

YATES ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN



SCHOOL YEARS 2008 – 2010

Ketsy Fields
Chairperson, School Council

Jan. 25, 2008
Date

Elaine Kaiser
Chairperson, School Planning Committee

Jan. 25, 2008
Date

Plan Approved by the School Council:

February 25, 2008

School Council Members:

Mrs. Ketsy Fields	Principal
Mr. Tony Spencer	Parent
Mr. Wade Miracle	Parent
Ms. Carmella King	Parent
Ms. Teresa Howard	Teacher
Ms. Tracy Warren	Teacher
Mrs. Pam Dunn	Teacher
Ms. Brenda Turley	Classified Staff
Mrs. Elaine Kaiser	Secretary

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 and can be downloaded from the Web Page at: <http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/KDE+Planning+Tools+for+Schools+and+Districts.htm>

EXECUTIVE SUMMARY

The mission of the Yates Elementary School community is to provide a safe and caring environment for all students to learn, grow, and succeed.

The **Key Findings** from surveys, self-studies, scholastic audits, and data reviews reveal an underlying need to improve the literacy of our students, especially in the areas of reading, writing, and math. SBDM Council asked the administration to apply for grants that would continue to help finance school-wide reform for programs that would benefit all students. Yates successfully demonstrated a need for Reading First, artists in residence, science lab, math intervention teacher, intermediate curriculum coach' and after school enrichment grants. These allow Yates to fully fund positions for coaches and intervention teachers and provide training for new and developing teachers as well as provide the materials to meet the needs of a diverse student body in many curriculum areas. A second priority was to improve the overall school climate in the area of respect for all and parent involvement. A Knight-Ridder grant with One Community One Voice continues to promote parent involvement. A team was also sent to a second year of training for the Foundations Program to improve school-wide discipline. Over-riding all these issues is the need to better address the needs of our diverse population, especially low socioeconomic students, to close the achievement gap. We continue to integrate technology into the total curriculum, motivating at risk students to proficiency. Continuous job embedded professional development for all staff in literacy, school-wide discipline, and equity emerged as the key to meeting all these needs.

The **Organizational Process** for school improvement planning began with the results of our scholastic audit in winter of 2002. We have been reviewing and revising our CSIP each year since. Staff again revised the mission statement above in 2006 using the process recommended by KDE, and a new hanging mission banner was purchased for the foyer of the school. With the Principal's direction, all staff analyzed the data from the KPR on November 6, 2007, and presented this analysis to SBDM Council to develop priority needs. The Service Team consisting of Principal Ketsy Fields, District Title I Coordinator Carmen Rader-Bowles, School Guidance Specialist Elizabeth Owens, Psychologist Stephanie Kampher-Bohach, Instructional Coaches Tracy Warren, Laura Smith and Karen Abney, and PSA Elaine Kaiser met to assess test scores and progress of current activities and plan next steps needed for school improvement. SBDM Committees – Academic Performance, Learning Environment, and Efficiency -- each met to give direction to the new SIP. All teachers serve on the SBDM committees and all committees have at least two active parents contributing.

Communication Plan: The SIP will be updated, revised, and reviewed regularly with committees, faculty, and at SBDM meetings using the Implementation and Impact Checks process on the dates imbedded in the plan to evaluate progress toward our goals. The SIP, along with all committee minutes and SBDM Council minutes, are posted on the Yates website at <http://www.yates.fcps.net>.

Action Component: ACADEMIC PERFORMANCE

District Name: FAYETTE COUNTY
 School Name: YATES ELEMENTARY SCHOOL

Component Leaders: Ketsy Fields and Elaine Kaiser
 Date: Jan. 28, 2008

Priority Need	Goal
<p>Based on the 2007 unadjusted Academic Index score of 92.1, we know that all of our students do not have all the literacy skills they need for life long learning. The KCCT scores for 3rd, 4th and 5th grades were: reading 98, science 111, writing 90, math 98, social studies 70, arts and humanities 74, and practical living 85.</p> <p>Percent novice in reading was 2.61% and in math 12.42%.</p> <p>The disaggregated data showed that in the area of reading low SES students had an index of 84.2 while non low SES students had an index of 100.5. In the area of math, low SES students had an index of 83.5 while non low SES student had an index of 102.35.</p>	<ul style="list-style-type: none"> • By May 2008, our CATS academic index will be at least 105, and by May 2009, the index will be 108. • By May 2008, novice will be reduced to 0% in reading and math. • By May 2008, our percent proficient and distinguished will be increased by 20% in reading and in math and by another 20% by May 2008. • By May 2008, we will achieve our SB 168 goals of low SES students in Reading and African American students in Math. (See equity component for complete SB 168 targets and goals.) • All primary teachers will have a strong foundation in the five essential elements of effective reading instruction: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension as outlined in Reading First. • All intermediate teachers will have a strong foundation in the areas of Vocabulary, Fluency, and Comprehension. • All teachers will have a strong foundation in reading, math, social studies and science assessments for diagnosis, placement, evaluation, and intervention for students. • Administrators will fully support teachers in reaching the goal of 105 and 108 respectively.

Causes and Contributing Factors and Evidence	Objectives with Measures of Success
<ul style="list-style-type: none"> • Training and modeling by the Reading First Coach for effective use of the literacy block and strategies for teaching reading using Reading First grant funds was provided for primary teachers only. • Teacher surveys show that new teachers need more training and experience in the Reading First model and experienced teachers need time to refine the techniques of effective reading instruction. • Instruction in math was textbook driven and math materials were not hands-on until purchases of Investigations material by Title I and teachers were trained in their use in Jan. 2004 and full implementation in 2005-2006. • Interventions in place were mainly for reading. Math did not have a “coach” at any grade level. • Integration of content areas of science, social studies, art, music, and practical living into the literacy block does not happen on a regular basis. 	<ul style="list-style-type: none"> A. All teachers will use the Core Content and Program of Standards to guide instruction and lesson plans will reflect the objectives to eliminate gaps in achievement and instruction. These plans will be monitored weekly. B. All primary literacy lesson plans will reflect the three – five of the essential elements of effective reading instruction. C. All teachers will receive Professional Development to assist all students in the completion of a working writing folder as mandated by KDE. D. All teachers will use Open Response and/or On Demand banks and questions of their own creation to practice and assess units of instruction. Assessments will closely match instruction, using pre and post testing in all subjects from Competency Assurance documents. E. All teachers will focus on math, reading, and social studies assessment data and develop plans for individual intervention as needed. F. Science Lab Teacher and the third and fourth grade teachers will collaborate to gather assessment data and to coordinate instruction between classrooms. G. Administrators will become accountability partners with third, fourth, and fifth grade teachers to focus students and staff on their goals for the spring assessment. H. All Activities will be measured using <u>both short- and long-term Measures of Success to generate data for communicating progress</u> to the leadership team, SBDM Council, and for making informed decisions as the year progresses according to the reporting timeline that follows. I. Arts and Humanities teachers along with practical living teacher will collaborate with fourth and fifth grade teachers to coordinate instruction between special areas and the regular classroom.

**SBDM Council Reporting Timeline
Academic Performance Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		A1 F1 F2	A2 B1 B3 E1	G2 G3 G4 G5	A1 A4 A5 B4 B5 D1 D2 D3 D4 D5 D6 D12 E2 E3 E5 G1 G6	C1 D7 D9 D10 D11 E1 E4	A3 B2 B3 D8 F1 F2 G3 G4 G5 G7	D1 D2 D3 D4 D5 D6 D9 D10 G1	B1 D8 G6 G7	B5 C1 G2 G3 G4 G5	A3 B2 B3 E2 E3	

<p>A 3 All primary teachers will schedule a minimum of 20 minutes of instruction for intervention and supplemental flexible guided group work based on student achievement data using Harcourt, Earobics, and Reading Recovery.</p>	<p>Implementation: All students, advanced, on level, basic, and at risk will receive the services they need to become proficient by the end of 3rd grade. Short-Term Measures of Success: Weekly review of schedules by RF Coach, walkthroughs and student work will reflect schedules are being followed. Long-Term Measures of Success: An increase in proficient students as evidenced by Learning Check and achievement data, e.g., GRADE, DIBELS. Gaps in subpopulations will decrease/close.</p>	<p>Reading First Coach</p>	<p>8/08</p>	<p>On going</p>	<p>Reading First Grant</p>		<p>January 2009 May 2009</p>
<p>A 4 All classroom teachers will review and reinforce Vocabulary and/or Concepts for all special areas (Science, Art, Music, and Practical Living) based on lists provided by Special Area teachers.</p>	<p>Implementation: Classroom teachers will reinforce special area vocabulary and content by the use of discussion, hands on lessons, flashbacks and stations. Special integrated hands on rotation on Fridays will provide a secondary opportunity for students to get the knowledge. Short-Term Measures of Success: Weekly review of lesson plans, flashbacks, and walkthrough observations by Principal, PSA, RF Coach and Instructional Coach will reflect that vocabulary is being reinforced in homeroom classes. Long-Term Measures of Success: Learning check results, student work, and other assessments will show an increase in students scoring proficient and a decrease/closing of the gaps in sub populations.</p>	<p>Principal, PSA, Classroom teachers and Special Area Teachers, Science Lab Teacher</p>	<p>8/08</p>	<p>On going</p>	<p>N/A</p>		<p>November 2008</p>
<p>A 5 Vocabulary and/or Concepts for all special areas will be displayed in the regular classrooms. Displays will be used for reference and review lessons weekly as documented in lesson plans based on information gained from team planning with the special area teachers or lists provided by the special area teachers on concepts being taught.</p>	<p>Implementation: Weekly lesson plans will document reviews and students' scores in special areas will increase a minimum of 10 points Short-Term Measures of Success: Observation of displays in hallways and classrooms and weekly review of lesson plans by Principal, PSA, RF Coach and Instructional Coach Long-Term Measures of Success: Learning check results, student work, and other assessments will show an increase in students scoring proficient and a decrease/closing of the gaps in sub populations.</p>	<p>Principal, PSA, Classroom teachers and Special Area Teachers</p>	<p>8/08</p>	<p>On going</p>	<p>N/A</p>		<p>November, 2008</p>

<p>B 1 All primary and special education teachers will attend 80 hours of Professional Development yearly to deliver instruction in phonemic awareness, phonics, vocabulary development, fluency and text comprehension using Harcourt Trophies core and Earobics Literacy Launch supplemental reading materials. Trainings will include</p> <ul style="list-style-type: none"> ➤ Reading First Summer Institute ➤ District Level Training ➤ Harcourt training ➤ Classroom modeling ➤ Mentoring ➤ Job-embedded follow-up 	<p>Implementation: Teachers will become highly qualified and all Primary students will read on grade level by the end of 3rd grade.</p> <p>Short-Term Measures of Success: Review of individual PD plans and monthly PD reports by PSA, RF Coach and Instructional Coach</p> <p>Long-Term Measures of Success: Learning check results, student work, and other assessments will show an increase in students scoring proficient and a decrease/closing of the gaps in sub populations.</p>	<p>State, District, and School Reading First Coaches, PD Chair (PSA), and Intermediate Instructional Coach</p>	<p>Fall 2008</p>	<p>May 2009</p>	<p>\$170,000 Reading First Grant</p>	<p>September, 2008</p> <p>March 2009</p>
<p>B 2 Primary teachers will provide supplementary strategies/programs that are connected to the Harcourt core reading program.</p>	<p>Implementation: Instruction for intensive students will be aligned among the three tiers of instruction.</p> <p>Short-Term Measures of Success: Intervention plans will be monitored monthly by all stakeholders at monthly data meetings.</p> <p>Long-Term Measures of Success: Progress monitoring will be completed throughout the year according to the assessment schedule and reviewed at weekly grade level meetings as evidenced by results of GRADE, DIBELS, and MAP.</p>	<p>Reading First Coach and primary teachers</p>	<p>9/08</p>	<p>On going</p>	<p>Reading First</p>	<p>January 2009</p> <p>May 2009</p>
<p>B 3 Primary teachers will use information from assessments to make instructional decisions and provide intervention strategies/programs that are connected to the Harcourt core reading program,</p>	<p>Implementation: Time will be scheduled in weekly team meetings and sub release days to review formal and informal data and discuss instructional next steps.</p> <p>Short-Term Measures of Success: Intervention plans or “Watch List” will be monitored monthly by all stakeholders at monthly data meetings.</p> <p>Long-Term Measures of Success: Progress monitoring will be completed throughout the year according to the assessment schedule and reviewed at weekly grade level meetings as evidenced by results of GRADE, DIBELS, and MAP.</p>	<p>Reading First Coach and primary teachers, PSA</p>	<p>9/08</p>	<p>On going</p>	<p>Reading First</p>	<p>September 2008</p> <p>January 2009</p> <p>May 2009</p>

<p>B 4 Primary teachers will provide an intensive assistance reading plan for those students reading below grade level.</p>	<p>Implementation: Achievement goals will be set for each student and monthly grade level data meetings will be held to discuss student progress. Short-Term Measures of Success: Intervention plans or “Watch List” will be monitored monthly by all stakeholders at monthly data meetings. Long-Term Measures of Success: Progress monitoring will be completed throughout the year according to the assessment schedule and reviewed at weekly grade level meetings.</p>	<p>Reading First Coach and all stakeholders of intensive students</p>	<p>9/08</p>	<p>On going</p>	<p>Reading First</p>		<p>November 2008</p>
<p>B 5 Reading Recovery will be used for 30 minutes one on one instruction during the school day for identified first graders having the greatest need, based on the Observation Survey and teacher recommendation.</p>	<p>Implementation: Students at risk are identified for early intervention to ensure success as proficient readers by the end of 3rd grade. Short-Term Measures of Success: Observation Survey, GRADE, DIBELS, and DRA are data sources used to provide interim reports in Jan. and May. Long-Term Measures of Success: Same data sources are used. Reading Recovery teachers collect data and report to SBDM Council at May meeting.</p>	<p>Reading Recovery teachers</p>	<p>8/08</p>	<p>5/09</p>	<p>Reading First Grant, Title I</p>		<p>November 2008 April 2009</p>

<p>D 1 Open Response Questions (ORQ) will be modeled for students in reading and math.</p>	<p>Implementation: Based on graphed data, novice scores will be eliminated and proficient and distinguished will increase by 20% and we will achieve SB 168 goals. Short-Term Measures of Success: Graphed scores on unit assessments and Learning Checks will show improvement accordingly. Long-Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>K-2Teachers, Principal, PSA, RF/Intermediate Coaches, Math Intervention teacher</p>	<p>10/08</p>	<p>5/09</p>	<p>N/A</p>		<p><i>November 2008</i></p> <p><i>February 2009</i></p>
<p>D 2 One (1) ORQ's per month will be completed in math and reading in the primary grades before January. Beginning in January, two (2) per month will be completed. Third grade teachers will plug the results into the goal calculator and print out the results to be placed in the assessment notebook and to be given to the PSA for display.</p>	<p>Implementation: Based on graphed data, novice scores will be eliminated and proficient and distinguished will increase by 20% and we will achieve SB 168 goals. Short-Term Measures of Success: Graphed scores on unit assessments and Learning Checks will show improvement accordingly. Long-Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>primary teachers, PSA, Principal, RF/Intermediate Coaches, Math Intervention Teacher</p>	<p>10/08</p>	<p>5/09</p>	<p>N/A</p>		<p><i>November 2008</i></p> <p><i>February 2009</i></p>
<p>D 3 One (1) ORQ biweekly to be completed in reading and math and the results discussed at team meetings. Teachers will plug the results into the goal calculator and print out the results to be placed in the assessment notebook and to be given to the PSA for display.</p>	<p>Implementation: Based on graphed data, novice scores will be eliminated and proficient and distinguished will increase by 20% and we will achieve SB 168 goals. Short-Term Measures of Success: Scores on unit assessments and Learning Checks will show improvement accordingly. Long-Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>4th and 5th grade teachers, Principal, PSA, Intermediate Coach, and Intervention Teachers</p>	<p>10/08</p>	<p>5/09</p>	<p>N/A</p>		<p><i>November 2008</i></p> <p><i>February 2009</i></p>
<p>D 4 Two (2) ORQ's will be completed in Science and Social Studies monthly and the results discussed at team meetings. Teachers will plug the results into the goal calculator and print out the results to be placed in the assessment notebook and to be given to the PSA for display</p>	<p>Implementation: Based on graphed data, novice scores will be eliminated and proficient and distinguished will increase by 20% and we will achieve SB 168 goals. Short-Term Measures of Success: Scores on unit assessments and Learning Checks will show improvement accordingly. Long-Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>4th and 5th grade, science lab teacher, Principal, PSA, Intermediate Coach and Intervention Teachers</p>	<p>10/08</p>	<p>5/09</p>	<p>N/A</p>		<p><i>November 2008</i></p> <p><i>February 2009</i></p>

<p>D 5 A cumulative KCCT like assessment will be completed 3 times a year in the area of arts and Humanities in the 5th grade classroom and practical living in the 4th... Flashbacks and exit slips will be done daily in special area classes with all grades. - Students in these classes may answer the question orally – a copy of the results of the flashbacks, exit slips and KCCT assessment will be given to the classroom teachers and the administration.</p>	<p>Implementation: Based on graphed data, novice scores will be eliminated and proficient and distinguished will increase by 20% and we will achieve SB 168 goals. Short-Term Measures of Success: Scores on unit assessments and Learning Checks will show improvement accordingly. Long-Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>Special Area teachers, Principal, PSA, and Instructional Coach</p>	<p>10/08</p>	<p>5/09</p>	<p>N/A</p>		<p><i>November 2008</i></p> <p><i>February 2009</i></p>
<p>D 6 Special Area teachers will work with classroom teachers to plan lessons for a special hand on Friday rotation. 4th grade will work with practical living and science. 5th will work with art, music, and drama.</p>	<p>Implementation: Based on graphed data, novice scores will be eliminated and proficient and distinguished will increase by 20% and we will achieve SB 168 goals. Short-Term Measures of Success: Scores on unit assessments and Learning Checks will show improvement accordingly. Long-Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>4th and 5th grade teachers, Special Area teachers, Science Lab teacher, Principal, PSA, Librarian, Instructional Coach</p>	<p>10/08</p>	<p>5/09</p>	<p>N/A</p>		<p><i>November 2008</i></p> <p><i>February 2009</i></p>
<p>D 7 Provide professional development on how to develop a rigorous ORQ and a scoring guide and multiple choice items that are above a DOK2.</p>	<p>Implementation: Teachers will be highly skilled and based on graphed data, novice scores will be eliminated and proficient and distinguished will increase by 20% and we will achieve SB 168 goals. Short-Term Measures of Success: Scores on unit assessments and Learning Checks will show improvement accordingly. Long-Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>Principal, PSA, Intermediate Coach and Intervention Teachers</p>	<p>10/08</p>	<p>5/09</p>	<p>N/A</p>		<p><i>December 2007</i></p> <p><i>February 2008</i></p>

<p>D 8 K-4 Students will respond to one On-Demand Writing (ODW) prompt each month; however, modeling of the process will take place each week. (Ex. Week 1 – Beginning, determining audience, etc. Week 2-3 adding details and Week 4-Conclusion). In Oct. and Nov. students will practice persuasive letter. In Dec. & Jan. students will practice narrating an event. In Feb. & March students will practice a response to a text or graph prompt. Prompts will come from the FCPS On-Demand Writing binder. Benchmarked pieces will be provided from KDE.</p>	<p>Implementation: Based on graphed data, novice scores will be eliminated and proficient and distinguished will increase by 20% and we will achieve SB 168 goals. Short-Term Measures of Success: Writing scrimmages in conjunction with Learning Checks 3 times per year. Long-Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>All teachers, Instructional Coach, PSA</p>	<p>10/08</p>	<p>5/09</p>	<p>N/A</p>	<p><i>January 2009</i></p> <p><i>March 2009</i></p>
<p>D 9 5th Grade Students will respond to one On-Demand Writing prompt each week. (Ex. Week 1 – Beginning, determining audience, etc. Week 2-3 adding details and Week 4-Conclusion). In Oct. and Nov. students will practice persuasive letter. In Dec. & Jan. students will practice narrating an event. In Feb. & March students will practice a response to a text or graph prompt. Prompts will come from the FCPS On-Demand Writing binder. Benchmarked pieces will be provided from KDE.</p>	<p>Implementation: Based on graphed data, novice scores will be eliminated and proficient and distinguished will increase by 20% and we will achieve SB 168 goals. Short-Term Measures of Success: Writing scrimmages in conjunction with Learning Checks 3 times per year. Long-Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>All 5th Grade Teachers</p>	<p>10/08</p>	<p>5/09</p>	<p>N/A</p>	<p><i>December 2008</i></p> <p><i>February 2009</i></p>
<p>D 10 5th grade On Demand Writing responses will be benchmarked at team.</p>	<p>Implementation: Based on graphed data, novice scores will be eliminated and proficient and distinguished will increase by 20% and we will achieve SB 168 goals. Short-Term Measures of Success: Writing scrimmages in conjunction with Learning Checks 3 times per year. Long-Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>All teachers, principal, PSA, Intermediate Coach and Intervention Teachers</p>	<p>11/08</p>	<p>3/09</p>	<p>N/A</p>	<p><i>December 2008</i></p> <p><i>February 2009</i></p>

<p>D 11 All teachers will receive PD on teaching on-demand writing prompts with follow-up embedded in classroom instruction.</p>	<p>Implementation: Based on graphed data, novice scores will be eliminated and proficient and distinguished will increase by 20% and we will achieve SB 168 goals. Short-Term Measures of Success: Writing scrimmages in conjunction with Learning Checks 3 times per year. Long-Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>All teachers, principal, PSA, Intermediate Coach and Intervention Teachers</p>	<p>11/08</p>	<p>3/09</p>	<p>N/A</p>		<p><i>December 2008</i></p> <p><i>February 2009</i></p>
<p>D 12 All certified staff will receive training on core content 4.1 and DOK. Follow-up activities such as coaching and mentoring will occur for all teachers.</p>	<p>Implementation: All certified will receive training on the 4.1 CC and DOK during PD and team meetings. On-going coaching and mentoring will be provided by the Instructional coach. Short Term Measures of Success: Lesson plans, walkthroughs, and student work will reflect the implementation of the new 4.1 CC and DOK. Long Term Measures of Success: Student work, monthly learning checks and KCCT scores will reflect that students are learning at high levels.</p>	<p>PD Committee, PSA</p>					<p><i>November 2008</i></p>

Academic Achievement Component and Implementation & Impact Form

(2008-2010 School Years)

Component Leaders: Ketsy Fields and Elaine Kaiser

Objective # E and F: Teachers of Math, Social Studies, and Science will use data to collaborate, assess, and plan intervention regularly.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
E 1 All teachers will fully implement the Investigations math program for hands-on learning to meet the needs of diverse learners. Pre and Post Tests and Open Response Questions will be used for instructional decisions in math.	Implementation: Greater variety in instruction that is responsive to learning styles and pre/post testing to properly assess and flexibly group will result in proficient/on grade level math scores for all students. Short-Term Measures of Success: Lesson plans reviewed weekly will reflect flexible re-grouping at end of unit assessments and high quality math instruction as evidenced by walkthroughs and student work results. Long-Term Measures of Success: Performance on Learning checks and other assessments will show an increase in the number of students scoring proficient.	Classroom teachers, PSA, Principal, Intermediate Coach and Intervention Teachers	8/08	On going	N/A		<i>December 2008</i> <i>September 2009</i>
E 2 Number Worlds will be used daily for 30-45 minutes small group instruction for identified K-1 students as a preventative measure of math intervention . Students will be identified based on MAP results, teacher recommendation and Number Worlds Placement tests.	Implementation: K/1 students will maintain on-grade-level knowledge and be proficient by end of 3 rd grade. Short-Term Measures of Success: Lesson plans reviewed weekly will show intensive individually designed instruction. Long-Term Measures of Success: Student success in math will increase based on the MAP.	Math Intervention Teacher	10/08	5/09	\$70,000 Math Achievement Grant		<i>November 2008</i> <i>May 2009</i>
E 3 Number Worlds will be used daily for 30-45 minutes small group instruction for identified 2-3 students as intervention for students one or two grade levels behind. Students will be identified based on PAS results, teacher recommendation and Number Worlds Placement tests.	Implementation: 2/3 students will perform on grade level and be proficient by end of 3 rd grade. Short-Term Measures of Success: Lesson plans reviewed weekly by principal will show intensive instruction. Long-Term Measures of Success: Students will score on grade level at end of year PAS assessment and CTBS.	Math Intervention Teacher	10/08	5/09	\$70,000 Math Achievement Grant		<i>November 2008</i> <i>May 2009</i>

<p>E4 The Show +Tell organizer will be used for all math open response questions.</p>	<p>Implementation: Students will show their work and justify their solutions to problems for better understanding of concepts and in preparation of open response answers. Short Term Measures of Success: Student work and Learning Checks will indicate students are learning the math core content and practicing this organizer. Long Term Measures of Success: KCCT scores will indicate an increase in the number of students scoring proficient in math and the NCLB report will indicate that all Math sub-group targets have been met.</p>	<p>All math teachers</p>	<p>12/08</p>	<p>5/09</p>	<p>N/A</p>		
<p>E5 Math journals will be used by all students in grade 2-5.</p>	<p>Implementation: Students will show their work and justify their solutions to problems for better understanding of concepts and in preparation of open response answers. Short Term Measures of Success: Student work and Learning Checks will indicate students are learning the math core content and practicing this organizer. Long Term Measures of Success: KCCT scores will indicate an increase in the number of students scoring proficient in math and the NCLB report will indicate that all Math sub-group targets have been met.</p>	<p>All math teachers</p>	<p>12/08</p>	<p>5/09</p>	<p>SCIF</p>		
<p>E 6 All intermediate teachers will fully implement History Alive and Nystrom in the social studies curriculum for hands-on learning and meeting the needs of diverse learners.</p>	<p>Implementation: Greater variety in instruction that is responsive to a variety of learning styles will result in proficient 5th grade social studies scores for all students. Short-Term Measures of Success: Lesson plans reviewed weekly will reflect a more in-depth study of the social studies content. Learning Check results will improve. Long-Term Measures of Success: CTBS and KCCT results will show an increase of students scoring at the proficient level.</p>	<p>4/5 Classroom Teachers, PSA, Principal, and Intermediate Coach</p>	<p>9/08</p>	<p>On going</p>	<p>N/A</p>	<p>P</p>	<p><i>December 2008</i></p>

<p>E 7 Technology Resource Teacher will collaborate, coordinate, and host technology activities that build on existing projects in partnership with the district.</p>	<p>Implementation: Yates students and teachers will have access to the latest effective teaching and learning strategies that involve technology. Short-Term Measures of Success: Lesson plans reviewed weekly and formal and informal assessments will show that students are using technology according to core content requirements. Long-Term Measures of Success: Performance on learning checks and other assessments will show an increase in the number of students scoring proficient.</p>	<p>Classroom Teachers, TRT</p>	<p>8/08</p>	<p>6/09</p>	<p>FCPS Staffing</p>		<p><i>November 2008</i></p>
<p>F 1 Pre/Post tests Science data will be collected in 3rd and 4th grade by the classroom teacher and science lab teacher.</p>	<p>Implementation: Instruction will improve by focusing on student strengths and weaknesses. Gaps for targeted instruction will be identified thereby reaching the SB168 goals. Short-Term Measures of Success: Lesson plans reviewed weekly and Learning Check results Long-Term Measures of Success: Performance on learning checks and other assessments will show an increase in the number of students scoring proficient.</p>	<p>3rd, 4th grade teachers, instructional coach, science lab teacher</p>	<p>9/08</p>	<p>5/09</p>	<p>District RFP Grants</p>		<p><i>August 08</i></p> <p><i>January 09</i></p> <p><i>August 09</i></p>
<p>F 2 3rd and 4th Grade teachers will collaborate with the science lab teacher bimonthly for lesson plans.</p>	<p>Implementation: Instruction will improve and science goal of 100 will be reached. Short-Term Measures of Success: Lesson plans reviewed weekly and Learning Check results will show that students are progressing toward goal. Long-Term Measures of Success: Performance on learning checks and other assessments will show an increase in the number of students scoring proficient.</p>	<p>3rd, 4th grade teachers, instructional coach, science lab teacher</p>	<p>9/08</p>	<p>5/09</p>	<p>District RFP Grants</p>		<p><i>August 08</i></p> <p><i>January 09</i></p>

Academic Achievement Component and Implementation & Impact Form

(2008-2010 School Years)

Component Leaders: Ketsy Fields and Elaine Kaiser

Objective # G: Administration will support teachers and students in reaching the goal of proficiency and 88.9 in 2007 and 105. by May 2009.

<u>Activity</u>	<u>Measure</u>	<u>Responsible Person</u>	<u>Start Date</u>	<u>End Date</u>	<u>Fund Source</u>	
G1 Administrators and intermediate coach will meet individually with students in grades 3, 4, and 5 following MAP assessments to guide students toward a goal of proficiency.	Implementation: Students will remain clearly focused on their goals throughout the year. Short Term Measures of Success: Learning Checks and MAP. Long Term Measures of Success: Performance on Learning Checks and other assessments will show an increase in the number of students scoring proficient.	Principal, PSA, Instructional Coach, Reading First Coach	10/08	5/09	RFP	November 08 February 09
G 2 All teachers will meet regularly at team meetings and with administration to evaluate student work and report results to SBDM Council.	Implementation: Quality of student work and teacher assignments will improve over all and standards will be raised for proficient work. Short Term Measures of Success: Learning Checks and MAP data Long Term Measures of Success: Performance on learning checks and other assessments will show an increase in the number of students scoring proficient. Academic gaps will be closed.	Principal, PSA, RF Coach and Intermediate Coach	9/08	On going	N/A	October 08 April 09
G 3 Learning checks will be conducted monthly in grades 3-5 in designated content areas. November and February Learning Checks will be conducted as a Scrimmage and will include tested content areas.	Implementation: Novice will be eliminated, increase proficient and distinguish by 20% and achieve SB 168 goals Short Term Measures of Success: Learning Checks and MAP data Long Term Measures of Success: Performance on learning checks and other assessments will show an increase in the number of students scoring proficient. Academic gaps will be closed.	3 rd -5 th grade teachers, Principal, PSA, Instructional Coach, Building Assessment Coordinator (BAC), Intervention Teachers and Para educators	9/08	3/09	N/A	October 08 January 09 April 09

<p>G 4 Teams will meet to score and analyze the MAP data/learning checks 2 times a year.</p>	<p>Implementation: Novice will be eliminated, increase proficient and distinguish by 20% and achieve SB 168 goals Short Term Measures of Success: Learning Checks and MAP data Long Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>All teachers, Principal, PSA, IC and BAC</p>	<p>9/08</p>	<p>4/09</p>	<p>PD funds for release days</p>		<p><i>November08</i> <i>February 09</i></p>
<p>G 5 Input information into the learning checks calculator and academic index calculator for the purpose of identifying students in need of support and flexible grouping. Results from the learning checks will be reported to the school council, Title I director and Elementary Director.</p>	<p>Implementation: Novice will be eliminated, increase proficient and distinguish by 20% and achieve SB 168 goals Short Term Measures of Success: Learning Checks Long Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>3rd-5th grade teachers, Special Area teachers, Principal, PSA, IC, BAC and Intervention teachers</p>	<p>9/08</p>	<p>3/09</p>	<p>N/A</p>		<p><i>October 08</i> <i>January 09</i> <i>April 09</i></p>
<p>G 6 Quality, current, Proficient student work and scoring guides will be posted in the hall, including “Dirty 4s.” Students scoring at the Proficient level on the learning checks will be recognized by name on the morning and/or afternoon announcements.</p>	<p>Implementation: Novice will be eliminated, increase proficient and distinguish by 20% and achieve SB 168 goals Short Term Measures of Success: Current work displayed in hallways will show improvement and Learning Checks and MAP data will reflect this improvement. Long Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>All teachers</p>	<p>9/08</p>	<p>On going</p>	<p>N/A</p>		<p><i>November 08</i></p>
<p>G 7 Teachers, coaches, and administrators will visit schools scoring over 100 and have meaningful discussions about how we can incorporate successful activities.</p>	<p>Implementation: Expectations will be raised for teachers and students to achieve the goal of 100. Short Term Measures of Success: Quality of Learning Checks and MAP data will improve Long Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data.</p>	<p>Elementary Director, Principal</p>	<p>10/08</p>	<p>5/09</p>	<p>PD funds for release time</p>		<p><i>January 09</i> <i>March 09</i></p>

<p>G8 Rooms and workspaces will be kept cleaned and well organized.</p>	<p>Implementation: Expectations will be raised for teachers and students to achieve the goal of 100 and safely move about the building. Short Term Measures of Success: Instructional time will not be lost due to disorganization and students work will improve as teachers model this expected behavior. Long Term Measures of Success: CTBS and KCCT results will show an increase of students scoring at the proficient level.</p>	<p>All teachers</p>	<p>12/08</p>	<p>5/09</p>	<p>N/A</p>		
<p>G9 Teachers will post Agendas and Outcomes daily for all subjects.</p>	<p>Implementation: Students and visitors doing walkthroughs will know the daily expectations to achieve the goal of 100. Short Term Measures of Success: Daily review of outcomes will improve retention and cause students work to improve. Long Term Measures of Success: CTBS and KCCT results will show an increase of students scoring at the proficient level.</p>	<p>All teachers</p>	<p>12/08</p>	<p>5/09</p>	<p>N/A</p>		
<p>G10 Teachers will plan together as teams to create common assessments at each grade level for all subjects.</p>	<p>Implementation: Students and teachers in all grade levels will have common expectations and support for reaching 100. Short Term Measures of Success: Teachers will support each other in creating and scoring ORQs and unit assessments. Weekly meetings with Coach, Principal, and PSA to score assessments will reflect this planning. Long Term Measures of Success: Learning Check results, student work, and other assessments will show an increase in students scoring proficient and a decrease/closing of the gaps in sub populations.</p>	<p>Teachers, PSA, Principal, Coaches</p>	<p>1/09</p>	<p>5/09</p>	<p>N/A</p>		

<p>G11 Flashbacks and exit slips will be used in all grade levels in all subject areas.</p>	<p>Implementation: Daily and weekly review will be included in lesson plans and observed during classroom observations. Short Term Measures of Success: Student work and Learning Checks will indicate that students are learning the core content and program of studies. Long Term Measures of Success: KCCT scores will indicate an increase in the number of students scoring at the proficient level and the NCLB report will indicate that all Reading and Math sub-group targets have been met.</p>	<p>Teachers, PSA, Principal, Coaches</p>	<p>9/08</p>	<p>5/09</p>	<p>N/A</p>		
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Action Component: STUDENT SUPPORT

District Name: FAYETTE COUNTY
 School Name: YATES ELEMENTARY SCHOOL

Component Leaders: Diane Fister, Amy Shoemaker
 Date: January 28, 2008

Priority Need	Goal
According to 2005 Foundations Survey of parents, teachers, and students, although discipline has improved and disruptions are kept to a minimum, CHAMPs standards for classroom management are inconsistently used and enforced and there was no school-wide discipline policy or common supervision expectations.	By May 2009, all staff will use the School-wide discipline policy for classroom management, common areas, referral procedures, and guidance to foster a safe and productive learning environment as measured by student and teacher response to the Foundations Survey.

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> ➤ Instructional time is lost due to disruptive behavior ➤ Teachers and students report that students do not treat each other and teachers with respect at all times. ➤ Inconsistent consequences for discipline problems. ➤ Suspension rate has been reduced from 7 to 2. ➤ Attendance rate for 2005-2006: 94.70, down from 2004-2005: 95.18, still down from a high of 95.76 in 1999. 	<ul style="list-style-type: none"> A. By May 2009, given the Foundations Survey, at least 90% of both students and teachers will agree that students treat each other and teachers with respect as evidenced by a reduction in referrals to office and suspensions. B. By May 2009, attendance will improve by 1.5 percentage points. C. A Service Team and SBDM Committees will work to support teachers by reviewing data and SIP activities for monthly Impact and Implementation checks. D. All Activities will be measured by Title I social worker, Foundations chairperson, guidance counselor, FRC Coordinator, and administration using both <u>short- and long-term Measures of Success</u> to generate data for communicating progress to the leadership team, SBDM Council, and for making informed decisions for improvement as the year progresses according to the reporting timeline that follows.

**SBDM Council Reporting Timeline
Student Support Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity			C2	C2 C3	C1 C2 C3	A1 B1 C2 C3	C2 C3	C2 C3	A1 B1 C2 C3		A1 B1 C2 C3	C2 C3

Student Support Component and Implementation & Impact Form

(2008-2010 School Years)

Component Leaders: Diane Fister and Amy Shoemaker

Objective # A, B, C: The school-wide discipline policy will guide us toward a safe and productive learning environment.

Activity	Measure	Responsible Person	Start Date	End Date	Fund Source	I, P, N	Progress Statement
A 1 All staff will implement the School-Wide Discipline Policy and Foundations principles adopted by SBDM to include <ul style="list-style-type: none"> ➤ CHAMPs ➤ Bully Prevention Program ➤ Core Essentials/Character Education ➤ Behavior Incident 	Implementation: Training will occur during staff meetings and PD days throughout the year. Classroom management and common area behavior will improve resulting in a school climate that is respectful of all. Implementation: Additional counseling and mentoring support for students needing alternative to suspension for discipline issues involving safety.	Classroom teachers and Guidance Specialist, FRC Coordinator, Title I Social Worker PAUSE Coordinator	8/08	5/09	FCPS Staffing Budget \$15,000 Learning Foundation Grant.		<i>December 2007</i>

<p>Reports</p> <ul style="list-style-type: none"> ➤ PAUSE Behavior Program will be continued as part of the School-Wide Discipline Policy as approved by SBDM. ➤ Homework Club will be added to the School-Wide Discipline Policy as approved by SBDM. 	<p>Implementation: Additional academic support for students in danger of failing due to incomplete class work and/or homework on a regular basis.</p> <p>Short Term Measures of Success: Foundations Committee will review discipline data in November, February and May. Walkthrough data will show an increase in time on task in all classrooms.</p> <p>Long Term Measures of Success: In May, Foundations Committee will use formal and informal assessment data to report on the reduction in disruptions caused by discipline issues as related to CATS results (increased student achievement).</p>	<p>and Classroom Teacher. ESS Coordinator and Classroom Teacher.</p>					<p>March 2009</p> <p>May 2009</p>
<p>B 1 Yates Student Assistance Team will participate in the Fayette County Truancy Initiative to provide an administrative referral process to the KY River Foothills Family Meeting Program.</p>	<p>Implementation: Parents will receive intervention services earlier to prevent loss of instructional time due to truancy, and violations will be brought to the court's attention promptly.</p> <p>Short Term Measures of Success: SAT will review attendance data in November, February and May.</p> <p>Long Term Measures of Success: Average Daily Attendance for the school year will improve 1.5 %.</p>	<p>FRC Coord, Title I Social Worker, PSA, Principal, and Guidance Specialist</p>	<p>8/08</p>	<p>5/09</p>	<p>FCPS Grant</p>		<p>December 2008</p> <p>March 2009</p> <p>May 2009</p>
<p>C 1 Monthly Impact and Implementation checks to be made and reported to the school council, Title I Director and Elementary Director.</p>	<p>Implementation: Students will be offered instructional programs that are research based and meet the needs of all students in all grades. Component leaders will report I and I data according to the SIP timelines.</p> <p>Short Term Measures of Success: Minutes from monthly Council meetings will show that monitoring of the instructional programs is taking place on a regular basis.</p> <p>Long Term Measures of Success: All students will score proficient or distinguished and achieve SB 168 goals.</p>	<p>Component Leaders and Service Team—see below</p>	<p>10/08</p>	<p>5/09</p>	<p>N/A</p>		<p>November 08</p>

<p>C 2 Yates Service Team will meet monthly to review school improvement activities.</p>	<p>Implementation: Along with a representative from IAKSS, leadership at Yates will discuss and plan for continued growth in improvement. Short Term Measures of Success: Data from November, February and May will show that steady growth is taking place. Long Term Measures of Success: All students will score proficient or distinguished and achieve SB 168 goals.</p>	<p>Principal, PSA, Instructional Coaches, Counselor / BAC, FRC, Special Education Facilitator</p>	<p>9/08</p>	<p>5/09</p>			<p>September 08 December 08 February 09 May 09</p>
<p>C 3 All SBDM committees will work to review and revise current SIP in order to develop an amended SIP annually.</p>	<p>Implementation: Committees will meet monthly to monitor, revise, and report on activities that have been approved by the Council and recommend policies to ensure continued success. Short Term Measures of Success: Minutes from Council meetings will show that monitoring of the instructional programs is taking place on a regular basis. Long Term Measures of Success: All students will score proficient or distinguished and achieve SB 168 goals.</p>	<p>Teachers, Principal, PSA, and Instructional Coaches</p>	<p>9/08</p>	<p>On-going</p>		<p>P</p>	<p>October 08-June 09 Committee minutes are reported and discussed at SBDM meetings. See minutes on Yates website http://www.yates.fcps.net.</p>

Action Component: Parent Involvement

District Name: FAYETTE COUNTY
 School Name: YATES ELEMENTARY SCHOOL

Component Leaders: Laura Hartman and Elaine Kaiser
 Date: Jan. 28, 2008

Priority Need	Goal
<p>According to Foundations, FRC, and teacher surveys, there is evidence that we have made great improvements in providing a productive learning environment that includes all parents and other adults in supporting our students</p>	<p>A. By January 2009, there will be a climate of support for all students that is safe and productive and engages more parents as measured by student and teacher responses on the Foundations Survey.</p> <p>B. By May 2009, parent involvement will increase by 50% as evidenced by parent sign-in sheets.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> ➤ SISI self study in 2004 indicated that diversity and equity were addressed to meet the needs of some students but that policy and practice were not clear. ➤ At PTA, Title I/FRC/Reading First sponsored evening events parent participation has improved and is now beginning to reflect the racial and socio-economic make-up of the school population as evidenced by sign-in sheets at these events. 	<p>A. By May 2009 parent/guardian participation in school-sponsored events will show a 50% increase in representation of the school's ethnicity, SES, and grade membership.</p> <p>B. All Activities will be measured by Title I lead teachers and FRC Coordinator using both short- and long-term Measures of Success to generate data for communicating progress to the leadership team, SBDM Council, and for making informed decisions as the year progresses according to the timeline that follows.</p>

**SBDM Council Reporting Timeline
Parent Involvement Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity				A6	A5 A7 A8	A4	A2	A3 A7 A8	A6		A1 A2 A7 A8	A3 A4 A5

Parent Involvement Component and Implementation & Impact Form

(2008-2010 School Years)

Component Leaders: *Laura Hartman and Elaine Kaiser*

Objective #A: Parents and teachers will work together to provide a productive learning environment that includes all parents in supporting our students.

Activity	Measure	Responsible Person	Start Date	End Date	Fund Source	I, P, N	Progress Statement
A 1 All staff will collaborate with One Community One Voice to implement suggested parent involvement activities	Implementation: Welcoming environment and success for students. Short Term Measures of Success: Sign-in sheets from activities and positive feedback on Foundations survey. Long Term Measures of Success: Analysis of end-of-year KCCT achievement data.	All Staff	6/08	5/09	Knight Ridder Grant		<i>May 09</i>

<p>A 2 FRC Coordinator, Title I Social Worker and Lead Teacher, Reading First Coach, and School Guidance Specialist will work with the FCPS Parent Resource Center, KIFL, KET, and PTA to implement monthly family programs to include:</p> <ul style="list-style-type: none"> ➤ Events to inform parents of Core Content standards and teach activities to support student achievement at home ➤ Distribute “Keep” books at appropriate reading levels to help build home libraries ➤ Develop New Student packets to be given to students who register after the start of the school year. ➤ Home visit or parent contact to new students within two weeks. 	<p>Implementation: Opportunities for collaboration between parents and teachers to promote student achievement in the home and will motivate students to reach proficiency in all areas.</p> <p>Short Term Measures of Success: Sign in sheets from C/R Day, Activity Nights, Title I Conferences will indicate an increase in parent participation in by ethnicity, SES, and grade membership.</p> <p>Long Term Measures of Success: Long Term: All content area scores on CTBS and CATS will increase due to collaboration between home and school.</p>	<p>Reading First Coach, FRC Coordinator, Title I Social Worker, Title I Lead Teacher, Guidance Counselor</p>	<p>8/08</p>	<p>5/09</p>	<p>Title I, FRC, RF grants</p>	<p><i>January 09</i></p> <p><i>May 09</i></p>
<p>A 3 All Staff will conduct and implement African American History activities such as read in day, visit your child at school day, and special assembly.</p>	<p>Implementation: Opportunities for collaboration between parents and school staff to promote student achievement in the home and motivate students to reach proficiency.</p> <p>Short Term Measure of Success: Sign in sheets.</p> <p>Long Term Measure of Success: All content area scores on CTBS and CATS will increase due to collaboration between home and school.</p>	<p>Reading First Coach, FRC Coordinator, Title I Social Worker, Title I Lead Teacher, Guidance Counselor, PSA</p>	<p>8/08</p>	<p>May/09</p>	<p>Title I, FRC</p>	<p><i>February 09</i></p> <p><i>June 09</i></p>
<p>A 4 Media Specialist will work with teachers, parents, and public libraries to promote family literacy. Activities will include</p> <ul style="list-style-type: none"> ➤ Integration of purchases with Harcourt <i>Trophies</i> ➤ Sharing AR booklists ➤ Monthly book donation or trade days 	<p>Implementation: Emphasis on literacy citywide will motivate students to become proficient readers.</p> <p>Short Term Measures of Success: GRADE and PAS scores will reflect an increase in student’s reading ability and interest.</p> <p>Long Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data will show increase and achievement gaps will decrease/close according to NCLB.</p>	<p>Media Specialist</p>	<p>8/08</p>	<p>5/09</p>	<p>SCIF, Reading First Grant</p>	<p><i>December 08</i></p> <p><i>June 09</i></p>

<p>A 5 PTA will work with Principal to recruit parents for the Commonwealth Institute for Parent Leadership (CIPL).</p>	<p>Implementation: Parents will be more informed about school academics and activities and parent leadership team will be built. Short Term Measures of Success: Parent enrollment in CIPL. Long Term Measures of Success: Student Achievement gain due to organization of project by parent.</p>	<p>PTA President Principal</p>	<p>8/08</p>	<p>5/09</p>	<p>N/A</p>		<p><i>November 08</i></p> <p><i>June 09</i></p>
<p>A 6 The Service Team will work with PTA and OCOV to recruit parents and/or community members to fully participate in monthly committee meetings, and each committee will report to SBDM Council on a rotating schedule. Committees' agendas will consist of charges from the SBDM Council related to student achievement.</p>	<p>Implementation: Monthly committee agendas will be posted and included in school newsletters. Parents will have ownership in the decision making process of the school. Short Term Measures of Success: Parent attendance at committee meetings as shown in committee minutes. Long Term Measures of Success: Increase in student Achievement and achievement gaps will decrease/close according to NCLB report.</p>	<p>Principal, PSA, Guidance Specialist, FRC Coordinator, Reading First Coach, and Intermediate Literacy Coordinator</p>	<p>8/08</p>	<p>5/09</p>	<p>N/A</p>		<p><i>October 08</i></p> <p><i>March 08</i></p>
<p>A 7 Report Cards, along with CTBS / CATS / PAS/ MST / Grade / DIBELS scores will be distributed in October, January, and March during scheduled Parent Conference Nights. Parents who do not attend will be contacted personally to reschedule or will be visited at home for face to face conferences for the 1st, 2nd, and 3rd reporting periods.</p>	<p>Implementation: Parents will be more informed about their students' academic progress and will have a better understanding of the assessments used by the state and Reading First, leading to increased support for daily academic assignments. Short Term Measures of Success: Attendance at conferences will improve and an increased awareness by parents of student successes. Long Term Measures of Success: Increase in student Achievement and achievement gaps will decrease/close according to NCLB report.</p>	<p>Classroom teachers, Title I Social Worker, FRC Coordinator, and Guidance Counselor.</p>	<p>10/08</p>	<p>3/09</p>	<p>N/A</p>	<p>P</p>	<p><i>November 08. Conference night was held October 26. Fewer than 30 students did not have report cards picked up either that evening or at a scheduled after school conference. These are being contacted.</i></p> <p><i>February 09</i></p> <p><i>May 09</i></p>

<p>A 8 Family sessions will be held as needed when students are referred by teachers to the Student Assistance Team and regularly thereafter for monitoring progress.</p>	<p>Implementation: Parents will be directly involved in the planning for interventions when their children are having problems being successful in the classroom. Teachers will participate in the initial family session and after as needed.</p> <p>Short Term Measures of Success: Data from SAT will reflect that interventions are taking place as needed. Parent attendance will increase awareness by parents of student successes and problems.</p> <p>Long Term Measures of Success: Learning check and KCCT data will show an increase in student achievement and the number of students scoring proficient. Achievement gaps will decrease/close according to NCLB report.</p>	<p>SAT Team</p>	<p>8/08</p>	<p>5/09</p>	<p>Title I, FRC</p>	<p>P</p>	<p><i>November 08.</i></p> <p><i>February 09</i></p> <p><i>May 09</i></p>
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Action Component: Equity (Senate Bill 168)

District Name: FAYETTE COUNTY
 School Name: YATES ELEMENTARY SCHOOL

Component Leaders: Elaine Kaiser and Ketsy Fields
 Date: Jan. 28, 2008

Priority Need	Goal
2007 CATS scores show that there is still a gap between Yates students on Free/Reduced lunch and those who pay.	By May, 2009 students in all demographic groups will score Proficient or Distinguished in all subjects.

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> • Yates population of 66% free and reduced lunch, 41% minority, and 14% students with disabilities requires staff to be culturally responsive and sensitive to these diverse needs and learning styles. • The Reading First Coach works with primary grades only, training and modeling for other teachers. • Intermediate teachers have not received the amount of coaching in literacy that has been available to primary teachers through the ERIG and Reading First grants. • Intervention in Math has not been available at the same intensity as in Reading. 	<ul style="list-style-type: none"> A. Success Maker software will be available on a daily basis. B. Targeted gap students scoring below grade level in reading and math, science, social studies, arts and humanities and practical living will be identified during the Fall testing window and parents will be contacted to enroll in daytime ESS and after-school academic clubs. C. Teachers will use the literacy block (3 hours primary and 2 hours intermediate) for diagnosis, flexible grouping, supplemental, and intervention for reading and writing and the math block for the same. D. All Activities will be measured using both <u>short- and long-term Measures of Success to generate data</u> for communicating progress to the leadership team, SBDM Council, and for making informed decisions as the year progresses according to the timeline that follows.

<p>A 2 Train special education teachers with their regular education partners 3 times each year to improve the quality of collaboration.</p>	<p>Implementation: Targeted students will receive core content instruction delivered to their specific needs. Short Term Measures of Success: Lesson plans will show that collaboration is taking place. Long Term Measures of Success: Targeted students will score as well as their peers on KCCT tests.</p>	<p>IAKSS Support personnel, Gayle Franklin, special ed. teachers</p>	<p>9/08</p>	<p>5/09</p>	<p>NA</p>		<p><i>Dec. 08</i> <i>April 09</i></p>
<p>B 1 All teachers will assess students a minimum of 3 times per year in the areas of reading and math using GRADE, DIBELS, DRA, MAP, and Learning Checks for the purpose of identifying students in need of support, i.e. “watch list” and flexibly grouping based on accurate information.</p>	<p>Implementation: All students will be flexibly grouped based on accurate information and informed decisions will be made for teaching. Short Term Measures of Success: Analysis of classroom observation data from formal and informal assessments will show an increase of students scoring at the proficient level and no novice scores. Long Term Measures of Success: Analysis of Learning Check data and review of end-of-year KCCT achievement data will reflect a gain in achievement for all students. NCLB targets will be met.</p>	<p>Principal, PSA, Reading First Coach, Intermediate Literacy Coach</p>	<p>8/08</p>	<p>5/09</p>	<p>Reading First and Literacy Coach Grants</p>	<p>P</p>	<p><i>October 08. First assessments given.</i> <i>December 09</i> <i>April 09</i></p>
<p>B 2 Identify all intensive, strategic, and Middle and High Apprentice students and those at risk of failure on assessments in B1 and contact parents to enroll students in intervention ESS (during the school day).</p>	<p>Implementation: ESS teachers will provide targeted students with additional literacy support during the school day and will meet monthly to discuss individual student progress. Short Term Measures of Success: Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scores. Long Term Measures of Success: Analysis of Learning Check data and review of end-of-year KCCT achievement data will reflect a gain in achievement for all students. NCLB targets will be met.</p>	<p>ESS Coordinator, Coaches, and Classroom teachers</p>	<p>8/08</p>	<p>5/09</p>	<p>ESS funds grant</p>		<p><i>January 09</i> <i>June 09</i></p>

<p>B 3 Students will be invited to enroll in year-long academic oriented clubs for enrichment in all subject areas. These include critical thinking games, chess, drama, dance, chorus, science, study buddies, math, book club, and academic challenge.</p>	<p>Implementation: Additional academic support and attendance motivation for students with emphasis on intensive, strategic, middle and high apprentice students and those on free and reduced lunch. Short Term Measures of Success: Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scores. Long Term Measures of Success: Analysis of Learning Check data and review of end-of-year KCCT achievement data will reflect a gain in achievement for all students. NCLB targets will be met.</p>	<p>Teacher sponsors of clubs</p>	<p>10/08</p>	<p>5/09</p>	<p>\$15,000 Learning Foundation Grant</p>	<p>I</p>	<p>November 08.</p>
<p>B 4 Provide Read 180 to identified Novice/At Risk intermediate students during the school day.</p>	<p>Implementation: Technology intervention will motivate targeted students to reach proficiency in all reading sub domains. Short Term Measures of Success: Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scores. Long Term Measures of Success: Analysis of Learning Check data and review of end-of-year KCCT achievement data will reflect a gain in achievement for all students. NCLB targets will be met.</p>	<p>4th and 5th grade Read 180 teachers</p>	<p>8/08</p>	<p>5/09</p>	<p>N/A</p>	<p>P</p>	<p><i>October 08.</i> <i>March 09</i></p>
<p>B 5 Provide Earobics phonics instruction to identified At Risk primary students during the school day.</p>	<p>Implementation: Technology intervention will motivate targeted students to reach proficiency in all reading sub domains. Short Term Measures of Success: Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scores. Long Term Measures of Success: Analysis of Learning Check data and review of end-of-year KCCT achievement data will reflect a gain in achievement for all students. NCLB targets will be met.</p>	<p>Primary teachers</p>	<p>8/08</p>	<p>5/09</p>	<p>Reading First Grant</p>		<p><i>January 09</i> <i>May 09</i></p>

<p>B 6 Provide instruction in the essential elements of effective reading instruction to identified At Risk primary students during the school day with weekly focus posted.</p>	<p>Implementation: All primary students will be on grade level in reading. Short Term Measures of Success: Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scores. Long Term Measures of Success: Analysis of Learning Check data and review of end-of-year KCCT achievement data will reflect a gain in achievement for all students. NCLB targets will be met.</p>	<p>Reading First coach and primary teachers.</p>	<p>8/08</p>	<p>5/09</p>	<p>ESS and Reading First Grant</p>		<p><i>Jan 09</i></p> <p><i>May 09</i></p>
<p>B 7 Staff will work with One Community One Voice to identify and recruit low SES students in grades 2-5 for school-year practice and an alternative summer ESS program to practice weekly with Core Content questions for Academic Challenge competition in February and in August as part of the Back to School Rally.</p>	<p>Implementation: Students likely to fall behind and/or lose academic ground over the summer will be coached weekly all year round on Core Content material to eliminate this loss and reduce the achievement gap. Short Term Measures of Success: Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scores. Long Term Measures of Success: Analysis of Learning Check data and review of end-of-year KCCT achievement data will reflect a gain in achievement for all students. NCLB targets will be met.</p>	<p>ESS Coordinator, Two coaches, one for 2/3 and one for 4/5 teams of 5 students with one alternate.</p>	<p>11/08</p>	<p>8/09</p>	<p>OCOV grant, ESS, 21st Century Grant partnership</p>		<p><i>November 08</i></p> <p><i>May 09</i></p> <p><i>August 08</i></p>
<p>B 8 Staff will work with 21st Century Community Learning Center program to provide tutoring in reading and math, character education, and enrichment in health and safety, physical education and arts and humanities, targeting low socioeconomic students.</p>	<p>Implementation: Students will be participating in stimulating after-school activities matched to the core content and parents will be offered assistance in working with their students at home, helping to reduce the achievement gap. Short Term Measures of Success: Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scores. Long Term Measures of Success: Analysis of Learning Check data and review of end-of-year KCCT achievement data will reflect a gain in achievement for all students. NCLB targets will be met.</p>	<p>Regina Berry, 21st Century Director, CLC Coordinator, tutors, and teachers.</p>	<p>9/08</p>	<p>On going</p>	<p>21st Century Grant</p>	<p>I</p>	<p><i>November 08.</i></p> <p><i>May 09</i></p>

<p>B 9 Post core content vocabulary across all subjects in common areas to use when waiting in the hallways during bathroom breaks or other breaks.</p>	<p>Implementation: Students will be participating in stimulating during and after-school activities matched to the core content in all subjects. Short Term Measures of Success: Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scores. Long Term Measures of Success: Analysis of Learning Check data and review of end-of-year KCCT achievement data will reflect a gain in achievement for all students. NCLB targets will be met.</p>	<p>Classroom teachers, Intervention teachers, Club sponsors.</p>	<p>11/08</p>	<p>On going</p>	<p>N/A</p>	<p>P</p>	<p><i>November 08.</i> <i>April 09</i></p>
<p>C 1 All teachers will keep a student achievement notebook to monitor student progress and will meet with Principal, PSA, and/or Reading First and Intermediate Literacy Coaches to discuss results. Interventions will be recorded, monitored, and revised as needed.</p>	<p>Implementation: All students will receive the individually prescribed reading and math instruction they need to be proficient based on informed decisions. Short Term Measures of Success: Data from Student Achievement notebooks and minutes from weekly team meetings will reflect academic growth for targeted students. Long Term Measures of Success: Learning checks, PAS, GRADE, DIBELS, and KCCT tests will show an increase in students scoring proficient and distinguished and academic gaps are being closed.</p>	<p>PSA, Reading First Coach, Intermediate Literacy Coach, Writing Coach</p>	<p>8/08</p>	<p>5/09</p>	<p>Reading First Grant, Literacy Coach grant, Math intervention grant, Title I</p>		<p><i>January 09</i> <i>May 09</i></p>
<p>C 2 Subpopulations of students identified as scoring below the proficient level will receive extra instruction using the KCCT Coach books along with other sources.</p>	<p>Implementation: All students will be proficient and achieve SB 168 goals. Short Term Measures of Success: Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scores. Long Term Measures of Success: Analysis of Learning Check data and review of end-of-year KCCT achievement data will reflect a gain in achievement for all students. NCLB targets will be met.</p>	<p>4th and 5th Grade Intervention Teachers</p>	<p>9/08</p>	<p>5/09</p>	<p>Title I</p>		<p><i>December 08</i> <i>March 09</i></p>

<p>C 3 Analyze Grade, DIBELS, MAP and Learning check assessment information and adjust instruction accordingly. Student subpopulations not scoring at the Proficient level will receive supplemental intervention instruction through the daytime ESS program.</p>	<p>Implementation: All students will be proficient and achieve SB 168 goals Short Term Measures of Success: Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scores. Long Term Measures of Success: Analysis of Learning Check data and review of end-of-year KCCT achievement data will reflect a gain in achievement for all students. NCLB targets will be met.</p>	<p>1st-5th grade teachers, Principal, PSA, IC, RF Coach</p>	<p>9/08</p>	<p>5/09</p>	<p>ESS</p>		<p><i>December 08</i> <i>March 09</i></p>
<p>C 4 Teachers in all grades will plan field trip experiences to enrich the core content taught daily in the classroom.</p>	<p>Implementation: All students will have enriching experiences with which to connect core content. Short Term Measures of Success: Student work samples, formal and informal assessments will be analyzed during once per month during team meetings and will reflect academic growth for targeted students. Long Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data will show that gaps are being closed.</p>	<p>All teachers, PSA</p>	<p>9/08</p>	<p>5/09</p>	<p>PTA</p>	<p>P</p>	<p><i>October 08.</i> . <i>May 09</i></p>
<p>C 5 Identify students in grades k-3 scoring below grade level in math and provide math intervention daily.</p>	<p>Implementation: Low SES and other targeted students will have enriching math experiences with which to become proficient. Short Term Measures of Success: Student work samples, formal and informal assessments will be analyzed during once per month during team meetings and will reflect academic growth for targeted students. Long Term Measures of Success: Analysis of above data as well as review of end-of-year KCCT achievement data will show that gaps are being closed.</p>	<p>Melanie Christmas, Primary teachers</p>	<p>9/08</p>	<p>5/09</p>	<p>MIT Grant</p>		<p><i>December 08</i> <i>May 09</i></p>

