

# **LIBERTY ELEMENTARY SCHOOL**

## **2011-2012 IMPROVEMENT PLAN**



### **Cover page should include:**

- **SBDM Council approval date**
- **Signature of Principal**

### **Cover page *may* include:**

- **All council member signatures**
- **Picture or caption unique to your school**
- **School mission statement**

# **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

## **EXECUTIVE SUMMARY:**

### **Plan Summary:**

The Liberty Elementary Comprehensive School Improvement Plan includes three action components: Student Achievement, Parent Involvement and Equity.

The Student Achievement Component objective is obtainable through highly qualified and engaging teachers who teach to the new common core standards and Core Content 4.1 and help students make real-life connections to their learning. Our goal is to eliminate all achievement gaps and reach 100% proficiency for all students.

Our Parent Involvement and Communication objectives recognize the need for increased parental involvement as well as the need for increased communication from school to home. Liberty Elementary will make a committed effort to improve meaningful communication between school and home to improve parent awareness of curriculum and a better understanding of school expectations. These two areas have a direct impact on student achievement.

The Equity Component objective recognizes the barriers to learning and sets out a plan to eliminate these barriers through the services of our Title 1 social worker, our Family Resource Center, intervention teachers, and Extended School Services. We are confident we have addressed these barriers and identified ways to eliminate them.

### **Process Summary:**

Liberty staff met on 1/12/10 and 1/19/10 to develop our Mission Statement. The following was created: *The mission of the Liberty Elementary School community is to provide a safe, challenging, and accepting learning environment that empowers all students to achieve success.*

In August, 2010, Liberty staff met and analyzed the 2009-2010 KCCT scores. Vertical teams reviewed the findings and discussed the implication of scores as it relates to instruction. Objectives were developed and strategies/activities proposed to achieve them.

### **Achievement Gaps:**

The Liberty Elementary leadership team determined needs based on KCCT test data.

Achievement gaps are reviewed annually. The timeline for closing all gaps remains 2014. However, in the spirit of our district's "War on Gaps" we are committed to closing them by 2012.

Public Meeting to Review Plan:

The CSIP will be presented to the public after approval by SBDM. It will be placed on the district and school website. In addition, a copy will be placed in the school's front office and presented to anyone who asks to review it.

Council Approval of Plan:

The SBDM will be apprised of each area of the plan twice yearly as scheduled in the SIP.

Evaluation of plan:

The plan will be evaluated using short and long term measures of success as noted in the component sections of the plan. Evaluation of the plan is on-going. Stakeholders' feedback, student work, and formal and informal assessments, all contribute to the plan's evaluation. Strategies will be revised, added, and/or deleted based on student needs. SBDM committees will meet monthly to conduct informal monitoring of the plan.

**Action Component \_Student Achievement \_\_\_\_\_**

District Name \_Fayette County\_\_\_\_\_

Component Manager \_Lisa Kear\_\_\_\_\_

School Name \_Liberty Elementary\_\_\_\_\_

Date \_\_July 2011\_\_\_\_\_

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>																		
<p><b>Reading</b>                      In Reading on the 2009-2010 KCCT, the following percentage of students scored Proficient/Distinguished:</p> <table border="0"> <tr> <td>3<sup>rd</sup> grade</td> <td>White</td> <td>85%</td> <td>AA</td> <td>74%</td> <td>11% gap</td> </tr> <tr> <td>4<sup>th</sup> grade</td> <td>White</td> <td>98%</td> <td>AA</td> <td>71%</td> <td>27% gap</td> </tr> <tr> <td>5<sup>th</sup> grade</td> <td>White</td> <td>81%</td> <td>AA</td> <td>61%</td> <td>20% gap</td> </tr> </table> <p>21% of third graders, 11% of 4<sup>th</sup> graders and 24% of 5<sup>th</sup> graders were below proficient.</p>	3 <sup>rd</sup> grade	White	85%	AA	74%	11% gap	4 <sup>th</sup> grade	White	98%	AA	71%	27% gap	5 <sup>th</sup> grade	White	81%	AA	61%	20% gap	<p><b>Reading</b>                      100% of students will perform at the Proficient/Distinguished level in Reading on the 2011-2012 State Assessment.</p>
3 <sup>rd</sup> grade	White	85%	AA	74%	11% gap														
4 <sup>th</sup> grade	White	98%	AA	71%	27% gap														
5 <sup>th</sup> grade	White	81%	AA	61%	20% gap														
<p><b>Math</b>                      In Math on the 2009-2010 KCCT, the following percentage of students scored Proficient/Distinguished:</p> <table border="0"> <tr> <td>3<sup>rd</sup> grade</td> <td>White</td> <td>92%</td> <td>AA</td> <td>86%</td> <td>6% gap</td> </tr> <tr> <td>4<sup>th</sup> grade</td> <td>White</td> <td>92%</td> <td>AA</td> <td>81%</td> <td>11% gap</td> </tr> <tr> <td>5<sup>th</sup> grade</td> <td>White</td> <td>85%</td> <td>AA</td> <td>58%</td> <td>27% gap</td> </tr> </table> <p>13% of all 3<sup>rd</sup> graders, 15% of all 4<sup>th</sup> graders and 27% of all 5<sup>th</sup> graders were below proficiency in Math.</p>	3 <sup>rd</sup> grade	White	92%	AA	86%	6% gap	4 <sup>th</sup> grade	White	92%	AA	81%	11% gap	5 <sup>th</sup> grade	White	85%	AA	58%	27% gap	<p><b>Math</b>                      100% of students will perform at the Proficient/Distinguished level in Math on the 2011-2012 State Assessment.</p>
3 <sup>rd</sup> grade	White	92%	AA	86%	6% gap														
4 <sup>th</sup> grade	White	92%	AA	81%	11% gap														
5 <sup>th</sup> grade	White	85%	AA	58%	27% gap														
<p><b>Science</b>                      81% of all 4<sup>th</sup> grade students were Proficient in Science on the 2009-2010 KCCT. This is an increase of 4% from the previous year.</p>	<p><b>Science</b>                      100% of students will perform at the Proficient/Distinguished level in Science on the 2011-2012 State Assessment.</p>																		

<p>However, the gap between White and African American students rose to 27% which is an increase of 5%.</p>	
<p><b>Writing</b>                  The 2009-2010 KCCT On-Demand Writing index was 90.                   64% of White students scored Proficient/Distinguished compared to 54% of African American students and 47% of Free-Reduced Lunch students, resulting in a gap of 10%.</p>	<p><b>Writing</b>                  100% of students will perform at the Proficient/Distinguished level in On-Demand Writing on the 2011-2012 State Assessment.</p>



# Academic Performance Component And Implementation & Impact Form

(2010-2012 School Years)

**Component Leader: Lisa Kear**

**Objective #1: Reading - 100% of students will perform at the Proficient/Distinguished level in Reading on the 2011-2012 State Assessment.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>1A.</b> All students will be assessed in reading at the beginning of the year, mid-year and the end of the year. The resulting data will be analyzed to enable teachers to flexibly group for instruction and determine appropriate interventions.</p>	<p><b>Implementation:</b> Early primary (K/1) will use the K screening data, and Literacy First (PAST &amp; Phonics).</p> <p>Upper Primary (2/3) will use Literacy First, DRA as indicated and MAP.</p> <p>Intermediate (4<sup>th</sup>/5<sup>th</sup>) will use MAP and DRA as indicated.</p>	<p>Classroom Teachers</p> <p>Principal</p> <p>Administrative Dean</p> <p>RTI Coach</p> <p>Curriculum Coach</p>	<p>August 2011</p> <p>Through</p> <p>May 2012</p>				
	<p><b>Short-Term Measures of Success:</b> For early primary, upper primary and intermediate students, short-term success of this activity will be measured by the increase of the number of students reaching proficiency on the above listed assessments by mid-year.</p>						
	<p><b>Long-Term Measures of Success:</b> The long-term success of this activity will be measured by the elimination of achievement gaps in all sub-groups and the increased number of students reaching proficiency on the above listed assessments at the end of the school year. The main indicator for success of this activity for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders will be the 2011-2012 State Reading Assessment.</p>						

<p>1B. Reading Recovery Teacher for 1<sup>st</sup> Grade</p>	<p><b>Implementation:</b> Provide intensive intervention for the lowest performing 10-20% of 1<sup>st</sup> grade students. This teacher will also instruct small groups of lower primary students who require additional support to reach proficiency.</p>	<p>Reading Recovery Teacher Classroom Teachers</p>	<p>August 2011 Through May 2012</p>		<p>RTA Grant .8 Title I .2</p>	
<p>1C. Provide a .5 Early Primary Reading Intervention Teacher</p>	<p><b>Implementation:</b> Provide intensive intervention for identified at risk K and 1st graders.</p>	<p>Reading Intervention Teacher RTI Coach Curriculum Coach</p>	<p>August 2011 through 2012</p>	<p>Teacher salary</p>	<p>Staffing</p>	
	<p><b>Short-Term Measures of Success:</b> Short term measures of success for this activity will be measured by identification of students, weekly teacher assessments, and mid-year MAP scores.</p>					
	<p><b>Long-Term Measures of Success:</b> Long term measures of success for this activity will be measured by the elimination of achievement gaps in all sub-groups and end of year DRA, MAP, and State Reading Assessment (3<sup>rd</sup> grade).</p>					

<p>ID. Lexia</p>	<p><b>Implementation:</b> Provide daily supplemental (Tier II) individualized reading instruction in phonemic awareness, phonics, fluency, comprehension and vocabulary for K-2 students.</p>	<p>Classroom Teachers RTI Coach Curriculum Coach</p>	<p>August 2011 through May 2012</p>				
<p>IE. Intervention teachers.</p>	<p><b>Implementation:</b> Provide intensive intervention for identified at risk 2<sup>nd</sup> through 5th graders.</p>	<p>Classroom Teacher Intervention Teacher RTI Coach Curriculum Coach</p>	<p>August 2011 through May 2012</p>	<p>Teacher Salary</p>	<p>Staffing</p>		
<p>IF. Reading Plus</p>	<p><b>Implementation:</b> Provide daily supplemental (Tier II) individualized reading instruction in fluency, vocabulary and comprehension for 3<sup>rd</sup>-5<sup>th</sup> graders.</p>	<p>Classroom Teachers Intervention</p>	<p>August 2011 Through</p>				

	<p><b>Short-Term Measures of Success:</b> Increase number of students at the Proficient level on weekly assessments and mid-year MAP scores.</p> <p><b>Long-Term Measures of Success:</b> Long term measures of success for this activity will be measured by the elimination of achievement gaps in all sub-groups and an increase number of students at the Proficient/Distinguished level on the 2011-2012 State Reading Assessment and end-of-year MAP scores.</p>	<p>Teachers RTI Coach Curriculum Coach</p>	<p>May 2012</p>				
<p>IG. The Daily Five and The Café</p>	<p><b>Implementation:</b> K-2<sup>nd</sup> grade teachers will use <i>The Daily Five</i> and <i>The Literacy Café</i> to structure their reading/language arts instruction and to promote independent reading and writing in students for extended periods of time.</p> <p><b>Short-Term Measures:</b> Increase number of students performing at grade level in Reading and Writing as measured by teacher assessments and observations, mid-year MAP scores and increase in guided reading levels.</p> <p><b>Long-Term Measures of Success:</b> Increase number of students exiting grade on/above grade level as measured by classroom assessments and end-of-year MAP scores and by the elimination of achievement gaps in all sub-groups.</p>	<p>Classroom Teachers Curriculum Coach</p>	<p>August 2011 Through May 2012</p>		<p>PD</p>		
<p>IH. <i>Reader's Handbook</i> and <i>The Super Six Comprehension Strategies</i></p>	<p><b>Implementation:</b> 3<sup>rd</sup>-5<sup>th</sup> grade teachers will use <i>Reader's Handbook</i> and <i>The Super Six Comprehension Strategies</i> to teach and improve student comprehension in language arts and the content areas.</p> <p><b>Short-Term Measures of Success:</b> Increase number of students performing at grade level in Reading as measured by teacher assessments and observations, mid-year MAP scores.</p>	<p>Classroom Teachers Curriculum Coach</p>	<p>August 2011 Through May 2012</p>		<p>PD</p>		

	<p><b>Long-Term Measures of Success:</b> Long term measures of success for this activity will be measured by the elimination of achievement gaps in all sub-groups and an increased number of students at the Proficient/Distinguished level on the 2011-2012 State Reading Assessment and end-of-year MAP scores.</p>						
<p>II. Common Core Reading/ELA Standards</p>	<p><b>Implementation:</b> Teachers will participate in the district Release Day PLC for six days of training dedicated to the application of the 5-E Instructional Model to the new Common Core Standards.</p>	<p>Classroom Teachers Principal Admin. Dean PLC Members Curriculum Coach</p>	<p>August 2011 Through May 2012</p>				
	<p><b>Short-Term Measures of Success:</b> Lesson Plan review and classroom observation will indicate teachers are beginning to apply this model as they plan with the new standards</p>						
	<p><b>Long-Term Measures of Success:</b> Reading/ELA lesson plans reflect the 5-E Model of Instruction resulting in an observable improvement in instructional delivery and the elimination of achievement gaps in all sub-groups and student achievement as measured by unit assessments, MAP scores and State Reading Assessment results (grades 3<sup>rd</sup>-5<sup>th</sup>).</p>						

## *Academic Performance Component And Implementation & Impact Form 2010-2011 School Years*

**Component Manager: Lisa Kear**

**Objective #2: Math - 100% of students will perform at the Proficient/Distinguished level in Math on the 2011-2012 State Assessment.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
2A. All students will be assessed in math at the beginning of the year, mid-year and the end of the year. The resulting data will be analyzed to enable teachers to flexibly group for instruction and determine appropriate interventions.	<b>Implementation:</b> Kindergarten will use the K screening data, teacher created assessments and checklists.  Grades 1 through 5 will use <u>Math In Focus</u> assessments and MAP.	Classroom Teachers  Principal  Admin. Dean  RTI Coach	August 2011  Through  May 2012				
	<b>Short-Term Measures of Success:</b> For all grade levels, the number of students midyear performing at grade level/Proficiency as measured by the above assessments.						
	<b>Long-Term Measures of Success:</b> The long-term success of this activity for all grade levels will be measured by the elimination of achievement gaps in all sub-groups and end of year MAP scores and for grades 3 <sup>rd</sup> – 5 <sup>th</sup> the 2011-2012 State Math assessment scores.						
2B. Success Maker	<b>Implementation:</b> Provide supplemental (Tier II) intervention for students performing below proficiency.	Classroom Teachers	August 2011				

	<p><b>Short-Term Measures of Success:</b> Short term success of this activity will be measured by the number of students reaching grade level/proficiency as indicated by Success-Maker reports and mid-year MAP scores.</p>	<p>RTI Coach Curriculum Coach</p>	<p>Through May 2012</p>				
<p>2C. Intervention Teacher</p>	<p><b>Implementation:</b> Provide intensive intervention (Tier III) for identified at risk 2<sup>nd</sup> – 5<sup>th</sup> graders.</p>	<p>Intervention Teachers RTI Coach Curriculum Coach</p>	<p>August 2011 Through 2012</p>	<p>Teacher salary</p>	<p>Staffing</p>		
	<p><b>Short-Term Measures of Success:</b> Short term measures of success for this activity will be measured by weekly assessments and mid-year MAP scores.</p> <p><b>Long-Term Measures of Success:</b> Long term measures of success for this activity will be measured by the elimination of achievement gaps in all sub-groups and end of year MAP, and 2011-2012 State Math Assessment scores (3<sup>rd</sup> -5<sup>th</sup> grade)</p>						
<p>2D. Common Core Math Standards</p>	<p><b>Implementation:</b> Teachers will develop standards-based math units. Teachers will develop Daily lesson plans using the 5-E model of instruction.</p>	<p>Classroom Teachers Principal</p>	<p>August 2011 Through</p>				

	<p><b>Short-Term Measures of Success:</b> Review of math units will indicate alignment with the common Core Standards and Standards for Mathematical Practice.</p> <p>Review of lesson plans and observation will indicate teachers are consistently planning daily lessons using the 5-E Model of instruction which will result in improved instructional delivery and higher student achievement as measured by classroom assessments and mid-year MAP scores.</p>	<p>Admin. Dean Curriculum Coach</p>	<p>May 2012</p>				
	<p><b>Long-Term Measures of Success:</b> Math lesson plans reflect the 5-E Model of Instruction resulting in an observable improvement in instructional delivery and by the elimination of achievement gaps in all sub-groups and student achievement as measured by unit assessments, MAP scores and 2011-2012 State Math Assessment results (grades 3<sup>rd</sup>-5<sup>th</sup>).</p>						

Objective #3: Science - 100% of students will perform at the Proficient/Distinguished level in Science on the 2011-2012 State Assessment.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>3A. Science Lab teacher.</p>	<p><b>Implementation:</b> To provide hands on, inquiry-based learning opportunities students need for concept development and to make real-life connections with the content.</p> <p><b>Short-Term Measures of Success:</b> Short term measures of success of this activity will be observation and lesson plan review and mid-year MAP scores.</p>	<p>Science Teacher</p>	<p>August 2011 through May 2012</p>	<p>Teacher salary</p>	<p>Staffing</p>		

	<p><b>Long-Term Measures of Success:</b> The long-term success of this activity will be measured by the elimination of achievement gaps in all sub-groups and the number of students reaching proficiency in Science on the 2011-2012 State Science assessment.</p>						
3B. Thematic Science Units	<p><b>Implementation:</b> Early Primary (K-1) teachers will develop Science units based on Science Core Content 4.1 which will be integrated into their Reading/ELA instruction.</p>	<p>Science Lab Teacher Classroom Teachers</p>	<p>August 2011 through May 2012</p>				
	<p><b>Short-Term Measures of Success:</b> Short term success of this activity will be measured through review of completed units and unit assessments.</p>						
	<p><b>Long-Term Measures of Success:</b> The long-term success of this activity will be measured by the elimination of achievement gaps in all sub-groups, increased science instruction in early primary classrooms as measured by unit development lesson plans, and student mastery as measured by unit assessments.</p>						
3C. Science Collaboration	<p><b>Implementation:</b> Additional scheduled science lab time above the regular rotation for 2<sup>nd</sup>-5<sup>th</sup> grade classes in collaboration with the classroom teachers.</p>	<p>Science Lab Teacher Classroom Teachers Curriculum Coach</p>	<p>August 2011 Through May 2012</p>				
	<p><b>Short-Term Measures of Success:</b> Short term success of this activity will be measured through increased mastery on Science Lab and classroom science unit assessments and mid-year MAP scores for 4<sup>th</sup> grade students.</p>						
	<p><b>Long-Term Measures of Success:</b> The long-term success of this activity will be measured by the elimination of achievement gaps in all sub-groups and overall student proficiency on the 4<sup>th</sup> grade 2011-2012 State Science Assessment.</p>						

Objective #4: Writing - 100% of students will perform at the Proficient/Distinguished level in On-Demand Writing on the 2011-2012 State Assessment.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Writing Coach/Curriculum Coach <ul style="list-style-type: none"> <li>• Guide implementation of school-wide writing program.</li> <li>• Conduct monthly trainings for instructional staff.</li> <li>• Plan with each grade level monthly.</li> <li>• Provide individual/small group interventions for students in the novice category.</li> <li>• Model lessons, assist w/ conferencing, live scoring, or other collaborative activities.</li> <li>• Review/analyze a random sampling of working folders from each teacher.</li> <li>• Conduct scoring training and scoring sessions at end of school year.</li> <li>• Serve as the school's writing cluster leader.</li> </ul>	<b>Implementation:</b> School wide implementation of <i>6 + 1 Writing Traits</i> .	Writing/Curriculum Coach	August 2011	Teacher Salary	Title I		
	<b>Short-Term Measures of Success:</b> Reduction/Elimination of novice and apprentice scores on quarterly on-demand assessments and mid-year review of Student Working Writing Folders.	Literacy Team	Through May 2012				
	<b>Long-Term Measures of Success:</b> The long-term success of this activity will be measured by the elimination of achievement gaps in all sub-groups and end of year review of Student Working Writing Folders and On-demand writing index (5 <sup>th</sup> grade) on 2011-2012 State Writing Assessment.	Classroom Teachers Principal Admin. Dean					

**Action Component \_Parent Involvement & Communication \_\_\_\_**

District Name \_Fayette County\_\_\_\_\_

Component Manager \_Lisa Kear\_\_\_\_\_

School Name \_Liberty Elementary\_\_\_\_\_

Date \_\_\_\_July 2011\_\_\_\_\_

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p><b>Parent Involvement</b>                      The 2010-2011 Spring Title 1 Parent Survey indicates teacher reports and observations indicate a need for increased school involvement from parents and community members.                      Also, parents expressed the need to hold parent/teacher meetings on various days of the week and times so more parents can attend.</p> <p><b>Communication</b>                      The 2010-2011 Spring Title 1 Parent Survey indicates many families expressed they would like an assessment night so they can learn what their child’s assessments look like, how they are administered and how to interpret the results.</p> <p><b>Customer Service</b>                      The 2010-2011 Spring Title 1 Parent Survey indicates that some parents perceive the front office to be unwelcoming and unfriendly.</p>	<p><b>Parent Involvement</b>                      Liberty Elementary will have 90% of parent/guardian population involved.</p> <p><b>Communication</b>                      During the 2011-2012 school year, there will be at least two parent meetings (one in conjunction with a PTA meeting) designed to share assessment information and results with parents.</p> <p><b>Customer Service</b>                      As indicated on the 2011-2012 Title I Parent Survey, there will be NO negative responses or comments regarding front office/customer service.</p>

**SBDM Council Reporting Timeline  
Parent Involvement Component**

<b>Months</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Action Component Activity  Parent Involvement</b>				5A 5B 5C 5F 5E 5F 5G								5A 5B 5C 5F 5E 5F 5G

# *Parent Involvement and Communication Component*

## *And*

### *Implementation & Impact Form*

*2011-2012 School Years*

**Component Manager: Lisa Kear**

**Objective #\_5 Parent Involvement & Communication**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
5A. Customer Service Plan	<p><b>Implementation:</b> Develop a customer service plan to promote a positive, welcoming and supportive front office environment.</p> <p>Monthly meetings with administrators and front office staff to discuss customer service concerns.</p> <p><b>Short-Term Measures of Success:</b> The short term measures of success would be an increase of professionalism, professional attitude and demeanor, and overall office appearance as observed by administration.</p> <p><b>Long-Term Measures of Success:</b> The long-term measure of success for this activity would be the elimination of negative parent comments/complaints to administration and concerns as indicated on the Title I Spring Parent Survey.</p>	<p>Front Office Staff</p> <p>Principal</p> <p>Admin. Dean</p>	<p>August 2011</p> <p>Through</p> <p>May 2012</p>	-0-			
5B. Increase opportunities for all parents to attend parent/teacher conferences.	<p><b>Implementation:</b> Schedule one evening parent/teacher conference night per semester. One of these conference nights will be "Student-Led".</p>	<p>Front Office Staff</p>	<p>August 2011</p>				

	<p><b>Short-Term Measures of Success:</b> Short term success of this activity will be measured by the increased number of parents attending parent/teacher conferences as evidenced by the parent/teacher conference log.</p>	Principal Admin. Dean	Through May 2012				
<p>5C. The Administrative Dean, in conjunction with the PTA volunteer coordinator will recruit and train volunteers to work in the school.</p>	<p><b>Implementation:</b> Conduct an Annual Needs Survey, recruit volunteers for identified needs and provide Annual Volunteer Orientation including confidentiality.</p>	Admin. Dean PTA Volunteer Coordinator	August 2011 Through May 2012				
<p>5D. During the 2011-2012 school year, six curriculum nights will be held to inform parents of current curriculum and ways they can help their student achieve.</p>	<p><b>Implementation:</b> Curriculum nights with dinner will include: Family Literacy Night, Singapore Math Family Night, Science Fair, Social Studies Fair, Family Wellness Night and What Every Parent Needs to Know About Assessments. These nights will be scheduled at various times and various days of the week to attempt to accommodate as many parents as possible.</p>	Title 1 Lead Teacher Principal Admin. Dean Curriculum Coach PTA FRC Rep.	August 2011 Through 2012				
	<p><b>Short-Term Measures of Success:</b> Short term measures of success for this activity will be measured by number of parents attending these events as evidenced by Title 1 sign in sheet.</p>						

	<p><b>Long-Term Measures of Success:</b> Long term measures of success for this activity will be measured by total percentage attending and favorable feedback from parents on 2011-2012 Title 1 Spring Parent Survey.</p>						
5E. Parent Handbook	<p><b>Implementation:</b> All families will receive a 2011-2012 Liberty Parent Handbook.</p> <p><b>Short-Term Measures of Success:</b> Short term measures of success for this activity will be measured by the percentage of returned verifications of receipt.</p> <p><b>Long-Term Measures of Success:</b> Long term measures of success for this activity will be determined by an end of year Parent Survey (will be included within the Title 1 Parent Survey) about usefulness of the handbook and suggestions for improvement.</p>	Principal Admin. Dean	August 2011 through 2012				
5F. School-wide communication	<p><b>Implementation:</b> Liberty E-News, PTA Newsletter, Liberty Leader, School web-page and a Title 1 Newsletter.</p> <p><b>Short-Term Measures of Success:</b> Short term measures of success for this activity will be measured by an increased number of “hits” to the school web-page and the number of subscribers to the e-News. The PTA newsletter, the Liberty Leader and the Title 1 Newsletter are sent home monthly.</p> <p><b>Long-Term Measures of Success:</b> The long term measures of success for this activity will be a favorable response as noted on the 2011-2012 Title 1 Parent Spring Survey and an increased number of “hits” on the school web-page.</p>	Principal Web-Master PTA President Title 1 Lead Teacher	August 2011 Through May 2012				

<p>5G. Classroom communication</p>	<p><b>Implementation:</b> Daily Planners, Classroom Newsletters, Teacher Web-Pages, Phone calls, Postcards</p>	<p>Classroom Teachers Principal/PSA Web-Master</p>	<p>August 2011 through May 2012</p>				
	<p><b>Short-Term Measures of Success:</b> The short term measures of success for this activity will be copies of teacher newsletters, verification of teacher web pages, provide every student a planner at the beginning of the school year, and number of total contacts quarterly as reported in Title 1 Parent Contact Logs.</p>						
	<p><b>Long-Term Measures of Success:</b> The long term measures of success for this activity will be a 50% increase in the number of "hits" on teacher web-page, 100% of teachers comply in sending home weekly newsletters, 100% of teachers comply in using the Daily Planner as a method of communication w/ parents as indicated by daily initialing and total contacts quarterly as reported in Title 1 Parent Contact Logs.</p>						

**Action Component** Equity

District Name Fayette County

Component Manager Lisa Kear

School Name Liberty Elementary

Date July 2011

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
Reduce barriers to learning so all students will be able to perform at proficient and distinguished levels.	100% of students reach proficiency.

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
African American and F/R lunch students performed below white and non-F/R lunch students in all accountability areas.	<b>EQUITY COMPONENT:</b> Eliminate barriers to learning so <b>all</b> students can reach proficiency.

**SBDM Council Reporting Timeline  
Equity Component**

<b>Months</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Action Component Activity  Equity</b>			6A 6B 6C 6D							6A 6B 6C 6D		

Objective #_6 Equity							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
6A. Title 1 Social Worker	<p><b>Implementation:</b> Title 1 Social Worker will monitor truancy and assist students and families to reduce absences and tardies.</p> <p>Title 1 Social Worker will establish and conduct small group sessions (social skills, friendship groups, divorce, death in family, etc.) to support student mental health and adjustment.</p>	Title 1 Social Worker  Attendance Clerk	August 2011  through May 2012				
	<p><b>Short-Term Measures of Success:</b> The short-term success of this activity will be measured by an increase in student attendance.</p> <p>The short term success of this activity will be the identification of students and delivery of services to reduce outside distractions and a better adjustment to the school setting.</p> <p><b>Long-Term Measures of Success:</b> The long-term success of this activity will be measured by the percentage of identified students reaching proficiency on grade level or state tests.</p> <p>The long-term success of this activity will be academic growth and proficiency of the identified students.</p>						
6B. Family Resource Center Coordinator	<p><b>Implementation:</b> Family Resource Center coordinator will assist students and families in securing basic needs.</p>	FRC Coordinator	August 2011  through May 2012				
	<p><b>Short-Term Measures of Success:</b> The short-term success of this activity will be measured by a review of Family Resource records.</p>						

	<p><b>Long-Term Measures of Success:</b> The long-term success of this activity will be measured by the percentage of identified students reaching proficiency on grade level or state tests.</p>						
6C. Intervention Teachers	<p><b>Implementation:</b> Intervention teachers will assist teachers to identify and serve students for intervention groups (priority will be given to Tier 3 needs)</p> <p><b>Short-Term Measures of Success:</b> The short-term success of this activity will be measured by weekly data collected from intervention.</p> <p><b>Long-Term Measures of Success:</b> The long-term success of this activity will be measured by the elimination of achievement gaps in all sub-groups and the percentage of identified students reaching proficiency on grade-level or state achievement tests.</p>	<p>Intervention Teachers</p> <p>Classroom Teacher</p> <p>RTI Coach</p> <p>Curriculum Coach</p>	<p>August 2011</p> <p>through</p> <p>May 2012</p>				
6D. ESS Services	<p><b>Implementation:</b> ESS Services will be provided to 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders who need extra review and re-teaching for core content mastery.</p> <p><b>Short-Term Measures of Success:</b> The short-term success of this activity will be measured by number of identified students who accept services and attend regularly.</p> <p><b>Long-Term Measures of Success:</b> The long-term success of this activity will be measured by the elimination of achievement gaps in all sub-groups and the percentage of identified students reaching proficiency on grade level or state tests.</p>	<p>ESS Teachers</p> <p>Counselor</p>	<p>August 2011</p> <p>through</p> <p>May 2012</p>				

