

MARY TODD ELEMENTARY COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEARS 2008-2009

The Mary Todd Elementary school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework (2006)* prior to approval of our plan.

Margetta McFarland
Chairperson, School Council

Date: Jan 20, 2008
Plan reviewed & approved
by SBDM on Feb. 14, 2008

Dr. Stephanie Rankin
Chairperson, School Planning Committee

Date: Jan 20, 2008
Reviewed: Feb. 14, 2008

**Plan Approved by the School Council on:
February 14, 2008**

School Council Members:

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 (2006) 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>

COMPREHENSIVE 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 5 components to our plan as follows: Academic, Learning Environment, Efficiency, 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 free and reduced lunch population and our African American population for writing portfolios.

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 Efficiency Component focuses on leadership, structure and planning. This includes the development of a mission, implementation of the CSIP, and SBDM's plan to review procedures and current performance to determine if goals are being met.

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 from the Academic Performance, Parent Involvement, and Learning Environment components, all 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

1. When and how did your school develop its mission statement? When and how did your school community last review it? It has been in place several years and as a school we plan to begin our 2006-2007 Professional Development focusing on our mission and rewriting our current mission so that it truly addresses our students' needs.

The mission statement has been in place for several years and remains appropriate with the focus of teaching and learning. A revision and review is planned for May 2006.

2. Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? If not, please identify and describe the process that was used. Yes, the Needs assessment process was used with the development of the previous CSIP and since our current student achievement data continued to support the current focus on Literacy and math we continued with revisions based on further supporting these areas.

The latest scholastic review occurred in February 2004. The report and recommendations were used to develop the original goals, objectives and activities for this CSIP. A more current report is

needed and the SBDM council will request another scholastic review to occur in the 2006-2007 school year.

3. When did the council complete each step of its Needs Assessment Work? If some parts were completed in past years and not repeated in the current school year, please identify those parts and when they were most recently completed.

Originally, during the 2004 scholastic review process each standard and indicator was reviewed and scored. More current data such as on-going assessments and KCCT assessment data were reviewed in preparing this revision.

4. When did the council decide on Priority Needs, Causes, Goals, and Objectives?

The review and approval of the CSIP was derived from faculty input, needs assessment, the original (2004) report from the scholastic review team, and student performance data. Draft revisions were presented to the council by the SBDM committees throughout the 2005-2006 school year. These draft revisions and activities were discussed at the February Meeting of the council. Changes to the CSIP included a first and second reading in April including the regularly scheduled SBDM meeting, and one special meeting.

5. When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps?

These gaps are reviewed continuously and were revised and approved with the development of the CSIP revisions April 20, 2006.

6. When did the council review drafts of the components?

The review and approval of the CSIP was derived from faculty input, needs assessment, the original (2004) report from the scholastic review team, and student performance data. Draft revisions were presented to the council by the SBDM committees throughout the 2005-2006 school year. These draft revisions and activities were discussed at the February Meeting of the council. Changes to the CSIP were approved at the March SBDM meeting.

7. When did the council review estimates for costs and drafts of Section 7 requests?

April 20, 2006

8. When was the public meeting held to present the Plan to the community, and who attended?

April 20, 2006 with the first reading and April 26, 2006 with the second reading.

9. When did the council officially adopt your revised Plan?

April 26, 2006 with review and approval of the CSIP that was derived from faculty in-put, needs assessment and student performance data.

10. When did the council officially adopt any Section 7 requests?

April 26, 2006

11. When and why has the Plan been revised since that data?

This is a working document that will be reviewed and revised continuously based on data and student needs.

12. How will you evaluate your Plan, and when?

We will continually analyze data and report to the school council through Implementation and Impact Checks (I&I) as often as determined by the council.

13. For each step listed above, what other stakeholders were involved and how? Include names and identify those who represent parents, teachers, other staff, other stakeholders, primary parents, migrant parents, and your community's ethnic diversity.

Michele Barber, Amanda Collier and Betina Wright, represent the teachers, as well as Charlotte Flatt our Title I lead teacher assisted with the Parent Involvement Component. Theresa Hubbard represents classified staff. Karen Conway (FRC director) represents families and community stakeholders. Debbie Aminoff represent all parents, Mrs. McFarland and Stephanie Rankin represent the administration.

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: Stephanie Rankin

School Name: Mary Todd Elementary

Date : 4/1/06

Priority Need	Goal (Addresses the Priority Need)
<p>A. According to 2006 KCCT data, 52% of 4th grade students scored proficient in reading.</p> <p>According to the fall 2006 reading data:</p> <ul style="list-style-type: none"> • 43% of 5th grade students (PAS) • 20% of fourth grade students (PAS) • 19% of 3rd grade students (GRADE) <p>scored on or above proficient levels in reading.</p> <p>B. According to 2006 KCCT data, 48% of 5th grade students scored proficient in math.</p> <p>According to the fall 2006 math data:</p> <ul style="list-style-type: none"> • 50% of 5th grade students (PAS) • 31% of 4th grade students (PAS) • 7% of 3rd grade students (GMADE) <p>scored on or above proficient levels in math.</p> <p>C. According to the 2006 KCCT data, 58% of 4th grade students scored proficient on writing portfolios. Monthly learning</p>	<p>A. Our 2008 KCCT Reading Scores will increase for the percentage of students scoring at or above proficient levels in 4th grade from 50% (2005 data) to 70%, and in 5th grade to 70%. Across all grade levels, 64% of African American students will achieve grade level in reading by 2008.</p> <p>Our Spring 2008 reading data will increase the percentage of students scoring at or above proficient levels as follows: 3rd grade from 19% (fall 2006) to 70% on the GRADE 4th grade from 20% (fall 2006) to 70% on the PAS 5th graded from 43% (fall 2006) to 70% on the PAS</p> <p>B. Our 2008 KCCT math scores will increase for the percentage of students scoring at or above proficient levels in 4th grade to 70%, and in 5th grade from 24% (2005 KCCT) to 60%. Our Spring 2008 math data will increase the percentage of students scoring at or above proficient levels in: 3rd grade from 7% (fall 2006) to 70% on the GMADE 4th grade from 31% (fall 2006) to 70% on the PAS 5th grade from 50% (fall 2006) to 70% on the PAS Across all grade levels 61% of male students will achieve grade level in math by 2008.</p> <p>C. Our 2008 KCCT writing portfolio scores will increase the percentage of 4th grade students scoring at or above proficient</p>

<p>checks indicate a continued need for instruction in writing to demonstrate learning.</p> <p>D. According to data from learning walks in 2007, a need exists to insure that engaging, varied, and rigorous instruction occurs daily across content areas.</p>	<p>levels from 58% (2006 KCCT) to 70%. According to our March 06 learning check data for 4th grade reading 52% of students are scoring at or above proficient levels; and February 06 learning check data for 5th grade reading, 42% of students are scoring at or above proficient levels.</p> <p>D. By May 2008 90% of instructional staff will demonstrate the use of engaging, varied and rigorous instructional strategies across content areas.</p>
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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 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 (DIBELS, GRADE).</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 (Everyday Math). The need for more immediate intervention for students not performing at proficient levels in math (GMADE, PAS)</p>	<p>A. Our 2007 KCCT Reading Scores will increase for the percentage of students scoring at or above proficient levels in 4th grade from 50% (2005 data) to 60%, and in 5th grade to 60%. Across all grade levels, 64% of African American students will achieve grade level in reading by 2008.</p> <p>Our Spring 2007 reading data will increase the percentage of students scoring at or above proficient levels as follows: 3rd grade from 19% (fall 2006) to 60% on the GRADE 4th grade from 20% (fall 2006) to 60% on the PAS 5th graded from 43% (fall 2006) to 60% on the PAS</p> <p>B. Our 2007 KCCT math scores will increase for the percentage of students scoring at or above proficient levels in 4th grade to 60%, and in 5th grade from 24% (2005 KCCT) to 60%. Across all grade levels 61% of male students will achieve grade level in math by 2008.</p> <p>Our Spring 2007 math data will show an increase of the percentage of students scoring at or above proficient levels: 3rd grade from 7% (fall 2006) to 60% on the GMADE 4th grade from 31% (fall 2006) to 60% on the PAS</p>

<p>C. The school-wide writing program needs to focus on embedded professional development to build capacity among the staff in the implementation of writing instruction and portfolio development.</p> <p>D. The school staff and leadership need to focus on professional development in the use of engaging, varied and rigorous instructional strategies.</p>	<p>5th grade from 50% (fall 2006) to 60% on the PAS</p> <p>C. Our 2007 KCCT writing portfolio scores will show an increase of the percentage of 4th grade students scoring at or above proficient levels from 33% (2005 KCCT) to 60%. (According to our March 06 learning check data for 4th grade reading 52% of students are scoring at or above proficient levels; and February 06 learning check data for 5th grade reading, 42% of students are scoring at or above proficient levels).</p> <p>D. By May 2007 80% of instructional staff will demonstrate the use of engaging, varied and rigorous instructional strategies across content areas.</p>

Action Component Academic Performance- Curriculum, assessment and instruction

District Name Fayette County Public Schools

Component Manager Stephanie Rankin

School Name Mary Todd Elementary

Date April 20, 2006

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 (GRADE, Dibels, PAS and KCCT reading).</p>	Reading Coach Principal and grade level team leaders	8/06 to 5/08		Reading First Grant, Title I funds, and RFP's from district funds.	100% I	<p>The primary students' reading performance as measured by the GRADE from fall 06 to winter 07, the percent of students who scored proficient has increased as follows: K= 3% to 68% 1st= 29% to 63% 2nd= 35% to 63% 3rd= 19% to 45%. The intermediate students' reading performance as measured by the PAS from fall 06 to winter 07 has increased as follows: 4th = 20% to 53% 5th = 43% to 63%</p>

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Literacy Weekly data analysis and planning sessions will occur in order to ensure all students' needs are met and that supplemental and intervention instruction is meaningful and data driven. (ACADEMIC COMPONENT SB168)</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 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 (GRADE, Dibels, PAS, and KCCT reading).</p>	Reading Coach Principal and grade level team leaders	8/06 to 5/08		Reading First Grant, Title I funds, and RFP's from district funds.	I	<p>The primary students' reading performance as measured by the GRADE from fall 06 to spring 08, the percent of students who scored proficient has increased as follows: K= 3% to 93% 1st= 29% to 85% 2nd= 35% to 69% 3rd= 19% to 68%. The intermediate students' reading performance as measured by the PAS from fall 06 to winter 07 has increased as follows: 4th = 20% to 53% 5th = 43% to 63%</p>

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Literacy Frequent assessment and progress monitoring (GRADE, Dibels, monthly</p>	<p>Implementation: This activity will be fully implemented when all teacher lesson plans reflect needed instruction based on information obtained from weekly data analysis sessions, of a variety of assessments. Short-Term Measures of Success: Short-term success of this activity will be measured through review of teacher lesson</p>	Reading Coach Principal and grade level team leaders	8/06 to 5/08		Reading First Grant, Title I funds, and RFP's from district funds.	100% I	<p>The primary students' reading performance as measured by the GRADE from fall 06 to winter 07, the percent of students who</p>

<p>learning check for 3rd, 4th and 5th grade, to insure all students are progressing. (ACADEMIC COMPONENT SB168)</p>	<p>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 literacy program (GRADE, Dibels, PAS, and KCCT reading).</p>					<p>scored proficient has increased as follows: K= 3% to 68% 1st= 29% to 63% 2nd= 35% to 63% 3rd= 19% to 45%. The intermediate students' reading performance as measured by the PAS from fall 06 to winter 07 has increased as follows: 4th = 20% to 53% 5th = 43% to 63%</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 80 hours in literacy for primary teachers. Reading and writing PD for intermediate teachers. As determined from data analysis, teacher lesson plans and observations. (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, Reading First support from the district and state, 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 (GRADE, Dibels, PAS, and KCCT reading).</p>	<p>Reading Coach and grade level team leaders</p>	<p>8/06 to 5/08</p>		<p>Reading First Grant, Title I funds, PD funds, and RFP's from district funds.</p>	<p>100% I</p>	<p>The primary students' reading performance as measured by the GRADE from fall 06 to winter 07, the percent of students who scored proficient has increased as follows: K= 3% to 68% 1st= 29% to 63% 2nd= 35% to 63% 3rd= 19% to 45%. The intermediate students' reading performance as</p>

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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 hour using the Everyday Math Program and 30 minutes each day for intervention or enrichment instruction, based on individuals' 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.</p> <p>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.</p> <p>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 (Everyday Math assessments, GMADE, or other norm-referenced tests, monthly Learning Checks in math (3rd, 4th and 5th), PAS, and KCCT math).</p>	Mathematics Coach	8/06 to 5/08		RFP's from district funds.	100% I	<p>The primary students' math performance as measured by the GMADE from fall 06 to winter 07, the percent of students who scored proficient has increased as follows: K= Not measured to 77% 1st= 14% to 48% 2nd= 7% to 51% 3rd= 7% to 29%. The intermediate students' math performance as measured by the PAS from fall 06 to winter 07 as follows: 4th = 31% to 67% 5th = 50% to 79%</p>

Strategy/ Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Mathematics Weekly data analysis and planning sessions will occur in order to insure all students' needs are met and that intervention and/or enrichment instruction is meaningful and data driven. (ACADEMIC COMPONENT SB168)</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 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 (Everyday Math assessments, GMADE, monthly Learning Checks in math (3rd, 4th and 5th), PAS, and KCCT math).</p>	Mathematics Coach	8/06 to 5/08		RFP's from district funds.	I	<p>The primary students' math performance as measured by the GMADE from fall 06 to winter 07, the percent of students who scored proficient has increased as follows: K= Not measured to 77% 1st= 14% to 48% 2nd= 7% to 51% 3rd= 7% to 29%. The intermediate students' math performance as measured by the PAS from fall 06 to winter 07 as follows: 4th = 31% to 67% 5th = 50% to 79%</p>

Strategy/ Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Mathematics Frequent assessment and progress monitoring (GMADE, monthly learning</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</p>	Mathematics Coach	8/06 to 5/08		RFP's from district funds.	100% I	<p>The primary students' math performance as measured by the GMADE from fall 06 to winter 07, the percent of students who</p>

<p>check for 3rd, 4th and 5th grade, CTBS, and KCCT math) will occur to insure all students are progressing. (ACADEMIC COMPONENT SB168)</p>	<p>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 literacy program (Everyday Math assessments, GMADE, monthly Learning Checks in math (3rd, 4th and 5th), PAS, and KCCT math).</p>					<p>scored proficient has increased as follows: K= Not measured to 77% 1st= 14% to 48% 2nd= 7% to 51% 3rd= 7% to 29%. The intermediate students' math performance as measured by the PAS from fall 06 to winter 07 as follows: 4th = 31% to 67% 5th = 50% to 79%</p>
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Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Mathematics Professional Development will include 6-9 hours for new teachers, and 3-9 hours each year for all teachers in Math and embedded and on-going PD. Additional PD will be provided as determined from data analysis, teacher lesson plans and observations.</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 through teacher lesson plans, teacher observations, 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 literacy program (Everyday Math assessments, GMADE, monthly Learning Checks in math (3rd, 4th and 5th), PAS, and KCCT math).</p>	<p>Mathematics Coach</p>	<p>8/06 to 5/08</p>		<p>Title I funds, PD funds and RFP's from district funds.</p>	<p>100% I</p>	<p>The primary students' math performance as measured by the GMADE from fall 06 to winter 07, the percent of students who scored proficient has increased as follows: K= Not measured to 77% 1st= 14% to 48% 2nd= 7% to 51% 3rd= 7% to 29%. The intermediate students' math</p>

(ACADEMIC COMPONENT SB168)						performance as measured by the PAS from fall 06 to winter 07 as follows: 4 th = 31% to 67% 5 th = 50% to 79%
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Strategy/ Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Writing instruction will occur for all students in the writing process across all genres, open response questions, and on-demand writing (2, 3, 4, and 5th grade). (ACADEMIC COMPONENT SB168)</p>	<p>Implementation: This activity will be fully implemented when staff has daily writing instruction scheduled and the review of lesson plans and benchmarking of writing pieces indicate that all students are writing at proficient levels.</p> <p>Short-term Success: Short-term success of this activity will be measured through review of teacher lesson plans, teacher observations, and monthly SBDM reports based on the weekly data analysis sessions.</p> <p>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 writing instruction (open monthly Learning Checks in math (3rd, 4th and 5th), Benchmarked portfolio and on-demand pieces, and KCCT writing index as well as disaggregated data in the KPR).</p>	Reading Coach (primary) and Intermediate Curriculum Specialist (intermediate)	8/06 to 5/08		Reading First Grant, Title I funds, PD funds, and RFP's from district funds.	100% I	The KCCT data reflects the following growth in writing: Writing Portfolio data from 2006 to 2007 increased from 57.7% of students scoring proficient and above to 83.9% scoring proficient and above. On-demand writing data from 2006 to 2007 increased from 1.9% of students scoring proficient and above to 36.5% of students scoring proficient and above.

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
Writing Data analysis of weekly open response questions, and monthly learning checks ORQ responses, and benchmarked on-demand and portfolios pieces will occur and guide the writing instruction. (ACADEMIC COMPONENT SB168)	<p>Implementation: This activity will be fully implemented when staff has daily writing instruction scheduled and the review of lesson plans and benchmarking of writing pieces indicate that all students' needs are addressed based on the information obtained from the data.</p> <p>Short-term Success: Short-term success of this activity will be measured through review of teacher lesson plans, teacher observations, and monthly SBDM reports based on the data analysis sessions and benchmarking of writing pieces.</p> <p>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 writing instruction (monthly Learning Checks (3rd, 4th and 5th), Benchmarked portfolio and on-demand pieces, and KCCT writing index as well as disaggregated data in the KPR).</p>	Reading Coach (primary) and Intermediate Curriculum Specialist (intermediate)	8/06 to 5/08		Reading First Grant, Title I funds, and RFP's from district funds.	I	See above KCCT data. Increases in percent of students scoring proficient from Sept. to Dec. for math and reading in 3 rd , 4 th and 5 th grade on learning checks.

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
Writing Frequent assessment (monthly Learning Checks in math (3 rd , 4 th and 5 th), Benchmarked portfolio and on-demand pieces, KCCT writing index, and	<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.</p> <p>Short-term Success: Short-term success of this activity will be measured through review of teacher lesson plans, teacher observations, and monthly SBDM reports based on the weekly data analysis sessions.</p> <p>Long-Term Measures of Success: Long-term measures of success of this activity</p>	Reading Coach (primary) and Intermediate Curriculum Specialist (intermediate)	8/06 to 5/08		Reading First Grant, Title I funds, and RFP's from district funds.	100% I	See above KCCT data. Increases in percent of students scoring proficient from Sept. to Dec. for math and reading in 3 rd , 4 th and 5 th grade on learning checks.

disaggregated data in the KPR) will occur to insure the all students' needs are being met. (ACADEMIC COMPONENT SB168)	will be measured through review of student achievement data tied directly to writing instruction (monthly Learning Checks (3 rd , 4 th and 5 th), Benchmarked portfolio and on-demand pieces, and KCCT writing index as well as disaggregated data in the KPR).						
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Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
Writing Professional Development will include embedded and on-going PD on the writing process across genres, on-demand, and open response questions. (ACADEMIC COMPONENT SB168)	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 through teacher lesson plans, teacher observations, 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 and analysis of student achievement data tied directly to student work (frequent KCCT like assessments grades K-5, monthly Learning Checks (3 rd , 4 th and 5 th) as well as on-demand writing and portfolio pieces.	Intermediate Curriculum Specialist	8/06 to 5/08		Reading First Grant, Title I funds, and RFP's from district funds.	I	See above KCCT data. Increases in percent of students scoring proficient from Sept. to Dec. for math and reading in 3 rd , 4 th and 5 th grade on learning checks.

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
Instructional practices All instruction will be based on the appropriate level core content or from research	Implementation: This activity will be fully implemented when all instruction is from core content. Short-term Success: Short-term success of this activity will be measured through review of teacher lesson plans, teacher observations, and	Leadership Team	8/06 to 5/08		Reading First Grant, Title I funds, and RFP's from district	100% I	See GRADE, GMADE and PAS data above.

<p>based programs aligned with the program of studies, core content, as provided in the Fayette Co. curriculum documents. Our Professional Development for the 2007-2008 school year will include at least 18 hours for teacher teams to study the Core Content, develop daily learning targets/outcomes, develop common assessments, and plan varied and effective instructional strategies and activities with opportunities for teachers to visit/observe classrooms demonstrating effective instruction.</p>	<p>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 core content (frequent KCCT like assessments (K-5), monthly learning checks (3rd 4th and 5th) KCCT).</p>				funds.		
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Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Instructional Practice Lesson plans will reflect varied instructional strategies that</p>	<p>Implementation: This activity will be fully implemented when instruction is rigorous and uses a variety of strategies known as best practices across grades and subject areas. Short-term Success: Short-term success of this activity will be measured through review of</p>	<p>Leadership Team</p>	<p>8/06 to 5/08</p>		<p>Reading First Grant, Title I funds, and RFP's from district</p>	<p>P</p>	<p>See all assessment data above.</p>

have been documented as best practices, with instructional objectives posted and communicated.	teacher lesson plans and teacher observations. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review of student achievement data across subject areas (GRADE, GMADE, PAS, and KCCT).				funds.		
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Strategy/ Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
Instructional Practice Technology will be integrated into each content area at least 1 time per month (literacy, math, science, and social studies), resulting in at least 1 lesson per week that integrates technology.	Implementation: This activity will be fully implemented when teacher lesson plans and teacher observations show that technology is integrated into instruction across grades and subjects. Short-term Success: Short-term success of this activity will be measured through review of teacher lesson plans and teacher observations. Long-Term Measures of Success: Long-term measures will occur when students are actively engaged across grades and subjects as monitored by classroom observation tools (i.e., Walk-through observation tool, Reading First observation tool, etc.).	Technology Committee & Technology Integration Specialist (TIS)	8/06 to 5/08		Reading First Grant, Title I funds, and RFP's from district funds.	P	Technology is integrated by most teachers in some subject areas.

Action Component: Learning Environment (School Culture; Student, Family & Community Support; Professional Growth, Development and Evaluation)

District Name: Fayette County

Component Manager: Stephanie Rankin

School Name Mary Todd Elementary

Date : April 20, 2006

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>A. The school will be structured for student academic and behavioral success with appropriate positive reinforcement and consequences.</p> <p>B. Teachers will increase efficacy in delivery of instruction and student management.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>A. Between August 2005 and May 2006 273 student referral 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 2005 and May 2006, a total of 11 out-of-school suspension days were recorded resulting in lost instructional time for these students.</p>	<p>A. By May 2007 the number of students referred to the S.A.F.E. room will be reduced to 150 and classroom disruptions will show a decrease, according to teacher and administration observations.</p> <p>By May 2007, the total out-of-school suspensions will be decreased by at least 50%.</p>

<p>School wide written procedures and expectations do not exist for common areas of the building.</p> <p>B. 50% of the staff at Mary Todd Elementary are teachers with less than 5 years of experience and therefore have not had the same training opportunities as more senior members of the staff.</p> <p>A wide range of skill levels exists among the staff in the areas of classroom and student management.</p> <p>The Reading First Initiative and Everyday Math program are no more than three years into implementation and many staff members are in need of additional training for full implementation of these programs.</p>	<p>By May 2007, all common area procedures will be written and successfully implemented according to observation data.</p> <p>B. All new staff at Mary Todd Elementary will be trained in school wide initiatives that are currently being used (i.e. CHAMPs, Open Court Reading, Everyday Math, Reading First) if they have not previously had formal training.</p> <p>Foundations training and classroom management training will be shared with the staff throughout the summer and the 06-07 school year so that all staff members are consistently contributing to the positive learning environment at Mary Todd.</p> <p>Staff members will continue to receive on-going job embedded professional development in order to reach full implementation of these two programs.</p>
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Action Component: Learning Environment (School Culture; Student, Family & Community Support; Professional Growth, Development and Evaluation)

District Name: Fayette

Component Manager: Stephanie Rankin

School Name: Mary Todd Elementary

Date : April 20, 2006

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 Foundations Team will present the 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 Foundations Team during summer PD sessions and throughout the school year during team meetings and staff meetings. The team will also monitor the implementation of all common area procedures and provide feedback to the staff and school leadership in order to revise procedures or improve implementation.</p> <p>Short-Term Measures of Success: The staff will write procedures and lesson plans for all common areas by the start of the 06-07 school year. Teachers will use these lesson plans during the first week of the 06-07 school year.</p> <p>Long-Term Measures of Success: By the end of the school year there will be a</p>	<p>Foundations Team</p>	<p>5/06-6/08</p>	<p>Substitutes for Team 2-HALF day meetings.</p>	<p>Title I or general school fund.</p>	<p>100% I</p>	<p>Two and a half days of PD were added into the schedule at the end of the 05-06 year and beginning of the 06-07 school year. The team periodically presents data to the staff (i.e. the survey data (parent, teacher, and student data). We will continue to implement creative ways to inform the staff.</p>

<p>Guidelines for Success will become an integral part of everyday instruction and behavioral expectations. (LEARNING ENVIRONMENT SB 168)</p>	<p>significant reduction (50-75%) in the number of suspensions and S.A.F.E. The staff will conduct a complete revision of all common area procedures at the end of the 06-07 school year.</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 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 06-07 school year.</p> <p>Long-Term Measures of Success: Student discipline referrals, S.A.F.E. referrals and suspensions will decrease. The students will demonstrate understanding of how good citizenship is tied to a successful life.</p>	<p>Foundations team</p>	<p>8/06-6/08</p>	<p>\$200</p>	<p>General school funds</p>	<p>100% I</p>	<p>This was completed through the summer PD and implemented for the 06-07 school year.</p>
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<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 since all staff members will understand the different levels of behavior and appropriate strategies for addressing each level.</p> <p>Short-Term Measures of Success: Before the start of the 06-07 school year the Foundations Team will present the concept of levels of behavior to the staff and appropriate consequences for each level will be identified. These levels will be communicated to all students and used when staff members address student misbehavior. Teachers/teams will develop their own classroom management systems to deal with these levels of behaviors.</p> <p>Long-Term Measures of Success: Student discipline referrals, S.A.F.E. referrals and suspensions will decrease. Staff members will use the least restrictive consequence for each student misbehavior and handle all level one and many level two behaviors in the classroom.</p>	<p>Foundations Team</p>	<p>8/06-6/08</p>	<p>N/A</p>		<p>I</p>	<p>This was completed through the summer PD and implemented for the 06-07 school year. New staff members need additional training.</p>
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<p>Students will be given opportunities for development of critical work skills and a positive connection to the school through the Meaningful Work Program.</p>	<p>Implementation: By May '06 students will be involved in a variety of 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.</p> <p>Short-Term Measures of Success: By October '06 an overall coordinator and supervisors for each job will be identified and general guidelines will be written. Fourth and Fifth grade students will be aware of the Meaningful Work program and jobs will be identified and explained to them. Application and Interview skills will be taught and students will be selected for their jobs and begin work. Students will earn Meaningful Work "money" based on their performance.</p> <p>Long-Term Measures of Success: All supervisors will monitor students' work and provide feedback and evaluation to the students and his/her homeroom teacher. An auction will be held where students can spend their Meaningful Work money to buy</p>	<p>School Social Worker/Guidance Counselor</p>	<p>8/06-5/08</p>	<p>\$800 for work jersey uniforms</p>		<p>P</p>	<p>Several intermediate students have participated in hallway safety patrols work program.</p>
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<p>Through a Check & Connect Mentoring program targeted and intensive students will be greeted each morning by a specific staff member to ensure that their day begins in a positive way. (LEARNING ENVIRONMENT SB 168)</p>	<p>donated items. Implementation: Mentors will work with targeted and intensive students who need additional support in achieving behavioral standards. These staff members will “connect” with their assigned student as they enter the building to assess their readiness for the school day. This positive and proactive approach will enable students and classroom teachers to address students’ needs that can be barriers to their learning each day. Short-Term Measures of Success: By the opening of school the targeted and intensive students will be identified and mentors assigned. Long-Term Measures of Success: Students will begin each day with a positive interaction before they enter the classroom. All students needing mentors will be assigned or revised throughout the school year as necessary. Mentors will communicate regularly with the homeroom teacher to report any issues that may affect the students’ learning.</p>	<p>Social-Worker/Guidance Counselor</p>	<p>8/06-5/08</p>	<p>N/A</p>	<p>N/A</p>	<p>P</p>	<p>Several students have mentors within the school that they check with. This program needs to be more structured with documentation.</p>
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<p>A systematic and multi-level rewards and recognition system will be in place so all students are receiving continuous positive reinforcement for their academic and behavioral achievements. (LEARNING ENVIRONMENT SB 168)</p> <p>NOTE: Professional development (other than those listed in this component) will be attended by teachers as specified in Academic Component</p>	<p>Implementation: A comprehensive, multi-level rewards and recognition program will be written and communicated to all students to recognize their achievements on a regular and timely basis. The plan will include a variety of activities to appeal to all grade levels.</p> <p>Short-Term Measures of Success: Prior to summer vacation, feedback will be sought from students as to the types of rewards and activities that motivate them. An ad hoc committee representing all grade levels will be identified to work on the formal written rewards and recognition plan which will be in place by the beginning of the school year.</p> <p>Long-Term Measures of Success: Students will be recognized and rewarded for their efforts on a weekly basis. Both short-term and long-term recognition and rewards will motivate students to do their best. By May '07, 100% of students should have received recognition or a reward at least one time during the school year.</p>	<p>Guidance Counselor</p>	<p>5/06-5/08</p>	<p>\$1,000</p>	<p>Donations School Activity Money</p>	<p>100% I</p>	<p>The school has several goal setting and rewards activities including: quarterly awards assemblies, monthly PAW bucks store visits, POM POMS for progress for classroom goals and several classroom incentives.</p>
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Action Component: Efficiency: Leadership, Organizational Structure and Resources, Comprehensive and Effective Planning

District Name: FayetteCounty

Component Manager: Stephanie Rankin

School Name: Mary Todd Elementary

Date : April, 20, 2006

Priority Need	Goal (Addresses the Priority Need)
<p>The school should become more focused on all staff holding higher expectations for all students as well as improving the collaborative process for planning, analyzing student data, and evaluating and monitoring the school plan.</p> <p>There is a need for a common vision for the school.</p> <p>The school's mission statement needs to be revised and internalized by all staff and the entire school community.</p>	<p>The leadership, staff resources and comprehensive school planning process will focus on the collaborative effort and high expectations to maximize learning for all students.</p> <p>A common vision and mission statement will be developed and become a driving force in decision-making for all adults associated with the school.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>Many aspects of the organizational structure need improvement (i.e., high expectations, comprehensive planning development, and monitoring using a collaborative process.)</p> <p>Although some activities are being successfully implemented, formal processes and structures need to be written for activities and communicated to the school community to ensure continuity and quality implementation.</p>	<p>Leadership will focus on student academic performance through shared vision, SBDM policy development and leadership growth plans.</p>

Action Component: Efficiency: Leadership, Organizational Structure and Resources, Comprehensive and Effective Planning

District Name: Fayette County

Component Manager: Stephanie Rankin

School Name: Mary Todd Elementary

Date : April 20, 2006

Strategies/Activities

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
The school vision and mission statements will be revised with the input of the entire school community.	<p>Implementation: The vision and mission of the school will be internalized by all stakeholders and be the driving forces behind all decisions that are made about teaching and learning.</p> <p>Short – Term Measures of Success: By July '06 the school council will appoint an ad hoc committee representing all stakeholders to write a plan that includes a timeline and activities leading to the development of a revised mission/vision for the school.</p> <p>Long – Term Measures of Success: The plan will be implemented and the vision/mission will be visible and a part of the school culture.</p>	School Council	7/06-9/08	N/A	N/A	P	
The staff will collaboratively monitor the implementation of the school plan and develop	<p>Implementation: All recurring activities will be written down and included in the teacher</p>	SBDM Council	7/06-6/08	N/A	N/A	P	Committees work as teams on providing input on

<p>written procedures for all recurring activities and initiatives.</p>	<p>handbook. When these activities have become systematic and have proven beneficial to the school, they will be written into school council policy.</p> <p>Short – Term Measures of Success: Beginning with existing system and activities, the procedures will be written down, communicated to the appropriate stakeholders and included in the teacher handbook.</p> <p>Long – Term Measures of Success: New activities that are implemented during the school year will have written procedures that will be distributed and communicated to the appropriate stakeholders. They will be included in the teacher handbook and along with all other procedures, evaluated at the end of the school year for effectiveness. Revisions will be made with input from all affected stakeholder groups.</p>						<p>the various written initiatives.</p>
<p>School Council policies will be reviewed for evidence of high expectations for students. The review cycle will be established so that policies are always current and effective for the school to</p>	<p>Implementation: All council policies will promote high expectations for student achievement. They will be reviewed annually and revised with the input from all stakeholders.</p>	<p>SBDM Council</p>	<p>7/06-6/08</p>	<p>N/A</p>	<p>N/A</p>	<p>P</p>	<p>Committees work as teams on providing input on the various written policies. A review cycle has not been</p>

<p>achieve its goals.</p>	<p>Short – Term Measures of Success: The school council will hold a policy review retreat and identify needed policies and revise policies that do not enhance rigorous instruction or high expectations. Input from stakeholders will be sought in writing and revising policies.</p> <p>Long – Term Measures of Success: There will be a systematic procedure for identifying procedures or activities that should be written into school council policy. Policies will enhance student achievement.</p>						<p>established.</p>
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Action Component: Parent Involvement

District Name: Fayette County

Component Manager: Beth Meyers and Jerri Doty-Elmore

School Name: Mary Todd Elementary

Date : April, 20, 2006

Priority Need	Goal (Addresses the Priority Need)
The need exists to increase meaningful parent involvement and participation.	To increase meaningful parent involvement and participation in school activities (i.e., conferences, student performances, PTA, and fund raising events)

Causes and Contributing Factors	Objectives with Measures of Success
Title 1 data indicates a lack of parent participation according to parent contact logs, 2006 Title 1 Survey, Title 1 Sign-In Sheets.	Participation will increase for Parent Conference Nights and Title 1 Family Activity Nights

Action Component: Parent Involvement

District Name: Fayette County

Component Manager: Beth Meyers and Jerri Doty-Elmore

School Name: Mary Todd Elementary

Date : April 20, 2006

Strategies/Activities

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>The Parent Involvement Policy will be revised to be more “parent friendly” in its format. The policy will continue to address parent training, parent/teacher, conferences, parent involvement, and communication regarding education of their child and policy development. (PARENT INVOLVEMENT – SB 168)</p>	<p>Implementation: Parents will be knowledgeable about the services offered through the Title 1 program and will participate at an increased rate from the 06-07 school year. They will access school services when needed such as the Title 1 Social Worker and the Family Resource Center.</p> <p>Short-Term Measures of Success: By the beginning of the '06 school year the policy will be revised with parental input. It will be a more attractive document and will be printed on brightly colored paper so it is easily identifiable. Policies will be distributed at a school wide function where maximum attendance is expected.</p> <p>Long-Term Measures of Success: The Spring '07 Title 1 Survey will indicate an increase</p>	<p>Title 1 Coordinator</p>	<p>8/06-5/08</p>	<p>0</p>	<p>Title 1</p>	<p>100% I</p>	<p>The policy was revised and included guidelines for success and is now in a more parent friendly format.</p>

<p>Title 1 Family Nights will continue to be planned in collaboration with the Reading First Initiative's required family literacy events. Barriers to parent participation will be removed by for these and other activities such as parent conferences by providing child care and transportation.</p>	<p>in parent knowledge about the program and an increase from the participation reported in the '06 surveys. The return rate will be @ 100%.</p> <p>Implementation: Meaningful parent participation will increase for all activities planned for after the school day has ended.</p> <p>Short-Term Measures of Success: By August a calendar for all evening parent involvement activities will be communicated to all parents and staff. Cab vouchers will be distributed to parents with no transportation to school events. A list of appropriate child-care workers will be generated.</p> <p>Long-Term Measures of Success: Parent participation in all evening events will show an increase from the 05-06 school year.</p>	<p>Title 1 Coordinator Reading First Coach</p>	<p>8/06-5/08</p>	<p>\$1,500</p>	<p>Title 1 Reading First FRC</p>	<p>100% I</p>	<p>Literacy Events continue to be planned with great activities and good participation.</p>
<p>Report cards for the first nine-weeks grading period will be distributed during the first parent conference night. Other assessment data available (i.e., CATS, CTBS, GRADE, GMADE, Dibels, Learning Checks) will also be shared during this first</p>	<p>Implementation: All parents will have an in-depth understanding of their child's academic performance after the end of the first nine-weeks. This initial conference will enhance the teacher/parent relationship for the entire year.</p>	<p>Leadership Team</p>	<p>8/06-5/08</p>	<p>N/A</p>	<p>N/A</p>	<p>100% I</p>	

<p>conference. Parents who do not attend will be contacted by phone to reschedule or will receive a home visit. Teachers will hold a total of two conferences with for each student throughout the year.</p>	<p>Short-Term Measures of Success: Teachers will receive training in effective conferencing skills and a specific list of items, including but not limited to current assessment data, to communicate to parents during the first conference. Procedures will be written to accommodate parents who do not attend the first conference.</p> <p>Long-Term Measures of Success: Parents will attend a total of two conferences throughout the year that are focused on the student's academic achievement data. Parents will have an understanding of the various types of assessments used and how their student is performing based on the various assessments.</p>						
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Action Component **EQUITY**

District Name Fayette County Public Schools

Component Manager Equity Committee

School Name Mary Todd Elementary

Date April 20, 2006

Priority Need	Goal (Addresses the Priority Need)
<p>A. The gaps between male and female in math (with male scoring below female); and between African American and white students in reading need to be reduced.</p> <p>B. The number of students referred to S.A.F.E. for behavior needs to be reduced.</p> <p>C. The learning environment needs to be more positive, proactive with clear expectations and guidelines for student success.</p>	<p>A. By May 2007, as measured by KCCT, we will reduce our performance gap in reading and math as follows: Across all grade levels, 64% of African American students will achieve grade level in reading by 2008. Across all grade levels 61% of male students will achieve grade level in math by 2008.</p> <p>B. For the 2006-2007 school year, the number of students referred to S.A.F.E. will be reduced to less than 150 referrals.</p> <p>C. By May 2007, all teachers will increase efficacy in the delivery of instruction and student management.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>A. The 2006 KCCT data show that gaps exist between male and female in math (with male scoring below female); and between African American and white students in reading.</p>	<p>A. By December 2007, all students performing below grade level will receive intervention in math and reading. Across all grade levels, 64% of African American students will achieve grade level in reading by 2008. Across all grade levels 61% of male students will achieve grade level in math by 2008.</p>

<p>B. Between August 2005 and May 2006 there were 273 student referrals made to S.A.F.E. for behavior that was disruptive to the learning environment.</p> <p>C. A need exists for all students to feel safe and valued.</p>	<p>B. By December 2007, there will be no more than 60 students referred to S.A.F.E. for behavior difficulties.</p> <p>C. Foundations training and classroom management training will be shared with the staff prior to the start of the 2006-2007 school year, so that all staff are consistently contributing to the positive learning environment at Mary Todd.</p>
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Action Component EQUITY

District Name Fayette County Public Schools

Component Manager Equity Committee

School Name Mary Todd Elementary

Date April 20, 2006

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 (GRADE, Dibels, PAS, and KCCT reading).</p>	<p>Reading Coach and grade level team leaders</p>	<p>8/06 to 5/08</p>		<p>Reading First Grant, Title I funds, and RFP's from district funds.</p>	<p>100% I</p>	<p>The primary students' reading performance as measured by the GRADE from fall 06 to winter 07, the percent of students who scored proficient has increased as follows: K= 3% to 68% 1st= 29% to 63% 2nd= 35% to 63% 3rd= 19% to 45%. The intermediate students' reading performance as measured by the PAS from fall 06 to winter 07 has increased as follows: 4th = 20% to 53% 5th = 43% to 63%</p>

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Literacy Weekly data analysis and planning sessions will occur in order to insure all students' needs are met and that supplemental and intervention instruction is meaningful and data driven. (ACADEMIC COMPONENT SB168)</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 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 (GRADE, Dibels, PAS, and KCCT reading).</p>	Reading Coach and grade level team leaders	8/06 to 5/08		Reading First Grant, Title I funds, and RFP's from district funds.	I	See reading data above

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Literacy Frequent assessment and progress monitoring (GRADE, Dibels, monthly learning check for 3rd, 4th and 5th grade, to insure all students are</p>	<p>Implementation: This activity will be fully implemented when all teacher lesson plans reflect needed instruction based on information obtained from weekly data analysis sessions, of 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 literacy program (GRADE, Dibels, PAS, and KCCT</p>	Reading Coach and grade level team leaders	8/06 to 5/08		Reading First Grant, Title I funds, and RFP's from district funds.	I	See reading data above

progressing. (ACADEMIC COMPONENT SB168)	reading).						
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Strategy/ Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
Literacy Professional Development will include 80 hours in literacy for primary teachers. Reading and writing PD for intermediate teachers. As determined from data analysis, teacher lesson plans and observations. (ACADEMIC COMPONENT SB168)	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, Reading First support from the district and state, 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 (GRADE, Dibels, PAS, and KCCT reading).	Reading Coach and grade level team leaders	8/06 to 5/08		Reading First Grant, Title I funds, PD funds, and RFP's from district funds.	I	See reading data above

Strategy/ Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
Mathematics instruction will occur across all grades (K-5), 1 hour using the Everyday	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:	Mathematics Coach	8/06 to 5/08		RFP's from district funds.	I	The primary students' math performance as measured by the GMADE from fall 06 to winter 07, the percent of

<p>Math Program and 30 minutes each day for intervention or enrichment instruction, based on individuals' needs, (as determined during weekly data analysis sessions). (ACADEMIC COMPONENT SB168)</p>	<p>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 (Everyday Math assessments, GMADE, or other norm-referenced tests, monthly Learning Checks in math (3rd, 4th and 5th), PAS, and KCCT math).</p>						<p>students who scored proficient has increased as follows: K= Not measured to 77% 1st= 14% to 48% 2nd= 7% to 51% 3rd= 7% to 29%. The intermediate students' math performance as measured by the PAS from fall 06 to winter 07 as follows: 4th = 31% to 67% 5th = 50% to 79%</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 will occur in order to insure all students' needs are met and that intervention and/or enrichment instruction is meaningful and data driven. (ACADEMIC</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 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 (Everyday Math assessments, GMADE, monthly Learning Checks in math (3rd, 4th and 5th), PAS, and KCCT math).</p>	<p>Mathematics Coach</p>	<p>8/06 to 5/08</p>		<p>RFP's from district funds.</p>	<p>I</p>	<p>See math data above</p>

COMPONENT SB168)							
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Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
Mathematics Frequent assessment and progress monitoring (GMADE, monthly learning check for 3 rd , 4 th and 5 th grade, PAS, and KCCT math) will occur to insure all students are progressing. (ACADEMIC COMPONENT SB168)	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 literacy program (Everyday Math assessments, GMADE, monthly Learning Checks in math (3 rd , 4 th and 5 th), CTBS, and KCCT math).	Mathematics Coach	8/06 to 5/08		RFP's from district funds.	100% I	See math data above

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
Mathematics Professional Development will include 6-9 hours for new teachers, and 3-9 hours each year for all teachers in Math and embedded and on-going	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 through teacher lesson plans, teacher observations, and monthly SBDM reports based on the weekly data analysis sessions. Long-Term Measures of Success: Long-term measures of success of this activity	Mathematics Coach	8/06 to 5/08		Reading First Grant, Title I funds, PD funds and RFP's from district funds.	I	See math data above

<p>PD. Additional PD will be provided as determined from data analysis, teacher lesson plans and observations. (ACADEMIC COMPONENT SB168)</p>	<p>will be measured through review of student achievement data tied directly to the literacy program (Everyday Math assessments, GMADE, monthly Learning Checks in math (3rd, 4th and 5th), PAS, 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>Writing instruction will occur for all students in the writing process across all genres, open response questions, and on-demand writing (2, 3, 4, and 5th grade). (ACADEMIC COMPONENT SB168)</p>	<p>Implementation: This activity will be fully implemented when staff has daily writing instruction scheduled and the review of lesson plans and benchmarking of writing pieces indicate that all students are writing at proficient levels.</p> <p>Short-term Success: Short-term success of this activity will be measured through review of teacher lesson plans, teacher observations, and monthly SBDM reports based on the weekly data analysis sessions.</p> <p>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 writing instruction (open monthly Learning Checks in math (3rd, 4th and 5th), Benchmarked portfolio and on-demand pieces, and KCCT writing index as well as disaggregated data in the KPR).</p>	<p>Reading Coach (primary) and Intermediate Curriculum Specialist (intermediate)</p>	<p>8/06 to 5/08</p>		<p>Reading First Grant, Title I funds, PD funds, and RFP's from district funds.</p>	<p>I</p>	<p>The KCCT data reflects the following growth in writing: Writing Portfolio data from 2006 to 2007 increased from 57.7% of students scoring proficient and above to 83.9% scoring proficient and above. On-demand writing data from 2006 to 2007 increased from 1.9% of students scoring proficient and above to 36.5% of students scoring proficient and above.</p>

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
Writing Data analysis of weekly open response questions, and monthly learning checks ORQ responses, and benchmarked on-demand and portfolios pieces will occur and guide the writing instruction. (ACADEMIC COMPONENT SB168)	<p>Implementation: This activity will be fully implemented when staff has daily writing instruction scheduled and the review of lesson plans and benchmarking of writing pieces indicate that all students' needs are addressed based on the information obtained from the data.</p> <p>Short-term Success: Short-term success of this activity will be measured through review of teacher lesson plans, teacher observations, and monthly SBDM reports based on the data analysis sessions and benchmarking of writing pieces.</p> <p>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 writing instruction (open monthly Learning Checks in math (3rd, 4th and 5th), Benchmarked portfolio and on-demand pieces, and KCCT writing index as well as disaggregated data in the KPR).</p>	Reading Coach (primary) and Intermediate Curriculum Specialist (intermediate)	8/06 to 5/08		Reading First Grant, Title I funds, and RFP's from district funds.	Partially implemented	See writing data above

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
Writing Frequent assessment (monthly Learning Checks in math (3 rd , 4 th and 5 th), Benchmarked portfolio and on-demand	<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.</p> <p>Short-term Success: Short-term success of this activity will be measured through review of teacher lesson plans, teacher observations, and monthly SBDM reports based on the weekly data analysis sessions.</p>	Reading Coach (primary) and Intermediate Curriculum Specialist (intermediate)	8/06 to 5/08		Reading First Grant, Title I funds, and RFP's from district funds.	100% I	See writing data above

<p>pieces, KCCT writing index, and disaggregated data in the KPR) will occur to insure the all students' needs are being met. (ACADEMIC COMPONENT SB168)</p>	<p>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 writing instruction (open monthly Learning Checks in math (3rd, 4th and 5th), Benchmarked portfolio and on-demand pieces, and KCCT writing index as well as disaggregated data in the KPR).</p>						
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Strategy/ Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Writing Professional Development will include embedded and on-going PD on the writing process across genres, on-demand, and open response questions. (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. 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. Long-Term Measures of Success: Long-term measures of success of this activity will be measured through review and analysis of student achievement data tied directly to student work (frequent KCCT like assessments grades K-5, monthly Learning Checks (3rd, 4th and 5th), as well as on-demand writing and portfolio pieces.</p>	<p>Intermediate Curriculum Specialist</p>	<p>8/06 to 5/08</p>		<p>Reading First Grant, Title I funds, and RFP's from district funds.</p>	<p>I</p>	<p>See writing data above</p>

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>The Parent Involvement Policy will be revised to be more “parent friendly” in its format. The policy will continue to address parent training, parent/teacher, conferences, parent involvement, and communication regarding education of their child and policy development. (PARENT INVOLVEMENT – SB 168)</p>	<p>Implementation: Parents will be knowledgeable about the services offered through the Title 1 program and will participate at an increased rate from the 06-07 school year. They will access school services when needed such as the Title 1 Social Worker and the Family Resource Center.</p> <p>Short-Term Measures of Success: By the beginning of the '06 school year the policy will be revised with parental input. It will be a more attractive document and will be printed on brightly colored paper so it is easily identifiable. Policies will be distributed at a school wide function where maximum attendance is expected.</p> <p>Long-Term Measures of Success: The Spring '07 Title 1 Survey will indicate an increase in parent knowledge about the program and an increase from the participation reported in the '06 surveys. The return rate will be @ 100%.</p>	<p>Title 1 Lead Teacher</p>	<p>8/06-5/08</p>	<p>0</p>	<p>Title I</p>	<p>I</p>	<p>The Parent Involvement Policy was revised and includes Guidelines for Success developed by the entire staff.</p>

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 Team will present the 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 Foundations Team during summer PD sessions and throughout the school year during team meetings and staff meetings. The team will also monitor the implementation of all common area procedures and provide feedback to the staff and school leadership in order to revise procedures or improve implementation.</p> <p>Short-Term Measures of Success: The staff will write procedures and lesson plans for all common areas by the start of the 06-07 school year. Teachers will use these lesson plans during the first week of the 06-07 school year.</p> <p>Long-Term Measures of Success: By the end of the school year there will be a significant reduction (50-75%) in the number of suspensions and S.A.F.E. The staff will conduct a complete revision of all common area procedures at the end of the 06-07 school year.</p>	<p>Foundations Team</p>	<p>5/06-6/08</p>	<p>Substitutes for Team 2-HALF days.</p>	<p>PD, Title I or general school fund.</p>	<p>100% I</p>	<p>Training has occurred but needs to be ongoing and continuous.</p>

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Guidelines for Success will become an integral part of everyday instruction and behavioral expectations. (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 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 06-07 school year.</p> <p>Long-Term Measures of Success: Student discipline referrals, S.A.F.E. referrals and suspensions will decrease. The students will demonstrate understanding of how good citizenship is tied to a successful life.</p>	<p>Foundations Team</p>	<p>8/06-6/08</p>	<p>\$200</p>	<p>Title I or general school fund.</p>	<p>100% I</p>	<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.</p>

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>Through a Check & Connect Mentoring program targeted and intensive students will be greeted each morning by a specific staff member to ensure that their day begins in a positive way. (LEARNING ENVIRONMENT SB 168)</p>	<p>Implementation: Mentors will work with targeted and intensive students who need additional support in achieving behavioral standards. These staff members will “connect” with their assigned student as they enter the building to assess their readiness for the school day. This positive and proactive approach will enable students and classroom teachers to address students’ needs that can be barriers to their learning each day.</p> <p>Short-Term Measures of Success: By the opening of school the targeted and intensive students will be identified and mentors assigned.</p> <p>Long-Term Measures of Success: Students will begin each day with a positive interaction before they enter the classroom. All students needing mentors will be assigned or revised throughout the school year as necessary. Mentors will communicate regularly with the homeroom teacher to report any issues that may affect the students’ learning.</p>	<p>Foundations Team</p>	<p>8/06-6/08</p>	<p>Substitutes for Team 2-HALF days.</p>	<p>Title I or general school fund.</p>	<p>P</p>	<p>Many mentors have been paired with students with the need for additional support. This program needs to be more structured and better documented.</p>

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>A systematic and multi-level rewards and recognition system will be in place so all students are receiving continuous positive reinforcement for their academic and behavioral achievements. (LEARNING ENVIRONMENT SB 168)</p>	<p>Implementation: A comprehensive, multi-level rewards and recognition program will be written and communicated to all students to recognize their achievements on a regular and timely basis. The plan will include a variety of activities to appeal to all grade levels.</p> <p>Short-Term Measures of Success: Prior to summer vacation, feedback will be sought from students as to the types of rewards and activities that motivate them. An ad hoc committee representing all grade levels will be identified to work on the formal written rewards and recognition plan which will be in place by the beginning of the school year.</p> <p>Long-Term Measures of Success: Students will be recognized and rewarded for their efforts on a weekly basis. Both short-term and long-term recognition and rewards will motivate students to do their best. By May '07, 100% of students should have received recognition or a reward at least one time during the school year.</p>	<p>Guidance Counselor</p>	<p>5/06-6/08</p>	<p>\$1,000</p>	<p>Donations School Activity Money</p>	<p>100% I</p>	<p>The school has several goal setting and rewards activities including: quarterly awards assemblies, monthly PAW bucks store visits, POM POMS for progress for classroom goals and several classroom incentives.</p>