parent Involvement,
- Technology
- Professional Development

Continuous monitoring of instruction through the analysis of student work, weekly grade level meetings, analysis of assessments, disaggregation of KCCT data for improvement of instruction, goal setting,(school & student), walkthroughs, collegial visits, integrating technology in instruction, and improved parent involvement will foster student achievement. All areas will be supported by Professional Development designed to provide instruction and training for teachers.

Support systems such as SAT,(Student Assistant Team), SAFE, D.A.R.E., Attendance Incentives, Social Worker, and Guidance Counselor help to reduce the barriers to success.

CONTINUE WITH A PROCESS SUMMARY

The legal requirements for Planning involve how you developed the Plan as well as what you put in the Components, and this Process section shows that you are in compliance on those issues. In the Process Summary, include information regarding the following:

1. Mission Statement Development and Review
 - **The Mission Statement with input obtained from the SBDM and Staff. At the time of development, parent input was obtained via a parent survey. It is reviewed annually with staff, appears on communiqués sent from school and is posted throughout the school.**

2. Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement or other comprehensive needs assessment process that was used.
 - Planning and needs assessment teams were organized based on standing SACS committees. Committee membership was determined based on the School Committee Assignment Policy. It was adjusted to accommodate individual expertise, interest and relevance of topic to position. During the 2003-04 school year, the structure of these committees changed and they evolved into what are now called SBDM committees. ***In November 2007, the SBDM committees met to review the section of the Improvement plan that they had developed initially. At that time, they made changes to the plan as needed to make the document current with present and future school goals and activities.***
3. Priority Needs, Causes, Goals, and Objectives.
 - **Low socioeconomic students will increase their overall achievement levels in reading, writing, and math.**
 - **To improve math for females**
4. Substantive achievement gaps, gap targets, and time schedule for closing the gaps.
 - **Ashland met NCLB goals. KCCT Academic Index 101.7**
5. Review drafts of the components.
 - **CSIP review is ongoing. It is reviewed in August, as a review for staff and SBDM, after State Assessments Results are released, October, and in April to determine effectiveness of goals and objectives.**
6. Review estimates and information for Section 7 requests (if any).
7. When the public meeting held to present the Plan to the community, and who attended.
 - **Public meeting held May 6, 2008**
 - **SBDM members, teachers, parents**
8. When the revised plan was officially approved and adopted.
 - **Plan adopted June 3, 2008, revised in January, 2008 for March SACS Review.**
9. How the plan will be evaluated, and when.

- **The final school improvement plan will be reviewed by the entire faculty and each will receive a copy of the finished plan to place it in the front of their District Competency Assurance Notebook. Components of the plan will be reviewed at faculty meetings and accomplishments will be celebrated.**
- **The presentation of the Comprehensive School Improvement Plan will be reviewed at the SBDM Aug. 5, 2008 SBDM Council Meeting. Notice of the meeting will be sent home to parents in the Principal's Monthly Communication Letter and via the website. In addition, the plan will be presented to parents at the September Family Literacy Night and reviewed through a question answer session which will take place during that meeting.**
- **Input will be continued through surveys, round table discussions held at Parents as Partners Day, regular PTA meetings and SBDM meetings**

10. For each step listed above, what other stakeholders were involved and how? (You may include names and identify those who represent parents, teachers, other staff, other school and district stakeholders, primary parents, migrant parents, and your community's ethnic diversity.)

Ashland staff was assigned to SBDM committees, parents were invited to serve on those committees and each subcommittee addressed their respective areas, made recommendations, presented information to staff and the SBDM for input and approval.

SBDM Members who reviewed the CSIP: Schuronda Morton, Principal, Lisa Smith, Genie Pitts, Sharron Brown, (Teachers), Vivian Coles, and Jim Goodman, (Parent), Sharon Snardon, (SBDM Secretary)

Staff representation included:

COMMITTEE ASSIGNMENTS: 2007-2008

CURRICULUM/PROFESSIONAL DEVELOPMENT

Schuronda W. Morton	Principal
Yvonne Peace	PSA
Lynnell Webb	Language Arts
Melodie Vereen	Science
Connie Hay	Writing
Bev Brue	Arts & Humanities
Lee Liska	Assessments
Enrika Johnson	Professional Development
Genie Pitts	Reading

COMMUNICATION/PARENT INVOLVEMENT

Sharon Napier-Pearson
Melanie Thompson
Barbara Demus
Bianca Randall
June Schooler (Classified)

Lisa Smith
Erica Givens
Patty Wheatley
Kristi Webb

EQUITY

Sharron Brown
Jill Burke
Collette Myers
Beverly Woods
Tiffany Howard
Amanda Yates
Ashley Holbrook
Amy Shelton

TECHNOLOGY

JoAnn Deans
Veda Stewart
James Alcorn
Steven Givens
Mary Freitag
Nan Wash (Classified)
Kathy Padgett

Action Component Curriculum & Instruction

District Name Fayette County

Component Manager Leadership Team

School Name Ashland Elementary

Date January 2008

Priority Need	Goal (Addresses the Priority Need)
<p>Based on the KCCT, Ashland's academic index for 2007 was 101.7 (This is a 29 point increase from 2006). This is above our school goal of 90. Our goal for the 2008 KCCT assessment is 110.</p> <p>According 2007 KCCT data, there were no significant gaps in gender. With the addition of the Quest Accelerated Cluster classrooms at grades 3, 4 & 5, have experienced gaps in the subcategories of race and socioeconomic status.</p> <p>Our low socioeconomic sub group had the following percent of students scoring proficient and distinguished: 59% Reading, 55% Math, 7% Writing Portfolio, 56% On Demand Writing.</p> <p>Other populations that show an area of concern are that: 53%of our African American Males were proficient or distinguished in reading, 50 % of our African American females were proficient or distinguished in Math and 36% of our African American Females were proficient or distinguished in Social Studies.</p>	<p>By Spring 2008, students will be able to articulate the expectations and will know requirements; student work will be analyzed; varied instructional strategies will be used in all classrooms; homework will be frequent, monitored and tied to instructional practice and; desired learning results will be defined students will monitor their own work.</p> <p>By June 2008, or low socioeconomic students will increase their achievement levels in reading writing and math.</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p>Based on observations and conversations, the following are currently growth areas: research based instruction that is explicit and systematic, student ability to articulate expectations, analysis of student work, varied instructional strategies used in all classrooms, homework that is frequent, monitored and tied to instructional practice and definition of learning results.</p>	<ul style="list-style-type: none"> • By Spring 2008, 80% of our low socioeconomic students will score proficient or mastery on PAS reading and Math • By Spring 2008, 80% our African American Males will score proficient or mastery on the PAS Reading • Spring 2008 KCCT scores will increase by 10 points • By Spring 2008, 80% our African American females will score proficient or mastery on the PAS Math • Spring 2008 KCCT scores in Social Studies for our African American Females will score proficient or distinguished

Curriculum and Instruction

Reading/ Writing

(Revised January 2008)

Component Manager: Support Team

Reading/Writing, Strategy 1: Use aligned curriculum to plan explicit instructions and to increase intentional teaching to progress toward achievement and closing the achievement gap in reading.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1A . Reading: Utilize the state academic expectations, core content, and demonstrators related to reading to plan explicit instructions at weekly grade level meetings and analyze data to monitor instruction effectiveness.	Implementation: Students will be taught from aligned curriculum (District wide Curriculum Map). Analyzed data will be used to form flexible groups and target lesson objectives to meet instructional needs of individual students. A schedule will be created that establishes weekly grade level meetings to discuss curriculum issues and the implementation of the Literacy process regularly.	Teachers	8/08-5/09	-0-		I	<i>Teachers use the curriculum map to make instructional decisions on what is being taught in the classrooms.</i> <i>Teachers discuss next steps and adjustments to instructions based on reviewed data of student work and assessments.</i> <i>Teachers plan together weekly to develop common assessments and plan instructions. The Support Team is involved in the weekly meetings to train and support staff.</i>
		Teachers Support Team Period Review of Instruction Directors	8/08-5/09			P	
		Principal Support Team	8/08-5/09			I	
	Short-Term Measures of Success: Short-term success of this activity will be measured through a review and analysis of current data at weekly grade level meetings and weekly support team meetings (e.g., Learning Checks, ORQs, etc.).						
Long-Term Measures of Success: Long-term success of this activity will be measured through analysis of student achievement data tied directly to programs (e.g., GRADE, MAP, KCCT, etc.)							

Curriculum and Instruction

Reading/ Writing

(Revised January 2008)

Component Manager: Principal

Reading/Writing, Strategy 2: Use Support Team to monitor and support all teachers to improve the instructions and learning during the Literacy Block.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
2A. Reading Provide support to teachers in instructional growth and provide the entire certified staff with feedback regarding instructions.	Implementation: Teachers who have experienced limited or no success with implementation of the curriculum will be trained, encouraged and supported by the Support Team. The Support Team will observe and monitor teachers weekly during reading instruction (each observation will usually be 15-20 minutes) with a goal of going through the process with feedback conference with each staff member. The Support Team will have weekly meetings that monitor curriculum and instruction.	Principal Support Team	8/08-5/09	-0-		I	<i>Academic Coach has modeled ORQs and live-scoring of ORQs. Support Team works with teams to write and score ORQs and develop common assessments for units.</i>
		Support Team	8/08-5/09			P	<i>Support Team has provided feedback to teachers on instructions and observed teachers sporadically throughout the school year.</i>
		Principal Support Team	8/08-5/09			I	<i>Support Team meets weekly with principal to discuss instructional decisions based on analyzed data</i>

	<p>Short-Term Measures of Success: Short-term success of this activity will be measured through pre, post and diagnostic testing during the Literacy Block to show evidence of student learning various strategies related to Literacy First and Harcourt Brace (<i>e.g.</i>, IRI, BRI, PAS, Phonics Survey, DRA, <i>etc.</i>)</p>						
	<p>Long-Term Measures of Success: Long-term success of this activity will be measured through analysis of student achievement data tied directly to programs (<i>e.g.</i>, GRADE, MAP, KCCT, <i>etc.</i>)</p>						

Curriculum and Instruction

Reading/ Writing

(Revised January 2008)

Component Manager: Support Team

Reading/Writing, Strategy 3: Use writing portfolios as a guide to measure our progress toward increased language and writing skills of all students.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement		
3A. Writing Establish the portfolio process as a school wide responsibility.	Implementation: Teachers will implement the 21 Days of Writing and implement the established writing curriculum.	Teachers Writing Coach	8/08-5/09	-0-		I	<i>Teachers in all grade levels teacher the writing process and produce pieces that travel to the next grade level with students.</i>		
	Writing Coach will assist teachers as needed and each teacher will be responsible for teaching all aspects of writing	Teachers Writing Coach	8/08-5/09					I	<i>Writing Coach has modeled writing pieces on the morning show, and has worked with teachers and students to produce writing pieces.</i>
	Involve all staff and community groups as mentors to target students' needs in writing.	Principal Support Team Writing Coach	8/08-5/09					P	<i>Students are paired with teachers in other classes and persons in the community (such as the Herald Leader) as writing buddies to assist students with their pieces.</i>
	Short-Term Measures of Success: Short-term success of this activity will be measured through daily writing and journaling activities and immediate feedback on student writing and published pieces.								
	Long-Term Measures of Success: Long-term success of this activity will be measured through analysis of student achievement data tied directly to portfolios and on-demand writing.								

Curriculum and Instruction

Math

(Revised January 2008)

Component Manager: Support Team

Math, Strategy 1: Use KCCT and unit assessment data as a guide to measure progress toward achievements and closing the achievement gaps.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1B. Math Working in grade level groups, teachers will develop KCCT like unit assessments for all math strands.	Implementation: Teachers and the Support Team will meet weekly to develop unit assessment. Teachers will analyze daily and unit assessments to drive instructions and meet student individual needs in math. Teacher will spend 1 hour and 20 minutes for math instruction. One hour is to be direct instruction provided in a flexible group setting as well as math centers. The remaining 20 minutes is to be provided for Success Maker.	Teachers Principal Support Team	8/08-5/09	-0-		I P P	<i>Teachers meet weekly to discuss curriculum and assessments.</i> <i>Teachers use exit slips, ORQs, and unit assessments to make instructional decisions on next steps for student achievement.</i>
	Short-Term Measures of Success: Short-term success of this activity will be measured through pre, post and diagnostic testing (e.g., Exit Slips, Learning Checks, ORQs, unit assessments, etc.)	Teachers Principal Support Team	8/08-5/09				
	Long-Term Measures of Success: Long-term success of this activity will be measured through analysis of student achievement data tied directly to programs (e.g., MAP, KCCT, etc.)	Teachers	8/08-5/09				

Curriculum and Instruction

All Content

(Revised January 2008)

Component Manager: Support Team

All Content, Strategy 1: Use data from formal and informal assessments as evidence of the learning of expected lesson objectives.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement	
1D. All Contents Disaggregate data and analyze student work to determine whether lesson objective was learned.	Implementation: Teachers will state objective to set a clear focus of what is to be learned for each lesson.	Teachers	8/08-5/09	-0-		I	<i>Teachers post all objectives in the classroom and state the objective throughout the lesson.</i>	
	After each lesson, students learning will be assessed by using exit slips and/or other forms of formal or informal evaluations related to the lesson objective.	Teachers	8/08-5/09					I
	Teachers will determine the effectiveness of the lesson, make needed adjustments and drive instructions based on the analysis of data. Assistance will be given by the Support Team.	Teachers Principal Support Team	8/08-5/09					
	Short-Term Measures of Success: Short-term success of this activity will be measured through a review and analysis of formal and informal assessment data (e.g. exit slips, flashbacks, ORQs, anecdotal records, etc.							
Long-Term Measures of Success: Long-term success of this activity will be measured through analysis of student achievement data on the KCCT, GRADE, MAP, etc.								

Curriculum and Instruction

Arts & Humanities

(Revised January 2008)

Component Manager: *Support Team*

Arts & Humanities, Strategy 1: Use KCCT like assessments as a guide to measure progress toward achievements and closing the achievement gaps .

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1E. Arts & Humanities Arts and non arts teachers will collaborate to integrate lessons and create KCCT like assessments for Arts & Humanities.	Implementation: Arts & Humanities will create KCCT like assessments for the end of units and analyze the results to determine student growth.	Arts Teachers Support Team	8/08-5/09	-0-		I	<i>Students are given ORQs and KCCT like assessments at the end of each unit as evidence of achievement.</i>
	Arts teachers will meet with non arts teachers to collaborate and make integrated lessons for all students.	All Teachers	8/08-5/09				
	Short-Term Measures of Success: Short-term success of this activity will be measured through unit assessments.						
	Long-Term Measures of Success: Long-term success of this activity will be measured through increased achievements on the KCCT.						

Curriculum and Instruction
Practical Living and Vocational Studies
(Revised January 2008)

Component Manager: Support Team

Practical Living and Vocational Studies, Strategy 1: Use KCCT like assessments as a guide to measure progress toward achievements and closing the achievement gaps .

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement	
1F. Practical Living and Vocational Studies Teachers will collaborate to integrate lessons and create KCCT like assessments for Arts & Humanities.	Implementation: Practical Living teachers will create KCCT like assessments for the end of units and analyze the results to determine student growth.	Practical Living Teachers Support Team	8/08-5/09	-0-		I	<i>Students are given ORQs and KCCT like assessments at the end of each unit as evidence of achievement.</i>	
	Practical Living teachers will meet with classroom teachers to collaborate and make integrated lessons for all students.	All Teachers	8/08-5/09					N
	Short-Term Measures of Success: Short-term success of this activity will be measured through unit assessments.							
	Long-Term Measures of Success: Long-term success of this activity will be measured through increased achievements on the KCCT.							

Action Component: Professional Development

District Name Fayette

Component Manager Enrika Johnson/Leadership Team

School Name: Ashland Elementary

Date 7/24/08

<i>Priority Need</i>	Goal (Addresses the Priority Need)
<p>Based on the KCCT, Ashland's academic index for 2007 was 101.7 (This is a 29 point increase from 2006). This is above our school goal of 90. Our goal for the 2008 KCCT assessment is 110.</p> <p>According 2007 KCCT data, there were no significant gaps in gender. With the addition of the Quest Accelerated Cluster classrooms at grades 3, 4 & 5, have experienced gaps in the subcategories of race and socioeconomic status.</p> <p>Our low socioeconomic sub group had the following percent of students scoring proficient and distinguished: 59% Reading, 55% Math, 7% Writing Portfolio, 56% On Demand Writing.</p> <p>Other populations that show an area of concern are that: 53%of our African American Males were proficient or distinguished in reading, 50 % of our African American females were proficient or distinguished in Math and 36% of our African American Females were proficient or distinguished in Social Studies.</p>	<p>By Spring 2008, students will be able to articulate the expectations and will know requirements; student work will be analyzed; varied instructional strategies will be used in all classrooms; homework will be frequent, monitored and tied to instructional practice and; desired learning results will be defined students will monitor their own work.</p> <p>By June 2008, or low socioeconomic students will increase their achievement levels in reading writing and math.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>Based on observations and conversations, the following are currently growth areas: research based instruction that is explicit and systematic, student ability to articulate expectations, analysis of student work, varied instructional strategies used in all classrooms, homework that is frequent, monitored and tied to instructional practice and definition of learning results.</p>	<ul style="list-style-type: none"> • By Spring 2008, 80% of our low socioeconomic students will score proficient or mastery on PAS reading and Math • By Spring 2008, 80% our African American Males will score proficient or mastery on the PAS Reading • By Spring 2008 KCCT scores will increase by 10 points • By Spring 2008, 80% our African American females will score proficient or mastery on the PAS Math • By Spring 2008 KCCT 80% of African American Females will score proficient or distinguished scores in Social Studies

**SBDM Council Reporting Timeline
Professional Development Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		4B 7E	1A	2B 4B	3B 7E		2B 4B		7E	4B		2B

	<p>Long-Term Measures of Success:</p> <p>Data on district wide assessments including KCCT, PAS, MAP, etc. will be used to determine long-term effectiveness of this professional development activity. Student data will reflect a decrease in gaps in gender, socio-economic status, and race, an increase in Ashland's overall academic index and the number of students scoring proficient and novice. Teacher surveys in January and May will indicate effectiveness of professional development activities and the need for future training in target areas of growth.</p>						
<p>2B: MAP testing Training</p>	<p>Implementation: Teachers will learn how to affectively administer and review analytical data from the MAP test. Strategies will be implemented and evident in planning and teaching strategies.</p> <p>Short Term Measures of Success:</p> <p>Student progress data will be used to measure short term progress on this activity. An analysis of data on unit based assessments will be discussed at weekly grade level meetings. Feedback and support will be provided by the leadership team regarding instructional methods.</p>	<p>Carolyn Martin</p>	<p>August 2008</p>	<p>0</p>	<p>NA</p>	<p>P</p>	

	<p>Long-Term Measures of Success: Data on district wide assessments including KCCT, PAS, MAP, etc. will be used to determine long-term effectiveness of this professional development activity. Student data will reflect a decrease in gaps in gender, socio-economic status, and race, an increase in Ashland's overall academic index and the number of students scoring proficient and novice. Teacher surveys in January and May will indicate effectiveness of professional development activities and the need for future training in target areas of growth.</p>						
<p>3: Differentiating Instruction and managing Small groups to meet individual needs</p>	<p>Implementation: Teachers will learn to differentiate instruction and meet the needs of individual students including students with disabilities. Strategies will be implemented and evident in planning and teaching strategies.</p>	<p>IAKSS Resource Staff</p>	<p>November 2008</p>	<p>0</p>	<p>NA</p>		
<p>Short Term Measures of Success: Student progress data will be used to measure short term progress on this activity. An analysis of data on unit based assessments will be discussed at weekly grade level meetings. Feedback and support will be provided by the leadership team regarding instructional methods.</p>							
<p>Long-Term Measures of Success: Data on district wide assessments including KCCT, PAS, MAP, etc. will be used to determine long-term effectiveness of this professional development activity. Student data will reflect a decrease in gaps in gender, socio-economic status, and race, an increase in Ashland's overall academic index and the number of students scoring proficient and novice. Teacher surveys in January and May will indicate effectiveness of professional development activities and the need for future training in target areas of growth.</p>							

<p>4B: Webpages/Smartboard review; CPS Clickers; Video conferencing</p>	<p>Implementation: Teachers will continue to learn about new ways to integrate and enhance instruction through the use of technology. Strategies will be implemented and evident in planning and teaching strategies.</p>	<p>Diana Hendrix Joanne Deans</p>	<p>August 4, 2008</p>	<p>0</p>	<p>NA</p>		
	<p>Short Term Measures of Success: Student progress data will be used to measure short term progress on this activity. An analysis of data on unit based assessments will be discussed at weekly grade level meetings. Feedback and support will be provided by the leadership team regarding instructional methods.</p>						
	<p>Long-Term Measures of Success: Data on district wide assessments including KCCT, PAS, MAP, etc. will be used to determine long-term effectiveness of this professional development activity. Student data will reflect a decrease in gaps in gender, socio-economic status, and race, an increase in Ashland's overall academic index and the number of students scoring proficient and novice. Teacher surveys in January and May will indicate effectiveness of professional development activities and the need for future training in target areas of growth.</p>						
<p>5B: Open Response and Depth of Knowledge training</p>	<p>Implementation: Teachers will review how to write, score and give feedback to open response questions with higher depth of knowledge questions. Strategies will be implemented and evident in planning and teaching strategies.</p>	<p>Leadership Team</p>	<p>October 2008</p>	<p>0</p>	<p>NA</p>		

	<p>Short Term Measures of Success: Student progress data will be used to measure short term progress on this activity. An analysis of data on unit based assessments will be discussed at weekly grade level meetings. Feedback and support will be provided by the leadership team regarding instructional methods.</p>						
<p>6B: Behavior management/strategies</p>	<p>Implementation: Teachers will review and learn to utilize effective behavior management strategies that will make the classroom environment more conducive to learning. Strategies will be implemented and evident in planning and teaching strategies.</p>	<p>Kathy Khalias Foundations Team</p>	<p>September 2008</p>	<p>0</p>	<p>NA</p>		
	<p>Short Term Measures of Success: Student progress data will be used to measure short term progress on this activity. An analysis of data on unit based assessments will be discussed at weekly grade level meetings. Feedback and support will be provided by the leadership team regarding instructional methods.</p>						

	<p>Long-Term Measures of Success: Data on district wide assessments including KCCT, PAS, MAP, etc. will be used to determine long-term effectiveness of this professional development activity. Student data will reflect a decrease in gaps in gender, socio-economic status, and race, an increase in Ashland's overall academic index and the number of students scoring proficient and novice. Teacher surveys in January and May will indicate effectiveness of professional development activities and the need for future training in target areas of growth.</p>						
<p>7 E: Gentry Writing Training and assessment</p>	<p>Implementation: Teachers will learn effective strategies and techniques to assess writing ability and teach writing in a systematic way. Strategies will be implemented and evident in planning and teaching strategies.</p>	<p>Genie Pitts Lisa Smith</p>	<p>Aug. 2008- May-2009</p>	<p>0</p>	<p>NA</p>		
	<p>Short Term Measures of Success: Student progress data will be used to measure short term progress on this activity. An analysis of data on unit based assessments will be discussed at weekly grade level meetings. Feedback and support will be provided by the leadership team regarding instructional methods.</p>						

	<p>Long-Term Measures of Success: Data on district wide assessments including KCCT, PAS, MAP, etc. will be used to determine long-term effectiveness of this professional development activity. Student data will reflect a decrease in gaps in gender, socio-economic status, and race, an increase in Ashland's overall academic index and the number of students scoring proficient and novice. Teacher surveys in January and May will indicate effectiveness of professional development activities and the need for future training in target areas of growth.</p>						
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Action Component Equity

District Name Fayette County

Component Manager Leadership Team

School Name Ashland Elementary School

Date February, 2008

Priority Need	Goal (Addresses the Priority Need)
<p>Based on the KCCT, Ashland's academic index for 2007 was 101.7 (This is a 29 point increase from 2006). This is above our school goal of 90. Our goal for the 2008 KCCT assessment is 110.</p> <p>According 2007 KCCT data, there were no significant gaps in gender. With the addition of the Quest Accelerated Cluster classrooms at grades 3, 4 & 5, have experienced gaps in the subcategories of race and socioeconomic status.</p> <p>Our low socioeconomic sub group had the following percent of students scoring proficient and distinguished: 59% Reading, 55% Math, 7% Writing Portfolio, 56% On Demand Writing.</p> <p>Other populations that show an area of concern are that: 53%of our African American Males were proficient or distinguished in reading, 50 % of our African American females were proficient or distinguished in Math and 36% of our African American Females were proficient or distinguished in Social Studies.</p>	<p>By Spring 2008, students will be able to articulate the expectations and will know requirements; student work will be analyzed; varied instructional strategies will be used in all classrooms; homework will be frequent, monitored and tied to instructional practice and; desired learning results will be defined students will monitor their own work.</p> <p>By June 2008, or low socioeconomic students will increase their achievement levels in reading writing and math.</p>
Causes and Contributing Factors	Objectives with Measures of Success
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Ashland Elementary School Implementation & Impact Form

(Revised January 2008)

Component Manager: *Leadership Team*

EQUITY Strategy 1: Promoting an environment that is equitable for all students will improve student achievement.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1A Provide Professional development directly related to core content, KCCT preparation as well as opportunities to observe instruction modeled by district experts.	Implementation: District representatives as well as Ashland staff, (teachers & support team members) will model lessons which may occur on or off site.	Principal, PSA, Teachers, District Staff	Aug. 2006 Ongoing	0.45 mile for travel	PD Funds & PD Grant	I	<i>August-May</i> <i>The Principal, PSA, and Academic Coach observe teachers modeling best practices in instruction. After the observation, team will meet to discuss observation. They will then meet with staff to evaluate and provide feedback..</i>
	Short-Term Measures of Success: Short-term success of this activity will be measured through a review of CSIP Implementation & Impact and in review of formal program evaluation reports.			Substitute teacher			
	Long-Term Measures of Success: Long-term success of this activity will be measured through analysis of student achievement data tied directly to programs and/or initiatives (<i>e.g.</i> , GRADE, district Learning Checks, ORQ's, Teacher Assessments, and MAP data informing effectiveness of Instruction <i>etc.</i>)						

<p>2B <u>ESS</u></p> <p>Utilize ESS funds to support student achievement in reading, math, science, and social studies through an after school program and/or a summer program</p>	<p>Implementation: At the end of each nine week grading period, teachers will identify and recommend students for ESS based on their assessments. Students will then be invited to attend ESS. The focus for instruction will also be based on student assessed needs. The major areas of focus will be reading, writing, math, and science. Staffing will be determined based on funding and number of student requiring additional instruction.</p> <hr/> <p>Short Term Measures of Success:</p> <p>The effect of ESS instruction will be evidenced in the academic improvement of students. Teacher assessment MAP, ORQ's, District Learning Checks will be utilized to determine student progress.</p> <hr/> <p>Long Term Measure of Success:</p> <p>Students will achieve grade level success. Their scores will produce long term success which will be demonstrated at the next grade level.</p>	<p>Principal, ESS Coordinator</p>	<p>Aug. 2005 Present</p>	<p>\$12,000 for staffing and transportation</p>	<p>ESS Funds</p>	<p>I</p>	<p><i>The ESS Coordinator will provide assessment results for the individual students. Data will be used to impact individual instruction for students. Data and results will be presented to the SBDM for review.</i></p>
<p>3B <u>Title I</u></p> <p>Utilize Title I funds to provide staff and materials to support researched based practices; including but not limited to the Literacy Reform Model in a school wide format.</p>	<p>Implementation: Title I funds have provided additional staffing, materials for the support of researched based practices being utilize in instruction.</p> <hr/> <p>Short Term Success: Students will receive instruction that has been developed, researched, monitored and implemented school wide. Ongoing data and assessment review will provide teachers with immediate feedback which will impact student achievement.</p> <hr/> <p>Long Term Success: With Title I support Ashland will meet NCLB Goals, achieve academic success on the KCCT, and therefore support district initiatives.</p>	<p>Title I Lead Teacher , All Instructional Staff, Principal, Support Team</p>	<p>Aug. 2005 Present</p>	<p>\$99,500</p>	<p>Title I Funds</p>	<p>I</p>	<p><i>Title I support has resulted in an increase in overall student achievement. Ashland move from an academic index of 55 to an academic index of 101.7 and has met NCLB Goals. It has moved from a school in improvement to one of success.</i></p>

<p>4D. Continue use of support systems, D.A.R.E., SAT, (Student Assistance Team), and S.A.F.E. , and Attendance Incentives to remove barriers to success.</p>	<p>Implementation: Weekly meetings of the SAT will benefit students K-5. SAFE. Will provide additional support for school wide initiatives and instruction. Fifth grade students will benefit from DARE instruction received in the spring for approximately six- eight weeks. SAFE teacher makes daily calls to absent students to ensure that absence is legitimate and to also reinforce the importance of daily attendance.</p> <p>Short Term Success: With DARE students will increase their effective decision making ability in real life situations. SAT and SAFE will increase student achievement as a result in a reduction of behavioral issues and the establishment of an orderly environment. Students will benefit from supervised in-school support and suspension when warranted.</p> <p>Long Term Success: An increase in overall achievement will result from the ongoing support students, teachers, and parents will receive.</p>	<p>Principal, SAT team Counselor, Behavior Specialist, Social Worker, Spec. Ed. Facilitator, FRC Coordinator, Teachers, DARE Officer, Attendance</p>	<p>Aug. 2005 Present</p>	<p>-0-</p>	<p>Staffing provided for by district.</p>	<p>I</p>	<p><i>Progress is evident in the impact these supports have had on student achievement.</i></p>
<p>5D. Scheduling of support systems to ensure that students receive services in a timely manner, by establishing small needs-based groups, developing and posting a master schedule for all staff.</p>	<p>Implementation: After receiving parent surveys that indicate areas of need for their child and teacher referrals the SAT team will establish student groups that will address student needs.</p> <p>Short Term Success: Students will remain in classroom for instruction. Support will affect their attitudes towards school and impact at home behavior.</p> <p>Long Term Success: Classroom support will result in improved classroom instruction which will result in improved student achievement</p>	<p>Principal SAT team, Counselor, Social Worker</p>	<p>Aug. 2002 Present</p>	<p>-0-</p>	<p>Staffing provided for by district</p>	<p>I</p>	<p><i>Support Systems have worked to remove barriers to success for all students by providing support that will address to the students' needs and emergency/crises situations.</i></p>

Action Component Communications/Parent Involvement

District Name Fayette Component Manager Support Team

School Name: Ashland Date: July 2008

Priority Need	Goal (Addresses the Priority Need)
According to a Title 1 Parent Involvement Survey, parents indicated a need for more effective school to home communications using a variety of communication sources such as email and evening conferences.	To improve parent involvement and school to home communication by 85% with all families represented at Ashland Elementary School as indicated by the Title 1 parent involvement survey.

Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> 1. School to home communications not always printed for non-English speaking parents. Interviews with teachers reveal that translated materials are not sent home consistently. 2. Teachers not sending home newsletters consistently. Interviews with teachers reveal that newsletters are not sent home on a consistent basis. 3. Daytime conferences did not provide opportunities for working parents to attend. Survey indicated a need for evening conferences. 4. All SBDM committees do not have a parent member. Interviews with committee members indicated that not all committees have parent members. 	<ol style="list-style-type: none"> 1. Non-English documents will be sent home 100% of the time to families needing translated materials. 2. Teachers will send home newsletters at least monthly to promote parent involvement and to inform families. 3. Evening conferences will be offered at the end of the 1st and 3rd grade periods. Daytime conferences will be offered at the end of each grading period. This will accommodate working parents and will improve instruction in the home. 4. All SBDM committees will have a parent member. This will enable committees to gain a parent’s perspective, inform parents of school practices, and promote parent involvement. 5. Email communication will be used when possible to communicate school activities. Teachers will create and maintain a classroom webpage to further communicate with families.

Communications/Parent Involvement Component
And
Implementation & Impact Form
(2006-2008 School Years)

Component Leader: Support Team

Objective #_1_: Teachers will improve school to home communications in order to establish positive parent-school relationships.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1A. Communication: Teachers will improve school to home communications through the use of technology, written, and verbal strategies.	Implementation: Teachers will send home documents to non-English speaking families in native language 100% of time. All teachers will send home monthly newsletters 100% of the time	Teachers	8/08-5/09			P	<i>Some teachers send home written information in the native language of the parents. Our school goal is to increase this to 100% participation.</i>
	All teachers will offer evening conferences at the end of the 1 st and 3 rd grading periods. Teachers will obtain email addresses and email parents school information when needed and/or requested. Teachers will design and maintain classroom websites to better inform parents of school events and classroom activities.	Teachers	8/08-5/09			I	<i>Night conferences were available in the 2007/08 school year. This practice will be continued this school year providing</i>

	<p>Short-Term Measures of Success: In order to measure the short-term success of these communications, teachers will keep copies of all school to home communications to ensure implementation. A parent survey about school to home communications will be given midyear to measure communication effectiveness at this point.</p>	Teachers	8/08-5/09			N	<p><i>opportunities for more parents to attend.</i></p>
	<p>Long-Term Measures of Success: A Title I Parent Involvement Survey will be given to receive parent feedback regarding school to home school communication.</p>						

Action Component ___Technology___

District Name ___Fayette County___

Component Manager ___Leadership Team___

School Name ___Ashland Elementary___

Date ___January 2008___

Priority Need	Goal (Addresses the Priority Need)
Continuing professional development will enhance productivity and professional practice for use in the classroom. Apply the technology to increase communicating and collaborating with peers, parents and the community to nurture student learning.	Demonstrate continual growth in technology knowledge and skills to stay current emerging technologies.
Causes and Contributing Factors	Objectives with Measures of Success
Using technology resources to collect and analyze data will allow teachers to interpret results and communicate findings to improve instructional practice and maximize student learning.	Staff members will apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communicating and productivity.

Technology
Ashland Elementary
(Revised January 2008)

Component Manager: Leadership Team

Technology, Strategy 1: Use technology to increase student knowledge and achievement on KCCT.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>1A. Teachers will engage in personal/professional development efforts to increase technological knowledge.</p> <p>2A. Utilize technology available (Smart Board, Digital Cameras, Internet/Websites, Microsoft Office, MAP, Successmaker, Ultra Keys, and Reading Counts to supplement instruction in all areas.</p>	<p>Implementation:</p> <p>Students will utilize programs on a daily/weekly basis with the help of the classroom teacher, computer lab attendant and the TRT.</p> <p>Continue to work toward meeting KETS needs by purchasing new computer hardware and software to meet 6:1 mandated ratios.</p> <p>Incorporate the use of the rolling computer lab to enhance instruction and use Successmaker.</p> <p>Schedule group internet time to incorporate themes/units.</p> <p>Provide keyboarding instruction to grades 3rd-5th for 30 minutes per week.</p> <p>Short-Term Measures of Success: Monthly reports will be given to each classroom teacher with student data. Individual student progress will be documented using Microsoft Excel.</p> <p>Long-Term Measures of Success: Long-term success of these activities will be</p>	<p>TRT-Diana Hendrix, Teachers, Lab Attendant</p>	<p>ongoing</p>	<p>-0-</p>	<p>KETS Funding</p>	<p>I</p>	

	measured through analysis of student achievement data tied directly to programs and/or initiatives. (i.e. MAP, Ultra Keys, Reading Counts, Successmaker)						
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