

MARY TODD ELEMENTARY COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEARS 2010-2012

The Mary Todd Elementary school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework (2008)* prior to approval of our plan.

Kari Kirchner, Principal
Chairperson, School Council

Date: February 18, 2011
Plan to be reviewed & approved
by SBDM on 4/14/11

Naomi Carroll
Chairperson, School Planning Committee

**Plan Approved by the School Council on:
April 14, 2011**

School Council Members:

Kari Kirchner, Chairperson	Laura Cunningham, Parent
Rachel Chitwood, Teacher	Jennifer Elrod, Parent
Cindy Townsend, Teacher	
Bettina Wright, Teacher	

Note: Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances are in the Comprehensive School Improvement Planning Framework (2008) and can be downloaded from the

KDE Web Page at:

<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm>

SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

START WITH A PLAN SUMMARY

Begin your Executive summary with a very brief Plan Summary that lists the main things the school will be working on under this Plan. For readability, try to make this summary no longer than half a page.

PLAN SUMMARY

We have 4 components to our plan as follows: Academic, Learning Environment, Parent Involvement, and Equity.

Our Academic component focuses on math and literacy (reading and writing) and in these areas gaps have been identified through SB168 for our African American population for reading and math.

Our Learning Environment component focuses on our school culture, including improving and developing clear school-wide proactive discipline policies and teacher training. This will ensure the least amount of disruptions and we will focus on high expectations for **all** students.

The Parent Involvement Component includes the Title I Parent Involvement Policy and its annual review, family nights, report cards, and parent/teacher conferences.

The Equity Component includes activities which directly relate to reducing performance gaps among subgroups as well as targeting and monitoring students' needs for all students performing below grade level.

PROCESS SUMMARY

The SBDM Committees at MTE participated in the development and refinement of this plan. They are as follows:

SBDM Committees

Climate

*Naomi Carroll
Jessica Hall
Susan Hill
Stephanie Hatfield
Dedeeh Massey
Melissa Trivisonno

Technology

*Terry Cottengim
Rachel Chitwood
Holly Edelstein
Shawn Mink
Mandi Stroub

SIP

*Kari Kirchner
Maria Lindquist
Terry Cottengim
Beth Myers
Jessica Hall
Tracy Warren
Naomi Carroll
Kelly Diamond

Equity

*Liz Beaumier
Mary Abrams
Amanda Collier
Carl Hardaway
Meredith Sutton

Math

*Tracy Warren
Vicky Berger
Cindy Brewer
Amy Hall
Sunny McKay
Ashley McKee

Literacy

*Maria Lindquist
Rachel Barcus
Stella Goren
Jennifer Kramek
Katherine Peppiatt

Arts and Humanities

*Kelly Diamond
Kisha Dicks
Samantha Ernest
Clarice Morbley
Kasey Thomas
Bettina Wright

For guidelines regarding the Executive Summary, download the Comprehensive School Improvement Planning Framework (2004) from the Kentucky Department of Education web page link on page one of this document.

Action Component: Academic Performance

District Name: Fayette County

Component Manager: Naomi Carroll

School Name: Mary Todd Elementary

Revised: February 18, 2011

Priority Need	Goal (Addresses the Priority Need)
<p>A. According to 2010 KCCT data, 81% of 3rd, 4th, and 5th grade students scored proficient or above in reading, shown below by grade level:</p> <p>83% of 3rd grade students 82% of 4th grade students 77% of 5th grade students</p> <p>B. According to 2010 KCCT data, 80% of 3rd, 4th, and 5th grade students scored proficient or above in math, shown below by grade level:.</p> <p>80% of 3rd grade students 78% of 4th grade students 67% of 5th grade students</p>	<p>A. Our 2011 KCCT Reading Scores will increase for the percentage of students scoring at or above proficient levels in 3rd, 4th, and 5th grade from 81% (2010 data) to 86%. Our 2010 KCCT data will increase the percentage of students scoring at or above proficient levels: 3rd grade from 83% (2010 KCCT) to 86% (2012 KCCT) 4th grade from 82% (2010 KCCT) to 86% (2012 KCCT) 5th grade from 77% (2010 KCCT) to 86% (2012 KCCT) Across all grade levels, 86% of African American students will achieve proficient levels in reading by 2012.</p> <p>B. Our 2012 KCCT math scores will show an increase in the percentage of students scoring at or above proficient levels in 3rd, 4th, and 5th grade to 85%. Our 2010 KCCT math data will increase the percentage of students scoring at or above proficient levels in each grade level as follows: 3rd grade from 80% (2010 KCCT) to 85% (2012 KCCT) 4th grade from 78% (2010 KCCT) to 85% (2012 KCCT) 5th grade from 67% (2010 KCCT) to 85% (2012 KCCT) Across all grade levels, 85% of African American students will achieve proficient levels in math by 2012.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>A. The continued implementation of a focused literacy program for all primary staff and students with extensive professional development focused on individual teacher needs and</p>	<p>A. Our 2012 KCCT Reading Scores will increase for the percentage of students scoring at or above proficient levels in 3rd, 4th, and 5th grade from 81% (2010 data) to 86%.</p>

<p>scientific-based reading research.</p> <p>The need for more precise and immediate instructional response for students not performing at proficient levels as determined by on-going classroom assessments and progress monitoring (MAP, DIBELS).</p> <p>B. The continued implementation of a math program with instructional strategies that use everyday situations and focus on the development of problem solving skills (Math in Focus).</p> <p>The need for more immediate intervention for students not performing at proficient levels in math (MAP).</p>	<p>Our 2010 KCCT data will increase the percentage of students scoring at or above proficient levels: 3rd grade from 83% (2010 KCCT) to 86% (2012 KCCT) 4th grade from 82% (2010 KCCT) to 86% (2012 KCCT) 5th grade from 77% (2009 KCCT) to 86% (2012 KCCT) Across all grade levels, 86% of African American students will achieve proficient levels in reading by 2012.</p> <p>B. Our 2012 KCCT Math Scores will show an increase in the percentage of students scoring at or above proficient levels in 3rd, 4th, and 5th grade to 85%.</p> <p>Our 2010 KCCT Math Data will increase the percentage of students scoring at or above proficient levels in each grade level as follows: 3rd grade from 80% (2010 KCCT)) to 85% (2012 KCCT) 4th grade from 78% (2010 KCCT) to 85% (2012 KCCT) 5th grade from 67% (2010 KCCT) to 85% (2012 KCCT) Across all grade levels, 85% of African American students will achieve proficient levels in math by 2012.</p>
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Action Component Academic Performance- Curriculum, assessment and instruction

District Name Fayette County Public Schools

Component Manager: Naomi Carroll

School Name Mary Todd Elementary

Revised : February 18, 2011

Strategies/Activities

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Literacy (Reading and Writing instruction based on the Common Core Standards will occur for all students at Tier 1 and for students needing additional support at Tiers 2 and 3 (ACADEMIC COMPONENT SB168))</p>	<p>Implementation: This activity will be fully implemented when teacher lesson plans and teacher observations show that three tiers of instruction are being implemented with students. This will include enrichment instruction for students performing above grade level. Short-Term Measures of Success: Short-term success of this activity will be measured through review of progress monitoring measures such as Lexia, Reading Plus, DIBELS, and Aimsweb. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review of student achievement data tied directly to the literacy program (MAP, KCCT- like assessments, and KCCT Reading Assessments).</p>	Academic Coach, PSA Principal and teachers	8/10 to 5/12		Title I funds and RFP's from district funds.	I Continuous monitoring	<p>The primary students' reading performance as measured by the GRADE from fall 09 to spring 10, the percent of students who scored proficient has increased as follows: K= 6% to 95% 1st= 23% to 79 % 2nd= 33% to 75% 3rd= 25% to 81%. The intermediate students' reading performance as measured by the MAP from fall 09 to spring 10 has increased as follows: 4th = 51% to 52% 5th = 32% to 42 %</p>

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Literacy Weekly data analysis and</p>	<p>Implementation: This activity will be fully implemented when teacher lesson plans that include three tiers of instruction as needed for</p>	Academic Coach, PSA Principal and	8/10 to 5/12		Title I funds and RFP's from	I continuous monitoring	The primary students' reading performance as

<p>planning sessions based on frequent assessment and progress monitoring will occur in order to ensure all students' needs are met and that Tier 2 and Tier 3 instruction is meaningful and data driven. (ACADEMIC COMPONENT SB168)</p>	<p>students, teacher observations and monthly SBDM reports indicate that instruction is differentiated to meet all students' needs, based on the data. Short-Term Measures of Success: Short-term success of this activity will be measured through review of teacher lesson plans, Lexia, Reading Plus, DIBELS, Aimsweb, and monthly reports to SBDM. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review of student achievement data tied directly to the literacy program (MAP, GRADE, KCCT- like assessments, and KCCT Reading Assessments).</p>	<p>Teachers</p>			<p>district funds.</p>	<p>measured by the GRADE from fall 09 to spring 10, the percent of students who scored proficient has increased as follows: K= 6% to 95% 1st= 23% to 79 % 2nd= 33% to 75% 3rd= 25% to 81%. The intermediate students' reading performance as measured by the MAP from fall 09 to spring 10 has increased as follows: 4th = 51% to 52% 5th = 32% to 42 %</p>
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Strategy/ Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Mathematics Weekly data analysis and planning sessions based on frequent assessment and progress monitoring will occur in order to insure all students' needs are met through three tiers of</p>	<p>Implementation: This activity will be fully implemented when teacher lesson plans, teacher observations and monthly SBDM reports indicate that instruction is differentiated to meet all students' needs, based on the data. Short-Term Measures of Success: Short-term success of this activity will be measured through review of teacher lesson plans, Successmaker data, and monthly reports to SBDM. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review of student achievement data tied directly to the mathematics program (Math in Focus assessments, MAP, KCCT- like and KCCT Math Assessments).</p>	<p>Teachers, Principal, PSA and Academic Coach</p>	<p>8/10 to 5/12</p>		<p>RFP's from district funds.</p>	<p>P</p>	<p>See math scores above</p>

instruction and that Tier 3 and/or enrichment instruction is meaningful and data driven. (ACADEMIC COMPONENT SB168)							
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Action Component: Learning Environment (School Culture; Student, Family & Community Support; Professional Growth, Development and Evaluation)

District Name: Fayette County

Component Manager: Naomi Carroll

School Name Mary Todd Elementary

Revised: February 18, 2011

Priority Needs	Goal (Addresses the Priority Need)
<p>A. The learning environment needs to be more positive, proactive with clear expectations and guidelines for student success.</p> <p>B. There is a continued need for ongoing, job-embedded professional development to increase teacher efficacy and enhance the instructional program.</p> <p>C. A certified Behavior Coach/Interventionist is needed to work with students, staff and families to implement structures and oversee Behavior Rtl</p>	<p>A. The school will be structured for student academic and behavioral success with positive behavioral supports.</p> <p>B. Teachers will increase efficacy in delivery of instruction and student management.</p> <p>C. Student behavior referrals to the ITC will decrease and behavior in the classroom will improve resulting in higher student achievement</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p>A. Between August 2010 and February 2011, 411 student referrals were made to the S.A.F.E. room for behavior that was disruptive to the learning environment. In addition, many students create distractions in the classroom that decrease the amount of instructional minutes available to the teachers and other students.</p> <p>Between August 2010 and February 2011, a total of 21 out-of-school suspension days were recorded resulting in lost instructional time for these students.</p> <p>School wide written procedures and expectations need to be continuously revised for common areas of the building.</p>	<p>A. By May 2012 the number of students referred to the S.A.F.E. (ITC) room will be reduced to 360 or less per school year, according to teacher and administration observations.</p> <p>By May 2012, the total out-of-school suspensions will average no more than 12 per school year.</p> <p>By May 2012, all common area procedures will be implemented and revised according to observation data. APL training for all certified staff regarding classroom structures to promote increased time on task, improved student behavior, improved student performance, options for classroom organization, motivation of students, and classroom management techniques that work was held in</p>

<p>A wide range of skill levels exist among staff in the areas of classroom and student management. SMART technology has been installed in 18 classrooms, the technology lab and the library, which will increase student engagement.</p>	<p>July 2010.</p> <p>Staff members will continue to receive on-going job embedded professional development in order to reach full implementation of this new technology.</p>
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Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Instruction across the curriculum to all students will include the 5 Es – Engagement, exploration, explanation, extension, and evaluation – so that all instructional activities will actively involve all students and involve higher level thinking skills (ACADEMIC COMPONENT SB168)</p>	<p>Implementation: This activity will be fully implemented when teacher and student needs are addressed each year through embedded and on-going PD, as well as, technical assistance provided in many areas including: Title I support, funding support for programs that support our gap groups. Short-term Success: Short-term success of this activity will be measured through teacher lesson plans, teacher observations, and monthly SBDM reports based on the weekly data analysis sessions, annual PD plans and reports. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review of student achievement data tied directly to the literacy program (MAP, GRADE, DIBELS, PAST, KCCT- like assessments, and KCCT Reading Assessments).</p>	<p>Academic coach, PSA Principal and teachers</p>	<p>8/10 to 5/12</p>		<p>Title I funds, PD funds and RFP's from district funds.</p>		<p>The primary students' reading performance as measured by the GRADE from fall 09 to spring 10, the percent of students who scored proficient has increased as follows: K= 6% to 95% 1st= 23% to 79 % 2nd= 33% to 75% 3rd= 25% to 81%. The intermediate students' reading performance as measured by the MAP from fall 09 to spring 10 has increased as follows: 4th = 51% to 52% 5th = 32% to 42%</p>

Strategies/Activities

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>In order to create a positive, proactive learning environment, the lead teachers and leadership team will present the concepts they have learned during APL training sessions to the staff. (LEARNING ENVIRONMENT SB 168)</p>	<p>Implementation: Continuous, job-embedded professional development will be led by the Lead Teachers and Leadership Team during PD sessions throughout the school year, the team will monitor the implementation of all common area procedures and provide feedback to the staff and school leadership in order to revise procedures or implementation. Short-Term Measures of Success: The staff will review/revise procedures and lesson plans for all common areas by the start of the 11-12 school year. Teachers will use these lesson plans during the first week of the 11-12 school year and throughout as needed (i.e. cafeteria, playground, hallway re-teaches, etc.) Long-Term Measures of Success: By May 2012, there will be a significant reduction in the number of suspensions (360 or less/year) and S.A.F.E. (ITC) referrals (12 or less per year).</p>	<p>Climate Committee</p>	<p>5/10-6/12</p>		<p>General School Fund</p>	<p>P</p>	

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>APL Strategies and Guidelines for Success will become an integral part of everyday instruction and behavioral expectations. (LEARNING ENVIRONMENT SB 168)</p>	<p>Implementation: APL Strategies and the Guidelines for Success will become the standards for all staff and student interactions. Students will be able to recite these guidelines, display them in their daily interactions with others, and apply them to their future roles.</p> <p>Short-Term Measures of Success: Guidelines for Success will be displayed in all parts of the building and recited daily during morning announcements by all staff and students. Lesson plans will be reviewed by the staff and will be used during instruction the first week of the 11-12 school year.</p> <p>Long-Term Measures of Success: Student discipline referrals, S.A.F.E.(ITC) referrals and suspensions will decrease. The students will demonstrate understanding of how good citizenship is tied to a successful life.</p>	<p>Climate Committee</p>	<p>5/10-6/12</p>		<p>General school fund.</p>	<p>I</p>	

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Behavior levels will be understood by all staff and taken into consideration when dealing with student misbehavior.</p>	<p>Implementation: Classroom management will be as consistent as possible school-wide as all staff members will understand the levels of behavior and appropriate strategies for addressing each level. Short-Term Measures of Success: Before the start of the 11-12 school year, the Climate Committee will review the concept of levels of behavior with staff and share appropriate consequences for each level. Long-Term Measures of Success: Student S.A.F.E.(ITC) referrals and suspensions will decrease. Staff members will use the least restrictive consequence for each student’s misbehavior. All level one and many level two behaviors will be handled in the classroom.</p>	<p>Lead Teachers, Leadership Team-Principal, PSA, Counselor, Academic Coach</p>	<p>ongoing</p>		<p>General School Fund</p>	<p>P</p>	

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Students will be given opportunities for development of critical work skills and a positive connection to the school through meaningful work opportunities including flag raising and lowering, student hall monitors, student recycling program, etc.)</p>	<p>Implementation: By May 2011 students will be involved in a meaningful jobs that help connect them in a positive way to the school. Their supervisors will act as mentors in the development of critical job skills. Increased connectedness to the school will develop students' sense of belonging and self-worth. Short-Term Measures of Success: By October 10 an overall coordinator for the jobs will be identified and general guidelines will be written. Fourth and Fifth grade students will be aware of the jobs. Application and Interview skills will be taught and students will be selected for their jobs and begin work. Students will earn Meaningful Work "PAW bucks" based on their performance. Long-Term Measures of Success: The coordinator will monitor students' work and provide feedback and evaluation to the students and his/her homeroom teacher.</p>	<p>Climate Committee</p>	<p>8/10-6/12</p>		<p>General school fund.</p>	<p>P</p>	

<p>Behavioral Coach/Interventionist will be hired to work with students, staff, and families in order to implement and document behavioral Rtl to ensure student success in the classroom and decrease behavior referrals to S.A.F.E. (ITC)</p>	<p>Fall 2011- this professional will work with students with behavior struggles to develop behavior plans and structures that will help students develop positive behavior patterns and decrease behavior issues in the regular classroom</p>	<p>Behavioral Coach, Principal, PSA, Guidance Counselor, Social Worker,</p>	<p>8/11</p>	<p>1.0 FTE</p>	<p>Title I Funds</p>	<p>I</p>	
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Action Component: Parent Involvement

District Name: Fayette County

Component Manager: Beth Myers and Jessica Hall

School Name: Mary Todd Elementary

Date Revised : March 9, 2011

Priority Need	Goal (Addresses the Priority Need)
<p>Parents indicated that they were interested in the following parent support activities: 15% How to help student with homework 7%, Parenting skills 25%, Tutoring services for students 15% Help with budgeting 12.5% GED preparation (FRC Survey, 2008)</p>	<ol style="list-style-type: none"> 1. Parents and guardians will report a positive attitude toward Parental Involvement in the following areas: Relationship, Communication, Decision Making, Advocacy, Learning Opportunities, & Community Partnership (Parent involvement survey). 2. Staff will report satisfactory feelings about Parental Involvement and the implementation of strategies to increase the 6 areas of involvement.

Causes and Contributing Factors	Objectives with Measures of Success
<p>Parents have barriers to participate in Parent Involvement activities. Parents reported that the following issues were barriers: transportation, 7%, childcare, 11%, and language, 2%, (FRC Survey, 2008)</p>	<p>FRC, Title I, Title I School Social Worker, & Climate committee will work collaboratively to implement SIP Parent Involvement activities.</p> <p>After implementation of SIP, Parent Involvement will be viewed positively by 90% of parents and staff.</p>

Action Component: Parent Involvement

District Name: Fayette County

Component Manager: Beth Myers

School Name: Mary Todd Elementary

Date : March 2, 2010

Strategies/Activities

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>1. Relationship</p> <p>A. Teachers and staff will make a personal connection with every MTE family at the beginning of the school year at Blast Off, Open House, via phone, or by completing a home visit to all families that are available.</p> <p>B. Teachers/ staff will continue to make personal connections via newsletters, phone calls, notes, & parent-teacher conferences.</p> <p>C. MTE will offer multiple opportunities for parents to come to school to have positive in-school experiences (i.e. Awards Days, Parent lunches & breakfasts, Grandparent breakfasts, volunteer days, etc.)</p> <p>D. Title I & FRC will administer surveys that identify family interests, needs, and barriers.</p>	<p>A. Teachers and staff will report that they have attempted to contact every student.</p> <p>B. FRC survey responses will indicate that 95% of families have had 2-3 positive face-to-face contacts (i.e. Open House and parent-teacher conferences) and that they feel that they have a positive rapport with their child's teacher.</p> <p>C. At least 60% of families will respond to parent/ guardian surveys.</p> <p>D. FRC/ Parent Involvement survey responses will indicate that over 75% of families have participated in a Parent Involvement activity.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>1. A-D. FRC & Title I Coordinator</p> </div> <p>2. A-D. Title I & FRC</p>	<p>1. A- D. August 2010- June 2012</p> <p>2. August</p>	<p>1. \$500</p> <p>2. A-D.</p>	<p>1. FRC/ Title I</p> <p>2. Title I & FRC</p>		

<p>2. Communication A. 2-3 Parent Involvement events will be held off-site in the Winburn community so that parents in that area will be able to access activities more easily. B. Teachers will send home monthly communication in the student's home language. C. Translation services will be available for Parent-Teacher conferences, ARC, & IEP meetings. D. Student achievement information will be included in the principal's newsletter (i.e. First time 4's, whole school progress, etc.)</p> <p>3. Decision Making A. Have an informational night for parents that may be interested in serving on the SBDM Council in April. A panel of parent representatives will be available to discuss their experience and answer questions about their experience serving. B. SBDM election information will be publicized in the school newsletter a month prior to the election. Nominees will submit bios to the newsletter and will be available for parents on the night of the election. Materials will also be translated for non-English speaking parents.</p>	<p>A. Parents will report that off-site events made participation more accessible. (Post survey of Parental Involvement activity). B. & C. Non-native English speaking parents & guardians will report that translated newsletters (both teachers' & Principals' were helpful in providing communication to families). D. Parents will report being well-informed of student achievement.</p> <p>A. Parents will report being well-informed of SBDM process and responsibility of representatives. B. Parents will report being well-informed of SBDM election and knowledge of candidates. Non-native English speaking parents will indicate that they felt comfortable with voting process.</p>	<p>Coordinator</p> <p>3. A- D Title I & FRC Coordinator</p>	<p>2010- June 2012</p> <p>3. August 2010- June 2012</p>	<p>\$250- \$300 to cover cost of Parent Involvement activities.</p> <p>3. \$100 to cover food for informational night.</p>	<p>funds</p> <p>3. FRC funds</p>		
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<p>C. MTE will increase representation of diversity on decision making boards (i.e. SBDM, FRC, & PTA).</p> <p>4. Advocacy A. Increase parent knowledge of school advocates within the school that can assist them in speaking for their child's needs via newsletters, student handbook, etc. B. FRC will provide information about community partners that will advocate for students (i.e. Impact, Counseling Services, Family Preservation, etc.) C. School staff will work with parents in developing procedures to resolve issues and parent complaints and identify needed improvements (i.e. a log that would be kept confidentially by principal and PSA.)</p> <p>5. Learning Opportunities A. School staff will provide a monthly workshop to help parents that need help with supporting their student's academics. (I.e. Provide transition activities for students (i.e. A Day in the Life of a ___ Grader). Assessment Night- allow parents to come to school and experience what students do during the day.)</p>	<p>C. One to two parents will serve on each SBDM committee.</p> <p>A. Parents will report being knowledgeable of school advocates.</p> <p>B. FRC survey responses will indicate that families have knowledge of community partners and advocates.</p> <p>C. 90% of parents will report that they feel complaints/ issues have been resolved successfully.</p> <p>A. At least 80% of parents will report that workshops and activities are beneficial in supporting student learning.</p>	<p>4. A- D. Title I & FRC Coordinator</p> <p>5. Title I & FRC</p>	<p>4. August 2010- June 2011</p> <p>5. August 2010- June 2011</p>	<p>4. \$100 to cover cost of informational materials</p> <p>5. \$200- \$400 to cover cost of food and materials for related activities.</p>	<p>4. FRC funds</p> <p>5. FRC funds</p>		
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<p>6. Community Partnerships A. Share resource directory with staff and parents on website and handbook at the beginning of the year. B. MTE will work on public relations activities (i.e. Friends of MTE- luncheon.) Share what is going on via Channel 13, news releases, etc.)</p>	<p>A. At least 75% of parents/ staff will report that resource information provided by FRC was helpful. B. Community partners will report that they feel well-informed about MTE activities and school progress. Additionally, school and parents will report satisfaction from school partners.</p>	<p>6. Title I & FRC</p>	<p>6. August 2010- June 2011</p>	<p>6. \$200</p>	<p>6. FRC</p>		
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Action Component EQUITY

District Name Fayette County Public Schools

Component Manager Equity Committee

School Name Mary Todd Elementary

Date Revised February 18, 2011

Priority Need	Goal (Addresses the Priority Need)
<p>A. The gap between African American students and Caucasian students in reading needs to be reduced.</p> <p>B. The gap between African American students and Caucasian students in math needs to be reduced.</p> <p>C. The number of students referred to S.A.F.E. (I.T.C) for behavior that is disruptive to the learning environment needs to be reduced.</p>	<p>A. By May 2012, as measured by KCCT, we will reduce our performance gap in reading as follows: Across all grade levels, at least 86% of African American students will achieve proficient levels in reading by 2012.</p> <p>B. By May 2012, as measured by KCCT, we will reduce our performance gap in math as follows: Across all grade levels, 85% of African American students will achieve proficient levels in math by 2012.</p> <p>C. For the 2011-2012 school year, the number of student behavior reports will be reduced to less than 15 referrals from an average of 25 per month during the 2011-2012 school year.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>A. The 2010 KCCT data show that gaps exist between African American students and Caucasian students in reading.</p> <p>B. The 2010 KCCT data show that gaps exist between African American students and Caucasian students in math.</p> <p>C. Between August 2010 and Feb 2011 there were 151 student referrals (25 per month) made to S.A.F.E. (I.T.C.) for behavior that was disruptive to the learning environment</p>	<p>A. By December 2011, all students performing below grade level will receive intervention in reading. Across all grade levels, at least 86% of African American students will achieve proficient levels in reading by 2012.</p> <p>B. By December 2011, all students performing below grade level will receive intervention in math. Across all grade levels, at least 85% of African American students will achieve proficient levels in math by 2012.</p> <p>C. By May 2012, there will be less than 15 students per month referred to S.A.F.E. (I.T.C.) with formal behavior reports during the 2011-2012 school year.</p>

Action Component EQUITY

District Name Fayette County Public Schools

Component Manager Equity Committee

School Name Mary Todd Elementary

Date February 18, 2011

Strategies/Activities

Strategy/ Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Literacy (reading and writing) instruction will occur across all grades (K-5), including 2.5 hours per day of literacy instruction for primary students and 1.5 hours per day for intermediate students. (ACADEMIC COMPONENT SB168)</p>	<p>Implementation: This activity will be fully implemented when teacher lesson plans and teacher observations show that rigorous instruction occurs for the entire literacy block each day which includes intervention and enrichment instruction. Short-Term Measures of Success: Short-term success of this activity will be measured through review of teacher lesson plans and schedules to determine that appropriate research based instruction occurs daily for required times. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review of student achievement data tied directly to the literacy program (DIBELS, MAP and KCCT reading).</p>	<p>Principal, PSA, Interventionists and teacher leaders</p>	<p>8/10 to 5/12</p>		<p>Title I funds and SCIF funds.</p>	<p>I</p>	<p>The primary students' reading performance as measured by the GRADE from fall 09 to spring 10, the percent of students who scored proficient has increased as follows: K= 6% to 95% 1st= 23% to 79 % 2nd= 33% to 75% 3rd= 25% to 81%. The intermediate students' reading performance as measured by the MAP from fall 09 to spring</p>

							10 has increased as follows: 4 th = 51% to 52% 5 th = 32% to 42%
Literacy Small group intervention activities will take place in the summer of 2011 for African American students performing below grade level on the Spring MAP assessments	Implementation: This activity will be fully implemented in the summer of 2011 as students complete assigned reading and math activities and complete assessments weekly. Short-Term Measures of Success: Short-term success of this activity will be measured through review of students scores on Reading Plus, Lexia, and/or Successmaker activities. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review of student achievement data tied directly to the literacy program (MAP, KCCT like assessments, and KCCT reading).	Principal, PSA, ESS coordinator and teachers involved in program	June – July 2011	\$2,000	ESS and Carry forward funds	I	

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
Literacy Weekly data analysis and planning sessions based on frequent assessment and progress monitoring will occur in order to ensure all	Implementation: This activity will be fully implemented when teacher lesson plans, teacher observations and monthly SBDM reports indicate that instruction is differentiated to meet all students' needs, based on the data. Short-Term Measures of Success: Short-term success of this activity will be measured through review of teacher lesson plans and monthly reports to SBDM as well as progress monitoring	Principal, PSA, interventionists and grade level team leaders	8/10 to 5/12		Title I funds and RFP's from district funds.	P	See reading data above

<p>students' needs are met and that Tier 2 and Tier 3 instruction is meaningful and data driven. (ACADEMIC COMPONENT SB168)</p>	<p>with Lexia, Reading Plus, and/or Aimsweb. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review of student achievement data tied directly to the literacy program (DIBELS, MAP, KCCT-like measures and KCCT reading).</p>						
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Strategy/ Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Literacy Professional Development will include at least 12 hours for all certified staff regarding the new Common Core Standards for the state of Kentucky (ACADEMIC COMPONENT SB168)</p>	<p>Implementation: This activity will be fully implemented when teacher and student needs are addressed each year through embedded and on-going PD that enables staff to fully implement instruction through the Common Core Standards. Short-term Success: Short-term success of this activity will be measured through teacher lesson plans, teacher observations, monthly SBDM reports based on the weekly data analysis sessions, annual PD plans and reports. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review of student achievement data tied directly to the literacy program (DIBELS, MAP, and KCCT reading).</p>	<p>Principal, PSA, interventionists and grade level team leaders</p>	<p>8/10 to 5/12</p>		<p>Title I funds, PD funds and RFP's from district funds.</p>	<p>P</p>	<p>See reading data above</p>

Strategy/ Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Mathematics Instruction will occur across all grades (K-5), 1 .25 hours daily using the Math in Focus and Calendar Math Program and 30 minutes each day for Tier 2 and Tier 3 intervention or enrichment instruction, instruction based on individual student needs, (as determined during weekly data analysis sessions). (ACADEMIC COMPONENT SB168)</p>	<p>Implementation: This activity will be fully implemented when teacher lesson plans and teacher observations show that rigorous instruction occurs for the entire 90 minutes each day which includes intervention and enrichment instruction. Short-Term Measures of Success: Short-term success of this activity will be measured through review of teacher lesson plans and schedules to determine that appropriate research based instruction occurs daily for required times. Also, review of the monthly SBDM report measure short-term success of student achievement. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review of student achievement data tied directly to the mathematics program (Math in Focus assessments, or other norm-referenced tests, MAP, KCCT like and KCCT math).</p>	Teachers, Principal, PSA and interventionists	8/10 to 5/12		Title I, SCIF and ESS funds.	P	The primary students' math performance as measured by the MAP from fall 09 to spring 10, the percent of students who scored proficient was as follows: K= 12%to 45% 1 st = 16% to 25% 2 nd = 51% to 52% 3 rd = 42% to 48%. 4 th = 51% to 60% 5 th = 33% to 51%

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<p>Mathematics Weekly data analysis and planning sessions will occur in order to insure all students' needs are met and</p>	<p>Implementation: This activity will be fully implemented when teacher lesson plans, teacher observations and monthly SBDM reports indicate that instruction is differentiated to meet all students' needs, based on the data. Short-Term Measures of Success: Short-term success of this activity will be measured through review of teacher</p>	Mathematics Coach	8/10to 5/12		RFP's from district funds ESS Daytime Wavier.	P	See math data above

<p>that Tier 2 and Tier 3 instruction and/or enrichment instruction is meaningful and data driven. (ACADEMIC COMPONENT SB168)</p>	<p>lesson plans, Successmaker and Aimsweb data and monthly reports to SBDM. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review of student achievement data tied directly to the mathematics program (Math in Focus assessments, MAP, MST, KCCT like and KCCT math).</p>						
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Strategy/ Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Mathematics Frequent assessment and progress monitoring (Successmaker, KCCT like assessments, and KCCT math) will occur to insure all students are progressing. (ACADEMIC COMPONENT SB168)</p>	<p>Implementation: This activity will be fully implemented when instruction is differentiated based on information obtained from weekly data analysis sessions from a variety of assessments. Short-Term Measures of Success: Short-term success of this activity will be measured through review of teacher lesson plans and monthly reports to SBDM. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review of student achievement data tied directly to the math program (Math in Focus assessments, KCCT like and KCCT math).</p>	<p>Academic coaches and teachers</p>	<p>8/10 to 5/12</p>		<p>Title I and RFP's from district funds.</p>	<p>P</p>	<p>See math data above</p>

Strategy/ Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Math Professional Development will include at least 12 hours for all certified</p>	<p>Implementation: This activity will be fully implemented when teacher and student needs are addressed each year through embedded and on-going PD. Short-term Success: Short-term success of this activity will be measured</p>	<p>Principal, PSA, Interventionist s and teacher leaders</p>	<p>8/11 to 5/12</p>		<p>Title I funds, PD funds and Release Days from district.</p>		<p>See math data above</p>

<p>staff regarding the new Common Core Standards for the state of Kentucky (ACADEMIC COMPONENT SB168)</p>	<p>through teacher lesson plans, teacher observations, progress monitoring data and monthly SBDM reports based on the weekly data analysis sessions. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review of student achievement data tied directly to the math program (Math in Focus assessments, MAP, KCCT like and KCCT math).</p>						
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Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>In order to create a positive proactive learning environment, the Foundations Committee will present APL concepts they have learned during training sessions to the staff. (LEARNING ENVIRONMENT SB 168)</p>	<p>Implementation: Continuous, job-embedded professional development will be led by the staff throughout the school year during team meetings and staff meetings. The team will also monitor the implementation of all common area procedures, the student/teacher ratio of positive interactions and provide feedback to the staff and school leadership in order to revise procedures or improve implementation. Short-Term Measures of Success: The staff will review and update lesson plans for all common areas each school year. Teachers will use these lesson plans</p>	<p>Climate Committee, Leadership Team</p>	<p>5/10-6/12</p>	<p>District Stipends</p>	<p>PD, Title I or general school fund.</p>	<p>P</p>	<p>Training needs to be on-going and continuous.</p>

	<p>during the school year to ensure consistent expectations for students in common areas.</p> <p>Long-Term Measures of Success: During the 2011-2012 school year, there will be a significant reduction of suspensions and S.A.F.E (ITC) referrals.</p>						
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Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Guidelines for Success and APL strategies will become an integral part of everyday instruction and behavioral expectations.</p> <p>(LEARNING ENVIRONMENT SB 168)</p>	<p>Implementation: Guidelines for Success will become the standards for all staff and student interactions. Students will be able to recite these guidelines, display them in their daily interactions with others, and apply them to their future roles.</p> <p>Short-Term Measures of Success: Guidelines for Success and APL signals will be displayed in all parts of the building and recited daily during morning announcements by all staff and students. Lesson plans will be written by the staff and used during instruction the first week of the school year.</p> <p>Long-Term Measures of Success: Student discipline referrals, S.A.F.E.(ITC)</p>	Foundations Team	8/10-6/12	\$200	Title I or general school funds	P	Posters are visible throughout the school building and students are taught the guidelines for success. Each morning all students participate in the chant developed to recite the guideline for success daily.

	referrals and suspensions will decrease. The students will demonstrate understanding of how good citizenship is tied to a successful life.						
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A leadership mentoring program for at risk males will be implemented with 1 hour weekly sessions that are led by a highly qualified consultant.	<p>Implementation: Identified adult(s) will work with targeted and intensive students who need additional support in achieving behavioral standards. This program will involve equipping students with strategies to make positive choices and develop goals that will help them achieve in and beyond the classroom</p> <p>Short-Term Measures of Success: By the end of January 2011 the targeted and intensive students will be identified and program begun.</p> <p>Long-Term Measures of Success: Students will meet one hour weekly with consultant and school based mentor- increased student achievement and reduction of behavior issues reduced</p>	FRC Director, Guidance Counselor, Social Worker, ITC paraeducators, and consultant	1/11-6/12	\$3200	School funds And McKinney-Vento funds	I	To be implemented with at least 15 students in January 2011
A Seven Second Sponsors			1/11-6/12			I	Implemented

<p>program involving informal mentoring of at risk students to encourage appropriate behavior and build student self-esteem will be implemented on a daily basis</p>	<p>Short-Term Measures of Success: By the end of January 2011 the targeted and intensive students will be identified and program begun.</p> <p>Long-Term Measures of Success: Students will meet one hour weekly with consultant and school based mentor- increased student achievement and reduction of behavior issues reduced</p>	<p>All staff</p>					<p>with 56 students in January 2011</p>
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