

# **LEXINGTON TRADITIONAL MAGNET SCHOOL**

## **SCHOOL IMPROVEMENT PLAN 2011 - 2012**

➤ **SBDM Council approval date** \_\_\_\_\_

➤ **Signature of Principal** \_\_\_\_\_  
**Joy Alison Hayes**

### **LTMS Mission Statement**

**Learning is the Mission of LTMS,  
Where Great Minds are Developed in Lexington's School of Choice**

**Council member signatures:**

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**J. Alison Hayes**

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**Crystal Estes**

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**Liza Holland**

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**Patrice Thompson**

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**James Hodge**

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**James Walsh**

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**Karen Irving**

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**Pamela Crouch**

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**Joyce Turner**

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**David Ewen**

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**Ann Jones**

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**Lance Patton**

## **SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:**

### ***PLAN SUMMARY:***

WITH THE IMPLEMENTATION OF NEW STANDARDS IN READING AND MATH AND THE NEW WRITING POLICY, THERE ARE IMPERATIVE NEEDS FOR PROFESSIONAL DEVELOPMENT, CURRICULUM WORK, AND COLLEAGIAL PLANING TIME. AFTER DATA ANALYSIS OF SITE, DISTRICT, AND STATE ASSESSMENTS, THERE IS A LARGE GAP IN SPECIFIC SUBGROUPS. WE ARE COMMITTED TO OFFERING INSTRUCTION THAT IS DIFFERENTATED. WE HAVE A DUTY TO OFFER INSTRUCTION THAT IS DIFFERENTIATED ON READINESS, LEARNING STYLES, AND MULTIPLE MODALITIES IN ORDER FOR US TO TAILOR THE INSTRUCTION TO MEET THE NEEDS OF OUR STUDENTS. CONSIDERING THE NEEDS OF OUR COMMUNITY AND THE JOB MARKET, THERE IS A STRONG NEED FOR THE INTEGRATION OF 21ST CENTURY SKILLS, COMMUNITY INVOLVEMENT, CITIZENSHIP, HIGHER LEARNING/VOCATIONAL/CAREER CENTERED INSTRUCTIONAL FOCUS, AND INQUIRY-BASED INSTRUCTION. THE APPLICATION OF ACADEMICS AND HOW TO CRITICALLY PROCESS INFORMATION IS OF GREAT NEED FOR OUR STUDENTS.

THIS PLAN DETAILS THE REQUIREMENTS FOR LTMS TEACHERS IN PEDAGOGY, CURRICULUM, PROFESSIONAL DEVELOPMENT, AND MODIFICATIONS IN ORDER TO ACHIEVE MASTERY IN INSTRUCTIONAL METHODS. SPECIFIC DETAILS OF THE PLAN INCLUDE PARENT AND COMMUNITY INVOLVEMENT, ASSESSMENT, AND DATA ANALYSIS IN ORDER FOR LTMS TO CREATE A CONTINUAL ENVIRONMENT OF TEAMWORK, REFLECTION, AND IMPROVEMENT.

***PROCESS SUMMARY***

Certified and classified staff, parents, and community members are all given the opportunity to serve on the School Improvement Plan committee through departments and SBDM committees. The department chairs, curriculum coaches, and other administrative leaders took active roles in working with the principal in committee and electronic meetings to develop the SIP plan. The principal guided the committee through data analysis and identification of areas in need.

This plan will serve as a roadmap as LTMS moved forward to provide a curriculum that meets the needs of its diverse population as they strive for academic excellence. This plan will be closely monitored as a living document through scheduled implementation and impact checks involving all LTMS stakeholders. The final SIP will be presented before the SBDM, various committees, and collegial meetings.

**Action Component: Academic Performance-Teacher Preparedness**

**District Name:** Fayette County Public Schools

**Component Manager:** Principal and Associate Principal

**School Name:** Lexington Traditional Magnet School

**Date :** 2012

Priority Need	Goal (Addresses the Priority Need)
<p><b>According to the <u>2019-2010</u> Spring Kentucky Interim Performance Report (KIPR):</b></p> <p>There is a need to decrease the number of math, science, and social studies novice scores in sub groups.</p> <p>There is a need to increase the number of proficient and distinguished students in sub groups by 35% in mathematics, science, and social studies.</p> <p>There is a need to increase the number of distinguished students in sub groups in reading.</p> <p>There is a need to increase the number of students scoring in the apprentice level to the proficient or distinguished level in on demand writing.</p>	<p>LTMS will operate with the goal of closing the achievement gap between various subgroups.</p> <p>The goal is to have all teachers become mastery-level teachers in order to provide student-centered instruction that is differentiated to meet the needs of all students.</p> <p>The goal is for teachers to provide engaging lessons that are immersed in 21<sup>st</sup> Century skills in order to best prepare them for higher-level learning and the world outside the school walls.</p> <p>The goal is to reduce the novice levels in reading to 0%.</p>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<p>There is a need to maximize collegial planning time in order to develop a rigorous curriculum that supports critical thinking which should be embedded with differentiation, inquiry, academic application, higher learning/vocational/career focus, and assessment.</p> <p>There is a need to consistently provide reading, math, and writing integration in each of their disciplines.</p> <p>There is a need to consistently adopt lesson design practices that focus on scaffolding content, inquiry, higher-level thinking, student learning styles, engagement, and reflection.</p> <p>There is a need for teachers to share and research creative ways to engage student learners. Most lessons do not include 21<sup>st</sup> century skills.</p> <p>There is a need for teachers to have a foundational understanding of presenting instruction using learning styles commonly associated with students in poverty.</p> <p>There is a need for intervention classes to be fully utilized for their intended purpose. They should include study strategies, reading skills, math foundational work, behavioral interventions, etc.</p> <p>There is a need for less direct lecture-based instruction.</p> <p>There is a need for students to be consistently exposed higher-level question techniques and critical thinking.</p>	<p>Teachers will be provided with guidance on how to maximize collegial planning time in order to develop a rigorous curriculum that supports critical thinking which should be embedded with differentiation, inquiry, academic application, higher learning/vocational/career focus, and assessment.</p> <p>Teachers will be provided with concrete examples for reading, math, and writing integration in each of their disciplines. Lesson plans should identify which interdisciplinary skills are being employed with each lesson.</p> <p>Teachers will adopt lesson design practices that focus on scaffolding content, inquiry, higher-level thinking, student learning styles, engagement, and reflection. These components will be documented in the lesson plan and be evaluated during walk-through evaluations.</p> <p>Teachers will share and research creative ways to engage student learners which will include but not be limited to 21<sup>st</sup> Century skills. These should be documented in the lesson plan.</p> <p>Teachers will have a foundation of understanding the learning styles and barriers to learning for students in poverty. Research-based practices must be employed to address educational needs. Various book studies and collegial plans will be dedicated to learning about these needs. Interventions will be utilized and documented.</p> <p>Quality intervention course work will be continually improved in order to strengthen the educational foundation for students. This will be a part of the Response to Intervention plan that must be developed, implemented, analyzed, and improved.</p> <p>Teachers are held accountable for providing course work that is engaging and student-centered.</p> <p>Teachers are held accountable for documented higher-level question driven lessons that foster critical thinking for an application of academics.</p>

**SBDM Council Reporting Timeline  
Academic Performance Component  
Teacher Preparedness and Best Practices**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>Action Component Activity</b>	A - 2	A - 1	A - 3	A - 5	A - 3	A - 5	A-1	A - 5	A-3	A - 5	A-3	
	A - 8	A - 2	A - 4	A - 6	A - 5	A - 6	A - 2	A - 7	A - 5	A - 7	A - 5	
	A - 9	A - 8	A - 5	A - 7		A - 7	A - 3		A - 6	A-9	A - 6	
	A - 10	A - 9		A - 12		A - 12	A - 4		A - 12		A - 12	
	A - 11	A - 10					A - 5					
		A - 11				A - 8						
						A - 9						
						A-10						
						A-11						

***Academic Performance Component  
And Implementation & Impact Form:  
Teacher Preparation and Best Practices  
2011-2012***

**Component Leader: Administrative Leaders**

**Objective #A** LTMS teachers will offer a curriculum that is rooted in scientifically-proven best practices. Teachers will strive to achieve mastery-level instructional methods while engaging students in each daily lessons at each academic level.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>A-1.</b> All staff will receive and be trained on curriculum standards for horizontal and vertical alignment.</p>	<p><b>Implementation:</b> After receiving the standards and training, teachers will spend time developing units and lessons in order to provide a quality learning experience that facilitates the learning of the standards. These components will be both vertically and horizontally aligned school wide.</p>	<p>Administrative Leaders</p>	<p>07/11-06/12</p>	<p>\$2,000 stipend</p>	<p>SBDM</p>		
	<p><b>Short-Term Measures of Success:</b> Formative and summative assessments will be used to determine the level of academic success. Teacher, student, and parent feedback will be used to provide qualitative measures of success.</p>	<p>Curriculum Leaders</p>					
	<p><b>Long-Term Measures of Success:</b> Required content will be retained longer and students will be able to apply skills to other disciplines and real-life situations. The district and state tests will reflect an increase in achievement levels.</p>	<p>Department Chairs</p> <p>Team Leaders</p>					

<p><b>A-2.</b> Academic departments will receive at least six hours of professional development in their respective discipline for vertical alignment as well as horizontal alignment through workshops with other departments.</p>	<p><b>Implementation:</b> Teachers will be given opportunities either at school or in the district to align the curriculum within their department. Special attention will be given to creating a bridge to the standards in high school.</p> <p><b>Short-Term Measures of Success:</b> Teachers will be able to offer a better quality curriculum which will not only be of interest to the students but drive content to longer term memory. By a deeper understanding of the content, teachers will have a greater opportunity to differentiate instruction.</p> <p><b>Long-Term Measures of Success:</b> Required content will be retained longer and students will be able to apply skills to other disciplines and real-life situations. The district and state tests will reflect an increase in achievement levels.</p>	<p>Administrative Leaders Curriculum Leaders Department Chairs Team Leaders</p>	<p>07/11-06/12</p>	<p>\$2,000 stipend</p>	<p>SBDM</p>	
<p><b>A-3.</b> Collegial plans will be utilized to assist with curriculum development. The focus will be on alignment, differentiation, modifications, intervention strategies, assessment, data analysis, and course improvements.</p>	<p><b>Implementation:</b> Collegial planning teams will meet at least once a week to work on grade level disciplined curriculum and/or horizontal alignment. Departments will meet approximately twice a month to vertically align the curriculum.</p> <p><b>Short-Term Measures of Success:</b> Formative and summative assessments will be show an increase in the level of student academic success.</p> <p><b>Long-Term Measures of Success:</b> The district and state tests will reflect an increase in achievement levels. The number of students entering high school AP courses will increase.</p>	<p>Administrative Leaders Curriculum Leaders Department Chairs Team Leaders</p>	<p>08/11-06/12</p>	<p>\$0</p>	<p>n/a</p>	
<p><b>A-4.</b> Springboard and other textbooks/programs will be used in order provide quality resources for instruction. A quality resource/program is needed to address the needs of students on</p>	<p><b>Implementation:</b> Teachers will be expected to utilize school resources to their fullest capacity. Resources must be documented in lesson plans. Teachers in need of resource training will be provided with opportunities to do so.</p>	<p>All teachers</p>	<p>07/11-06/12</p>	<p>25,000</p>	<p>SBDM</p>	

<p>lower learning levels in order for students not to exceed the frustration level conducive to learning.</p>	<p><b>Short-Term Measures of Success:</b> Site-level and district-level assessments will show an increase in academic scores. Surveys from teachers, parents, and students will show valid acceptance and support for the chosen curriculum.</p>						
<p><b>A-5.</b> All LTMS teachers will effectively implement differentiated instructional practices to meet the academic needs of a variety of student learners. This will include lessons modified for learning levels, learning styles, multiple modalities, student interest, modification requirements, and community needs.</p>	<p><b>Implementation:</b> Teachers will receive differentiated instruction training in a series of faculty meetings/professional development opportunities. Teachers will be held accountable for utilizing these strategies and documenting them in lesson plans.</p>	<p>All teachers</p>	<p>08/11-06/12</p>	<p>\$0</p>	<p>n/a</p>		
<p><b>A-6.</b> Teachers will post student work with respect to legal ramifications regarding confidentiality. This work should be used as examples of exemplary work.</p>	<p><b>Implementation:</b> Areas are currently provided to post student work. Each of these areas will be utilized and updated.</p>	<p>All teachers</p>	<p>08/11-06/12</p>	<p>\$0</p>	<p>n/a</p>	<p>I</p>	
<p><b>Short-Term Measures of Success:</b> Students will not exceed the frustration level which is conducive for learning. Student interest in academics will increase, truancy will decrease, and students will be engaged in the classroom.</p>	<p><b>Long-Term Measures of Success:</b> Site, district, and state assessments will show an increase in academic scores and smaller gaps between subgroups.</p>						
<p><b>Short-Term Measures of Success:</b> Students will have an increased pride in their school and an increased self-confidence. This will positively affect scores on formative and summative assessments.</p>	<p><b>Long-Term Measures of Success:</b> Site, district, and state assessments will show an increase in academic scores and smaller gaps between subgroups.</p>						

<p><b>A-7</b> Teachers will review the pedagogical cycle and implement it regards to formative assessments. These will include any of but not limited to the following: embedded questioning, discussion, exit slips, bell ringers, problems of the day, flashbacks, etc. This will give teachers the ability to provide immediate interventions.</p>	<p><b>Implementation:</b> Teachers will refresh their skills on formative assessments and questioning techniques in order to maximize their instructional performance.</p> <p><b>Short-Term Measures of Success:</b> Teachers will feel more confident with formative assessment and will be able to adjust instruction based on learning. This will give student immediate feedback and an education that fits their need. This information should be used as a foundation to the LTMS Response to Intervention level 1.</p> <p><b>Long-Term Measures of Success:</b> Teachers will be able to create units of learning that are directly based on the rigor, pace, and instructional method needed of the student. This information will be used for the LTMS Response to Intervention level 1. The long-term advantages will be to build an intervention plan individualized for students that perform below grade level.</p>	<p>All teachers</p>	<p>08/11-06/12</p>	<p>\$0</p>	<p>n/a</p>	
<p><b>A-8.</b> All teachers will receive descriptions of mastery teaching. As teachers are evaluated, they will be scored on a continuum for their readiness for mastery training. Continuous feedback will be given to teachers in order to assist them with achieving these ranks.</p>	<p><b>Implementation:</b> In small groups, teachers will receive training on examples of mastery teaching. Qualitative and quantitative data will be collected on teacher and student performance in order to establish a baseline of teacher readiness. Advancing skills will be supported by administrative leaders. Various instructional methods will be introduced to teachers as they strive to reach mastery level.</p> <p><b>Short-Term Measures of Success:</b> As teachers increase their instructional abilities, they will offer a better quality of education and set examples for other teachers to follow. This will spill over through the school as teachers will be professional and share their strategies. Teachers will also set examples for students as they truly become life-long learners constantly reflecting and improving their craft.</p>	<p>Administrative Leaders All teachers Counselors (data) Community Stakeholders</p>				

	<p><b>Long-Term Measures of Success:</b> Students receiving instruction from mastery-level teachers and those striving to achieve this level will learn through an educational pedagogy that accelerates their learning levels and the rate and retention of their academic successes. Students will be able to follow in the footsteps of their teachers as they model life-long learners that constantly reflect and make improvements on their performance.</p>						
<p><b>A-9.</b> As teachers strive to reach mastery level for personal performance, they will be trained to facilitate instruction through either problem-based, project-based, and/or inquiry-based methods</p>	<p><b>Implementation:</b> When teachers feel comfortable with classroom management, differentiation, and higher-level instructional strategies, they will participate in unit development and skill training for problem-based, project-based, and/or inquiry-based methods. Each mastery-level teacher will create and facilitate at least three of these learning opportunities.</p> <p><b>Short-Term Measures of Success:</b> Students will receive a learning experience that is applicable to daily life and focused on the true rationale for content standards. This type of instruction will stimulate various lobes of the brain which will push experiences from short term memory toward long-term memory.</p> <p><b>Long-Term Measures of Success:</b> The retention rates of content standards will inflate the academic levels achieved on site, district, and state assessments.</p>	<p>Administrative Leaders All teachers Counselors (data) Community Stakeholders</p>	<p>07/11-6/12</p>	<p>\$2,500 stipend</p>	<p>SBDM</p>		
<p><b>A-10.</b> Language Arts, Math Science, and Social Studies teachers will be trained in the applications of College Board Pre-AP strategies for advanced and rigorous curriculum instruction. If funds will allow, content specific Pre-AP certification will be offered. Core Lab lessons will be</p>	<p><b>Implementation:</b> Teachers will attend the College Board Pre-AP certification training and deliver a curriculum that is advanced and provides adequate preparation for AP courses in high school. The curriculum for these courses will be developed over the summer. Teachers will train on the coursework and offer a curriculum that is advanced and above the general curriculum.</p>	<p>Administrative Leaders Academic Dean Pre-AP Chair</p>	<p>06/11-06/12</p>	<p>\$5,000</p>	<p>SBDM</p>		

<p>developed for this program and similar level-appropriate lessons will be developed for the general classes.</p>	<p><b>Short-Term Measures of Success:</b> The implementation of this strategy will offer a more rigorous curriculum for students that are above grade level. These students will be adequately prepared for high school AP course work. This curriculum will be embedded with engaging, age-appropriate grade level and advanced experiences. 21<sup>st</sup> Century skills, inquiry-based instruction, research-based projects, and critical thinking experiences will frame the program.</p>					
<p><b>A-11</b> Training will be provided for teachers in the areas of interpreting assessment data and adjusting instruction based on academic success during formative and summative evaluations.</p>	<p><b>Implementation:</b> The Academic Dean and various presenters will be utilized to assist teachers in their skills for interpreting assessment data.</p>	<p>Administrative Leaders</p>	<p>07/11-04/12</p>	<p>\$250</p>	<p>SBDM</p>	
<p><b>A-12.</b> Mainstreaming special education students will increase and special education teachers will seek content specific Highly Qualified status.</p>	<p><b>Implementation:</b> Depending on the direct need of the students, the special education students will experience more mainstreamed classes. Special education teachers will seek professional development opportunities to gain their content specific Highly Qualified status. The special education department will collaborate with the general education teachers on content improvement.</p>	<p>Administrative Leaders  SPED Department  Curriculum Leaders  Department</p>	<p>07/11-04/12</p>	<p>\$0</p>	<p>n/a</p>	
<p><b>Long-Term Measures of Success:</b> Site, district, and state assessments will show an increase in academic success. Community partnerships with businesses and higher learning institutions that are formed through this program will eventually scaffold our entire academic program creating a ripple of improvements across the board.</p>	<p><b>Short-Term Measures of Success:</b> Teachers will be able to identify content strands that are in need of reinforcement and determine the validity of various instructional methods in order to adjust strategies.</p>	<p>All teachers</p>				
<p><b>Long-Term Measures of Success:</b> The curriculum offered will fit the needs of each student. Teachers will offer the best instruction available. Needs for intervention will be quickly identified thus showing an increase of academic performance on site, district, and state assessments.</p>						

	<b>Short-Term Measures of Success:</b> Students will experience instruction from Highly Qualified content teachers. This will increase the quality of the instruction.	Chairs Team Leaders					
	<b>Long-Term Measures of Success:</b> The assessment gap between special education students and general education students will decrease.						

**Action Component: Academic Excellence**

**District Name:** Fayette County Public Schools

**Component Manager:** Academic Dean

**School Name:** Lexington Traditional Magnet School

**Date :** 2012

Priority Need	Goal (Addresses the Priority Need)
<ol style="list-style-type: none"> <li>1. There is a need for the development of a Response to Intervention (RTI) plan and documentation for individual students.</li> <li>2. There is a need to develop quality intervention courses.</li> <li>3. There is a need to reflect on and improve best practices in the classroom.</li> <li>4. There is a need for supplemental materials and/or replacement text for students that are not experiencing achievement due to readiness level.</li> <li>5. There is a need for teachers to integrate curriculum in order for students to fully understand the standards.</li> <li>6. There is a need to increase communication among departments.</li> <li>7. There is a need for intervention classrooms for behaviorally at-risk students in addition to students with low academic performance.</li> <li>8. There is a need to decrease the number of math, science, and social studies novice scores in sub groups.</li> <li>9. There is a need to increase the number of proficient and distinguished students in sub groups by 35% in mathematics, science, and social studies.</li> <li>10. There is a need to increase the number of distinguished students in sub groups in reading.</li> </ol>	<p>The goal is to develop a quality Response to Intervention plan that assesses student needs, scientifically-researches individualized instructional methods for students, and offers a safety net for students before they experience failure. This will also reduce the over identification of students in the Special Education department.</p> <p>The goal is to develop state-of-the-art intervention courses that increase the rate of academic proficiency for at-risk students.</p> <p>The goal is to find, purchase, and utilize instructional materials that suit the educational needs of the low performing students based on readiness level and ability.</p> <p>The goal is for teachers to integrate curriculum units in order for students to fully understand the standards and how they will be utilized in the world beyond the walls of the school house.</p> <p>The goal is to increase communication between departments in regard to content standards and how they can be utilized in other courses. This will assist in mutual respect between departments regardless of the content area.</p> <p>The goal is to increase communication between departments in regard to student performance, intervention strategies, best practices, and establishing individual student goals.</p> <p>The goal is for teachers to provide engaging lessons that are immersed in 21<sup>st</sup> century skills in order to best prepare students for higher-level learning and the world outside the school walls.</p> <p>The goal is to reduce the novice levels in reading to 0%. LTMS will operate with the goal of closing the achievement gap between various subgroups.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> <li>1. Intervention classes need to be continually focused on the specific causes for educational barriers to successes. They were placed in these classes without documentation of intervention strategies, established goals, or collaboration between teachers.</li> <li>2. Intervention classes are in need of text and/or resources that are conducive to the readiness level of the students.</li> <li>3. Due to time constraints and the structure of the schedule, teachers are not provided with any opportunities for collegial planning within their department outside of their grade level and core content teachers have no opportunities for collegial planning with related arts teachers. This greatly hinders vertical and horizontal alignment.</li> <li>4. Teachers need a strong knowledge base for interventional strategies and how to assess them. The nature of the school day and the demands on teachers makes it difficult to document the responses to interventions without concrete examples and practice.</li> </ol>	<p>An objective is to create an RTI committee of teachers representing special education, core content, various grade levels, and various disciplines. These teachers will become the site experts and train/assist teachers as they learn how to appropriately implement interventions.</p> <p>An objective is to research various schedules that will allow for the middle school “teaming” concept while providing departments the opportunity to collaborate. These schedules will be presented to the staff as options for the 2013 school year.</p> <p>Teachers will be trained in the application of RTI including intervention strategies and how to assess them.</p>

### **LTMS Writing Policy**

The overall goal of the LTMS Writing Policy is to provide a framework to improve the quality of our students' writing and communication skills and to enable students to acquire 21<sup>st</sup> century skills. Our intent is to shift students from simply producing a piece of writing to involving them in the process of effectively communicating as writers.

The following responsibilities outline the role of the administrators, teachers and students in supporting the LTMS writing policy. The principal shall communicate and monitor implementation of the responsibilities. The school council shall revisit this policy annually.

### **Administrative Responsibilities**

1. Identify a knowledgeable teacher as writing cluster leader.
2. Support cluster leader in his or her role.
3. Provide time and resources for writing program review and provide ways for the analysis provided to inform whole class and whole school instruction.
4. Ensure that all teachers are adequately informed (including deadlines) and trained to implement the LTMS Writing Plan prior to the school year and throughout the school year as needed.
5. Oversee the collection and movement of Instructional Writing Folders, including writing to learn, writing to demonstrate learning, and writing to publish.
6. Provide accountability by ensuring that ALL teachers meet trimester deadlines for submission of writing to publish (with evidence of feedback) to the Instructional Writing Folder maintained by the student's language arts teacher.
7. Commit to continually seek out and support new technologies to implement the writing policy
8. Commit to continually seek out funding for the public relations component of the LTMS Writing Plan.
9. Ensure communication of the LTMS Writing Plan to the school community (website, newsletters, meetings), including resources to support the plan.

### **Teacher Responsibilities**

1. Every teacher, across all content areas, will be accountable for implementing the LTMS Writing Plan which will outline which selections will be contained in student folders in alignment with KCAS.
2. Classroom instruction should regularly include the three types of writing (to learn, to demonstrate learning, and to publish), allowing for student choice and creativity within the framework of the KCAS.

3. Every teacher will provide instruction on the characteristics of good writing and maintains evidence of the writing process in subject area writing folders, including descriptive feedback (teacher, peer or self-evaluative).
4. Submits a “writing to publish” piece (with form attached) for the Instructional Writing Folder each trimester which includes evidence of the writing process (brainstorming, pre-writing, rough draft, final draft, and feedback) and some element of inquiry and/or research.
5. Provide opportunities for students to publish written work both within and outside of school.
6. Model and practice with students constructed response questions.
7. Provide regular opportunities for students to practice on demand writing.
8. Embed regular instruction for students about communication and writing strategies and provide opportunities both within and beyond the classroom for using them utilizing innovative technology.
9. Teach what plagiarism is, its importance and how to avoid doing it.
10. Teach how to identify and utilize quality research sources to inform student’s work.
11. Provide opportunities for oral presentation of work and evaluation of effective listening skills.

### **Student Responsibilities**

1. Complete all subject content area writing requirements.
2. Apply criteria of various scoring rubrics to their own and others’ work (peer and self-assessment).
3. Ensure that written work is his/her own, avoiding plagiarism.
4. Use the writing process (brainstorming, pre-writing, rough draft, receiving and reflecting on feedback, and final draft,) in every class to learn, to demonstrate learning and to publish.
5. Make connections about writing across the curriculum.
6. Contribute regularly to a writing instructional folder reflecting the components of the writing plan.

**SBDM Council Reporting Timeline**  
**Academic Performance Component**  
**Academic Excellence**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>Action</b>	<b>B - 7</b>	<b>B - 1</b>	<b>B - 8</b>	<b>B - 1</b>	<b>B - 8</b>	<b>B - 1</b>	<b>B - 3</b>	<b>B - 5</b>	<b>B - 1</b>	<b>B - 5</b>	<b>B-10</b>	
<b>Component</b>	<b>B - 9</b>	<b>B - 2</b>	<b>B-10</b>	<b>B - 2</b>	<b>B-10</b>	<b>B - 2</b>	<b>B - 6</b>	<b>B - 7</b>	<b>B - 2</b>	<b>B - 7</b>		
<b>Activity</b>	<b>B - 11</b>	<b>B - 3</b>		<b>B - 4</b>		<b>B - 4</b>	<b>B - 8</b>		<b>B - 4</b>	<b>B - 8</b>		
		<b>B - 4</b>		<b>B - 5</b>		<b>B - 5</b>	<b>B-9</b>		<b>B-6</b>			
		<b>B - 9</b>		<b>B-6</b>		<b>B - 7</b>	<b>B - 10</b>		<b>B - 8</b>			
		<b>B - 11</b>		<b>B - 7</b>			<b>B - 11</b>		<b>B-10</b>			

***Academic Performance  
And Implementation & Impact Form:  
Academic Excellence***

*(Reading, Writing, and Math are all embedded in this component.)*

**2011-2012**

**Component Leader: Administrative Leaders**

**Objective B: A LTMS will provide a curriculum that is rooted in scientifically-proven best practices. This curriculum will scaffold learning opportunities for all students by focusing on how they learn. The curriculum will be vertically and horizontally aligned within the school while bridging the preparation gaps between elementary to middle school and middle school to high school. There will be an intentional focus on each learning level including remedial, general, advanced, and gifted.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>B-1.</b> Every student who scores below proficient will have the option to take foundation/intervention class or extended school services during the school year.</p> <p>Reading: A reading specialist will be provided for students who struggle with barriers to reading. This class will begin with foundational reading skills and</p>	<p><b>Implementation:</b> Various extended school services will be provided for academic needs during the school year. The schedule for the school year will lend itself for classes that increase foundational skills and offer interventions. Students will be recommended for these classes by teachers.</p> <p><b>Short-Term Measures of Success:</b> Students will have the necessary foundation skills to become proficient in various academic disciplines.</p>	<p>Administrative Leaders</p> <p>All teachers</p>	<p>07/11</p> <p>05/12</p>	<p>\$???</p>	<p>ESS funds</p>		

<p>bridge students to achieving grade level comprehension.</p> <p>Math: Math Foundation/Intervention courses will be offered to students who do not have the skills to be successful in grade level math courses. A Math Jump Start summer camp may be offered to incoming 6<sup>th</sup> graders.</p>	<p><b>Long-Term Measures of Success:</b> The subgroup gaps on the site, district, and state assessments will narrow.</p>						
<p><b>B-2.</b> Students will be referred for Reading and/or Math foundation/intervention classes with an achievement goal.</p>	<p><b>Implementation:</b> For each student enrolling in foundation/intervention classes, the teacher must complete a referral form which includes samples of student work, documentation of and response to intervention strategies that have been previously used, and an established, achievable goal.</p> <p><b>Short-Term Measures of Success:</b> Teachers will be responsible for utilizing and documenting intervention strategies in the classroom. This will decrease the number of students not currently experiencing academic success. The samples of work will assist the intervention specialist with diagnostic analysis. The established goal will provide the student with a more concrete focus.</p> <p><b>Long-Term Measures of Success:</b> The subgroup gaps on the site, district, and state assessments will narrow.</p>	<p>Administrative Leaders</p> <p>All teachers</p>	<p>07/11 05/12</p>	<p>\$0</p>	<p>n/a</p>		
<p><b>B-3.</b> Textbooks, resources, and reading materials will be provided by the school. These materials will be of high interest and appropriately leveled in order to</p>	<p><b>Implementation:</b> Interest inventories will be paralleled with data on readiness levels. The curriculum committee, academic dean, and the library media specialist will collaborate to suggest materials for purchase.</p>	<p>Administrative Leaders</p> <p>All teachers</p>	<p>07/11 05/12</p>	<p>\$2,500</p>	<p>SBDM Library Funds</p>		

<p>reach our sub groups that score below proficient or below grade level on district and state assessments.</p>	<p><b>Short-Term Measures of Success:</b> As students participate in lessons that are of interest and do not exceed the appropriate frustration level, they will be challenged and engaged in their learning.</p>						
<p><b>B-4.</b> Adequate time will be allowed for the Reading and Math intervention teachers, counselors, curriculum coaches, and/or the academic dean to assess scores in order to target students below grade level and determine placement.</p>	<p><b>Implementation:</b> Collaboration time with these parties will be used to analyze scores, work samples, and responses to interventions. Recommendations for placement will be made.</p>	<p>Administrative Leaders  Intervention Teachers</p>	<p>07/11 05/12</p>	<p>\$500</p>	<p>SBDM Stipends</p>		
<p><b>B-5.</b> Related Arts classes will embed writing, reading, and math standards in order for students to reach proficiency through application of content in their interest areas. Teachers will be given time on release days, department meetings, faculty meetings, etc. to work with core content teachers in order to further their personal understanding of the required standards.</p>	<p><b>Implementation:</b> Related Arts teachers will intentionally focus various portions of units to core content by providing learning experiences that use writing, reading, and math. Students will experience the application of an integrated curriculum. Teachers will document these lessons and be held accountable for their implementation.</p>	<p>Administrative Leaders  All teachers</p>	<p>07/11 05/12</p>	<p>\$0</p>	<p>n/a</p>		
<p><b>Short-Term Measures of Success:</b> Students will be enrolled in classes that do not exceed their frustration level that is conducive to academic success.</p>	<p><b>Long-Term Measures of Success:</b> The subgroup gaps on the site, district, and state assessments will narrow.</p>						
<p><b>Short-Term Measures of Success:</b> Students will have a greater understanding of foundational skills and how they are utilized in all areas. This will further embed content standards for longer retention.</p>							

	<b>Long-Term Measures of Success:</b> The subgroup gaps on the site, district, and state assessments will narrow. All groups will experience academic advancement on assessments.						
<b>B-6.</b> Quality assessments will be researched, developed/purchased, and utilized. All assessments will have components of reading, writing, and math.	<b>Implementation:</b> Teachers will collaborate in the development of school-wide testing.	Administrative Leaders  Department Chairs	07/11  05/12	\$???	SBDM		
	<b>Short-Term Measures of Success:</b> Qualitative and quantitative data will be collected in order for the school to provide the best instruction possible.						
	<b>Long-Term Measures of Success:</b> The subgroup gaps on the site, district, and state assessments will narrow. All groups will experience academic advancement on assessments.						
<b>B-7.</b> Utilizing differentiation strategies will provide students with the education that best fits the needs of the students. These strategies will include readiness level, learning styles, required modifications, and multiple modalities.	<b>Implementation:</b> Teachers will be trained on various techniques for differentiation and scientific methods in which to assess differentiation strategies. They will be required to differentiate all lessons according to the needs of the students.	Administrative Leaders  All teachers	07/11  05/12	\$0	n/a		
	<b>Short-Term Measures of Success:</b> Students will experience education that is tailored to fit their needs. This will increase their proficiency. Teachers will have a stronger foundation in best practices.						
	<b>Long-Term Measures of Success:</b> The subgroup gaps on the site, district, and state assessments will narrow. All groups will experience academic advancement on assessments.						

<p><b>B-8.</b> Core content classes will embed elements of related arts standards in order for students to reach proficiency through application of real-life learning. Teachers will be given time on release days, department meetings, faculty meetings, etc. to work with core content teachers in order to further their personal understanding of the required standards.</p>	<p><b>Implementation:</b> Core content teachers will intentionally focus various portions of related arts standards by providing academic experiences that use writing, reading, and math in real-life learning situations. This will assist with differentiation strategies for learning styles and multiple modalities. Students will experience the application of an integrated curriculum. Teachers will document these lessons and be held accountable for their implementation.</p>	<p>Administrative Leaders</p>	<p>07/11 05/12</p>	<p>\$0</p>	<p>n/a</p>	
<p><b>B-9.</b> The Special Education program will be more aligned with the general education program.</p>	<p><b>Implementation:</b> Special Education teachers will collaborate weekly with collaborating teachers</p>					
<p><b>Short-Term Measures of Success:</b> Students will have a greater understanding of foundational skills and how they are utilized in all areas. This will further embed content standards for longer retention.</p>	<p><b>Long-Term Measures of Success:</b> The subgroup gaps on the site, district, and state assessments will narrow. All groups will experience academic advancement on assessments.</p>					
<p><b>Short-Term Measures of Success:</b> The Special Education program will offer an enriched program which will better prepare these students. This will produce a higher level of academic performance.</p>	<p><b>Long-Term Measures of Success:</b> Special education students will be better prepared for assessments. The assessment gap between SPED students and the general students will reduce.</p>					

<p><b>B-10:</b> Department chairs will strive for continual improvement.</p>	<p><b>Implementation:</b> Department chairs will be responsible for a Comprehensive Learning Environment Plan that assesses the current standing of the department, identifies the goals of their department, inventory of supplies and other resources, strategies for improvement, and assessment methods. This plan will be reviewed at least three times during the school year.</p>	<p>Administrative Leaders Curriculum Leaders Department Chairs SPED Department</p>	<p>07/11-06/12</p>	<p>\$1,600 for each area Chairs</p>	<p>SBDM</p>	
<p><b>B-11.</b> The Pre-AP program offered will be of quality and adequately prepare students for high school AP courses.</p>	<p><b>Implementation:</b> Pre-AP teachers will become certified, collaborate with high school AP teachers, and offer a curriculum that prepares the students for these courses while maintaining the appropriate level of academic success in grade level content. These teachers will meet as a committee to continually assess and improve on the curriculum.</p>	<p>Administrative Leaders Curriculum Leaders Department Chairs Pre-AP committee</p>	<p>07/11-06/12</p>	<p>\$4,200 Training</p>	<p>SBDM</p>	
<p><b>Short-Term Measures of Success:</b> The curriculum in each department will increase in quality and resources will be tracked in order to ensure each student has the adequate materials to be successful in the classroom.</p>	<p><b>Long-Term Measures of Success:</b> Teachers will demonstrate a higher level of academic ownership for their department and a better understanding of the content standards. Students will demonstrate a higher level of academic performance.</p>	<p><b>Short-Term Measures of Success:</b> The quality of instruction will increase among teachers in the Pre-AP program.</p>	<p><b>Long-Term Measures of Success:</b> This activity will show an increase in academic performance and the rate of students taking AP courses in high school will increase.</p>			

**Action Component: Learning Environment**

**District Name:** Fayette County Public Schools

**Component Manager:** Administrative Dean and Dean of Students

**School Name:** Lexington Traditional Magnet School

**Date:** 2012

Priority Need	Goal (Addresses the Priority Need)
<ol style="list-style-type: none"> <li>1. There is a need for a continued reciprocal processing of evaluating, developing, and refining school rules, procedures, and guidelines that shape a safe and civil environment.</li> <li>2. Although the school places recognition on student recognition, incentives and rewards are inconsistently distributed.</li> <li>3. There is a need for consistency among the staff for expectations of students and enforcement of school rules.</li> <li>4. There is a need for targeted students to receive individual and/or small group academic, behavioral, or emotional counseling and education.</li> <li>5. There is a need for an established program that will foster teacher collaboration and mentor teachers in need of academic, culture, classroom management, professionalism, etc.</li> </ol>	<ul style="list-style-type: none"> <li>• Evaluation of teaching performance, climate, and the effectiveness of the learning environment will be conducted through various forums which include but not limited to: school-generated surveys, OHI surveys, subordinate feedback, and student council surveys. Administrative personnel will be expected to document concerns, communicate expectations, and suggest improvements for both students and teachers.</li> <li>• Students will receive recognitions for various achievements to include but not limited to: academic, athletic, behavior, social, initiative, and emotional successes.</li> <li>• Teachers will be held accountable for enforcing the school rules. Classroom management strategies will be offered to all teachers and mandatory for teachers in need.</li> <li>• A school wide Response to Intervention system will be implemented throughout the year to ensure success for all students.</li> <li>• The school will establish an environment that fosters teacher professionalism and successful delivery of instruction. This will include a mentoring program, mandatory professional development, extensive evaluation processes, and a new teacher support group.</li> </ul>

Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> <li>1. There is a need of a system of evaluation for continuous improvement in relation to school rules and expectations.</li> <li>2. There is need for increasing the retention of quality teachers.</li> <li>3. There is a need to increase recognition of all students.</li> <li>4. There is a need to continually increase the academic and behavioral expectations of students.</li> <li>5. There is a need to continually recruit and retain mastery-level teachers.</li> <li>6. There is a need for a proactive approach to classroom discipline.</li> </ol>	<ul style="list-style-type: none"> <li>• Surveys will be administered to stakeholders at various points throughout the school year.</li> <li>• A calendar and inventory of recognitions will be maintained in order to ensure appropriate student recognitions.</li> <li>• All teachers will receive specific feedback and data on their performance which includes but not limited to: instructional strategies, fostering school culture, rigor, student engagement, technology integration, professionalism, etc.</li> <li>• Teachers will receive training for and be accountable for the Response to Intervention system.</li> <li>• All new and novice teachers including teachers in need of additional support will be assigned a mentor and will be evaluated on identified areas of need.</li> <li>• Classrooms will become student-centered and teachers will offer a proactive approach to classroom discipline.</li> </ul>

**SBDM Council Reporting Timeline  
Academic Performance Component  
Learning Environment**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		C-2	C-1	C-3	C-5	C-3	C-1	C-3	C-4	C-3	C-6	
		C-3	C-8	C-4	C-6	C-4	C-2	C-6	C-5	C-8	C-9	
		C-7	C-11	C-9	C-8	C-10	C-7	C-8	C-9	C-11	C-10	
		C-9	C-12	C-11	C-11	C-11	C-9	C-11	C-11	C-15	C-11	
		C-11	C-14	C-15	C-14	C-15	C-11	C-12	C-14		C-14	
		C-13					C-14	C-15				
		C-15										

***Academic Performance  
And Implementation & Impact Form:  
Learning Environment***  
(2011-2012 School Years)

**Component Leader: Administrative Dean and Dean of Students**

**Objective C: LTMS will establish an optimal learning environment for all students. Teachers will not lose instructional time due to discipline issues. The school will be highly structured, organized, and supervised.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>C-1.</b> Classroom policies and procedures will be consistent.</p>	<p><b>Implementation:</b> Before the start of the school year, teachers will develop classrooms expectations. They will train new/novice teachers on these expectations and procedures. During the first two weeks of school and intermittently during the school year, the classroom lessons will include opportunities for students to have input on classroom expectations and to practice appropriate procedures. Parents, students, teachers, and administrators will be supplied with copies of school, team, and classroom expectations for behavior. Teachers will be held accountable for supporting and following the school policies.</p> <p><b>Short-Term Measures of Success:</b> Students will have a clear and concrete understanding of expectations for their behavior and procedures in the building.</p> <p><b>Long-Term Measures of Success:</b> There will be a lower referral rate and a reduction in suspensions. This will increase the amount of instructional time and increase the amount of time students with frequent behavioral problems will be in the classroom.</p>	<p>Administrative Leaders</p> <p>All teachers</p> <p>Student Council</p> <p>All students</p>	<p>08/11-05/12</p>	<p>\$0</p>	<p>n/a</p>		

<p>C-2. Classroom policies and procedures will be reinforced.</p>	<p><b>Implementation:</b> Classroom, team, and school expectations, policies, and procedures will be reviewed with the students intermittently. Lessons and scenarios created and implemented.</p> <p><b>Short-Term Measures of Success:</b> Students will have a clear and concrete understanding of expectations for their behavior and procedures in the building.</p> <p><b>Long-Term Measures of Success:</b> There will be a lower referral rate and a reduction in suspensions. This will increase the amount of instructional time and increase the amount of time students with frequent behavioral problems will be in the classroom.</p>	<p>Administrative Leaders  All teachers  Student Council</p>	<p>7/11-6/12</p>	<p>\$0</p>	<p>n/a</p>	
<p>C-3. A master calendar will be developed prior to start of the school year. It will be maintained through Outlook.</p>	<p><b>Implementation:</b> The master calendar will be maintained by the administrative leaders. This calendar must be kept up to date with last minute details. The calendar must be planned in advance and embedded with detailed instructions, performance dates, celebrations, test dates, any schedule changes, meeting dates, etc. Meeting invitations will be sent for teachers to put on their personal calendars.</p> <p><b>Short-Term Measures of Success:</b> Teachers will experience a higher level of communication in regard to details and updated information.</p> <p><b>Long-Term Measures of Success:</b> Teachers will be able to plan their instructional units with minimal interruptions. Administration will be able to track academic interruptions in order to protect instructional time.</p>	<p>Administrative Leaders  All teachers</p>	<p>7/11-6/12</p>	<p>\$0</p>	<p>n/a</p>	
<p>C-4 Student/teacher/staff communication will improve. Teachers will utilize strategies from Discipline with Dignity. Customer service strategies will be</p>	<p><b>Implementation:</b> Adults in the school will talk in positive tones and manner to students. Discipline with Dignity strategies will be utilized in the classroom.</p>	<p>Administrative Leaders  All teachers</p>	<p>7/11-6/12</p>	<p>\$0</p>	<p>n/a</p>	

<p>utilized throughout the building including the front office.</p>	<p><b>Short-Term Measures of Success:</b> Students and parents will feel valued and respected in the building. Mutual respect will be given between the family and the school. Teachers will be supportive of each other. The environment will be positive and conducive to learning.</p>	<p>Student Council  All students</p>					
<p>C-5. Students will be a part of the advancement of the school.</p>	<p><b>Implementation:</b> Student Council will operate as the voice of the student body. Their structure will include an executive board voted on by the student body. Two grade level senators from each team will gather ideas and concerns from the students. These senators bring the concerns to the executive board for discussion. Final requests, concerns, and ideas will be presented to the SBDM and committees by the executive board. Representatives are students at-large who wish to be a part of initiatives. Four components for Student Council will be required each year: community service, academic excellence, school pride, and public relations.</p>	<p>Administrative Leaders  Student Council</p>	<p>7/11-6/12</p>	<p>\$1,600  Student Council</p>	<p>SBDM  Supplemental funds</p>		
<p><b>Short-Term Measures of Success:</b> Students will become invested in the school as they will feel their input is valued. School pride and pride in academics will increase. Students will also have a first-hand understanding of the governmental process.</p>	<p><b>Long-Term Measures of Success:</b> Academic performance will increase as students value their school and the educational experiences it offers. Classroom behavior will improve as student will have a forum to voice concerns and see changes/improvements happen.</p>						

<p>C-6. Opportunities for student recognition will be increased.</p>	<p><b>Implementation:</b> Student recognition may include: positive contacts with homes, behavior and academic successes in school, academic awards, athletic awards, honor roll, Dean’s list, assemblies/rallies, performances, displays, showcases, etc.</p>	<p>Administrative Leaders  All teachers</p>	<p>7/11-6/12</p>	<p>\$2,000  Awards</p>	<p>SBDM</p>	
<p>C-7. A Response to Intervention plan will be created for behavioral needs.</p>	<p><b>Implementation:</b> The committee that is working on the academic Response to Intervention plan will assist with the behavioral plan. This committee may also include social workers, counselors, parents, etc. This plan will be piloted during the school year and after evaluation will be put in place for the following year.</p>	<p>Administrative Leaders  All teachers</p>	<p>7/11-9/11</p>	<p>\$1,000  Stipend And Resources</p>	<p>SBDM</p>	
	<p><b>Short-Term Measures of Success:</b> The students will have immediate reward for their positive investments. Students will feel important and a part of the school. Individually, this will increase self-confidence and self-worth.</p>					
	<p><b>Long-Term Measures of Success:</b> Students will feel as if they can achieve anything. This will be reflected in site, district, and state assessments, attendance rates, referrals, etc.</p>					
	<p><b>Short-Term Measures of Success:</b> The development of the plan will assist teachers with a foundation of knowledge about behavior problems, strategies to prevent/address them, and how to gain outside assistance to support the student in correction of the behavior. It will also assist students and families get outside support services they need.</p>					
	<p><b>Long-Term Measures of Success:</b> This will increase the amount of instructional time spend in the classroom and provide the student with behavior problems more time in the classroom. This will be reflected in an increase of academic performance and a decrease in suspensions.</p>					

<p><b>C-8.</b> Classes will grow from a teacher-center design toward a student centered design as teachers achieve mastery level instructional practices.</p>	<p><b>Implementation:</b> Teachers will work in collegial planning meetings to design lessons that have a student-centered focus. A goal will be set for teachers to offer at least one student-centered, differentiated lesson per week. Teachers will be held accountable for these lessons.</p>	<p>Administrative Leaders  All teachers  Student Council  All students</p>	<p>7/11-6/12</p>	<p>\$0</p>	<p>n/a</p>	
<p><b>C-9.</b> New/novice teachers will be supported for school policies, procedures, instructional practices, classroom management, etc. in order to increase proficiency and retention while decreasing frustration.</p>	<p><b>Implementation:</b> A new/novice teacher support group will meet once a month. Topics will be determined by the need and the request of the group. Each new teacher will be paired with a positive and proficient staff member. Walk through evaluations will be scheduled each month for these teachers.</p>	<p>Administrative Leaders  All teachers  Student Council  All students</p>	<p>7/11-6/12</p>	<p>\$0</p>	<p>n/a</p>	
	<p><b>Short-Term Measures of Success:</b> Students will be more engaged and invested in the lessons. Students will be learning through high level critical thinking opportunities which will assist them in obtaining a full grasp of the content standard.</p>					
	<p><b>Long-Term Measures of Success:</b> Students will be able to apply a working knowledge of standards in various forums. This will have a positive effect on district and state assessments. Students will also be better prepared for competitive academics and lifelong learning.</p>					
	<p><b>Short-Term Measures of Success:</b> New/novice teachers will experience a higher level of initial success in the classroom. Their frustration level will decrease and the support systems will assist with teacher retention.</p>					
	<p><b>Long-Term Measures of Success:</b> Through delivery of a higher quality education in a setting with minimal classroom disruptions will provide students with the content foundation necessary to academically excel.</p>					

<p><b>C-10.</b> Stakeholders will be involved in steering committees offering ideas, partnerships, and feedback.</p>	<p><b>Implementation:</b> Staff members will actively seek community and family members to serve on committees and form partnerships. They will assist the school in maintaining a vision that is centered on the needs of the community and providing connections to resources not easily obtained by school personnel. Surveys and other feedback loops will be utilized in order to assess our programs and initiatives. Committee chairs and counselors will assist in the development of the surveys, data collection, and data analysis.</p> <p><b>Short-Term Measures of Success:</b> The quality of the program will initially increase due to the availability of resources.</p> <p><b>Long-Term Measures of Success:</b> The school will be able to focus the vision on the needs of the community it serves. Students will be better prepared to be active citizens. Feedback will assist in continual improvement of the school.</p>	<p>Administrative Leaders</p> <p>All teachers</p> <p>Student Council</p> <p>PTSA</p> <p>Community Members</p>	<p>7/11-6/12</p>	<p>\$0</p>	<p>n/a</p>	
<p><b>C-11.</b> The school will celebrate teacher successes and promote teachers in their quest for instructional excellence.</p>	<p><b>Implementation:</b> Teachers and administrative leaders will research and select with the approval of SBDM various ways to recognize teacher successes. Eligibility for certain awards may be determined by the SBDM and/or alternate means. Student Council will set criteria and opportunities to reward teachers for excellence. SBDM will develop and come to consensus on funding for Teacher Appreciation Week materials to be purchased.</p> <p><b>Short-Term Measures of Success:</b> Teachers going above and beyond to become masters in their craft and teachers showing consistent improvement will be recognized which will encourage teachers to strive for excellence. This will create a community of mutual respect and appreciation. The climate will become more positive among teachers.</p>	<p>Administrative Leaders</p> <p>Student Council</p> <p>PTSA</p>	<p>7/11-6/12</p>	<p>\$2,000</p> <p>Awards</p>	<p>SBDM</p>	

	<b>Long-Term Measures of Success:</b> Teachers will deliver better quality instruction as the climate becomes more positive and the teachers improve in quality.						
C-12. Mentoring programs for students will be provided.	<b>Implementation:</b> Students considered to be at-risk due to academic, behavioral, emotional, and/or physical barriers will be referred to various mentoring programs that have been established through community partnerships.	Administrative Leaders	7/11-6/12	\$0	n/a		
		All teachers					
		Student Council					
	<b>Short-Term Measures of Success:</b> Students will have the resources, support systems, and the level of preparedness they need in order to be successful.	All students					
	<b>Long-Term Measures of Success:</b> Students will experience a reduction in barriers to learning which will show an increase in academic proficiency and instructional time while decreasing behavior problems.						
C-13. A program/curriculum will be either purchased or developed to assist students with their transition to middle school.	<b>Implementation:</b> The program will be either purchased or developed to assist students with their transition to middle school. The focus will be on study skills, anti-bullying, communication, leadership, citizenship, and goal setting. This curriculum will be delivered during “Blackcat Time.”	Administrative Leaders	7/11-9/11	\$???	SBDM		
		Student Council					
		Committee of Teachers					
	<b>Short-Term Measures of Success:</b> The program will initially reduce the amount of student academic failures, conflicts, and behavior violations.						
	<b>Long-Term Measures of Success:</b> Students will have the foundation skills necessary to be successful in middle school. This will show an increase in academic performance.						

<p><b>C-14.</b> The Emergency Team will assist with creating a safe environment for everyone.</p>	<p><b>Implementation:</b> The Emergency Team will continually assess the school grounds and preparedness for crisis. Various crisis situations will be practiced and evaluated in order to continually improve.</p> <p><b>Short-Term Measures of Success:</b> The staff and students will feel safer in the school which will create a climate which is more conducive to learning.</p> <p><b>Long-Term Measures of Success:</b> When students and staff feel safer, they will be able to perform better which will be reflected in higher academic performance. In the event of a true crisis, everyone will be protected.</p>	<p>Administrative Leaders</p> <p>All teachers</p> <p>Student Council</p> <p>All students</p> <p>PTSA</p>	<p>7/11-6/12</p>	<p>\$500</p> <p>Stipend</p> <p>Material</p>	<p>SBDM</p>	
<p><b>C-15.</b> Coaches and sponsors will abide by the eligibility requirements for student participation.</p>	<p><b>Implementation:</b> The athletic director will run eligibility on Monday and communicate the standing to the coaches. A form letter will be sent and parent contact will be made by the coach/sponsor. All students participating in extra-curricular activities will be offered and encouraged to participate in study sessions separate from practices. If a student doesn't meet eligibility then they are not allow to participate in practice or performances. The SBDM policy will be followed. The status on Monday will stand for the week. Coaches/sponsors not following the policy will be removed from position. Teachers will update Infinite Campus each week as defined in school policy and ensure all components of IEPs are followed.</p> <p><b>Short-Term Measures of Success:</b> The staff and students will feel safer in the school which will create a climate which is more conducive to learning.</p> <p><b>Long-Term Measures of Success:</b> When students and staff feel safer, they will be able to perform better which will be reflected in higher academic performance. In the event of a true crisis, everyone will be protected.</p>	<p>Administrative Leaders</p> <p>All teachers</p> <p>Coaches</p> <p>Sponsors</p> <p>Athletic Director</p> <p>SPED teachers</p>	<p>7/11-6/12</p>	<p>\$0</p>	<p>n/a</p>	

**Action Component: Parental and Community Involvement/Relations**

District Name: Fayette County Public Schools

Component Manager: Administrative Leaders (Counselors)

School Name: Lexington Traditional Magnet School

Date : 2012

Priority Need	Goal (Addresses the Priority Need)
<ol style="list-style-type: none"> <li>1. There is a need of more events that foster active involvement from all LTMS stakeholders conducted throughout the school year and communicated throughout the school year.</li> <li>2. There is a need for LTMS stakeholders to effectively utilize all communication avenues to foster a school culture and climate conducive to student success.</li> <li>3. There is a need for various forums for parental/guardian support, involvement, and communication.</li> </ol>	<ul style="list-style-type: none"> <li>• The goal is to create an environment in which parents and community members are appreciated and encouraged to be a part of the school.</li> <li>• The relationship between the parent, community, and school will grow and be consistently positive.</li> <li>• The goal to increase communication between the school and the parent will be achieved.</li> </ul>

Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> <li>1. Due to the fact that LTMS enrolls students from throughout the district, proximity hinders parental involvement.</li> <li>2. There is a need to continually improve on the welcoming environment for all visitors and increase parental/guardian involvement.</li> <li>3. There is a need provide services fostering parental/guardian educational support.</li> <li>4. There is a need to fully utilize effective means of communication.</li> <li>5. There is a need for updated contact information to improve communication.</li> </ol>	<p>LTMS will host various school events throughout the school year that are open to all stakeholders. These events will be communicated in various forums, such as: website, calendar, marquee, parent letters, flyers, CAT chronicle, and parent caller program.</p> <p>LTMS will invite stakeholders to participate in all committees.</p> <p>LTMS will host various educational and needs-based opportunities for student families.</p>

**SBDM Council Reporting Timeline  
Academic Performance Component  
Parent and Community Relations**

<b>Months</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Action Component Activity</b>	<b>D-10</b>	<b>D-1</b>	<b>D-7</b>	<b>D-6</b>	<b>D-1</b>	<b>D-3</b>	<b>D-3</b>	<b>D-1</b>	<b>D-3</b>	<b>D-3</b>	<b>D-1</b>	<b>D-3</b>
	<b>D-11</b>	<b>D-5</b>	<b>D-8</b>	<b>D-7</b>	<b>D-2</b>	<b>D-5</b>	<b>D-6</b>	<b>D-2</b>	<b>D-7</b>	<b>D-4</b>	<b>D-2</b>	<b>D-10</b>
		<b>D-7</b>	<b>D-12</b>	<b>D-8</b>	<b>D-4</b>	<b>D-7</b>	<b>D-7</b>	<b>D-3</b>	<b>D-12</b>	<b>D-7</b>	<b>D-5</b>	<b>D-12</b>
		<b>D-8</b>		<b>D-9</b>	<b>D-5</b>	<b>D-9</b>	<b>D-11</b>	<b>D-4</b>		<b>D-10</b>	<b>D-6</b>	
		<b>D-10</b>		<b>D-11</b>	<b>D-6</b>	<b>D-12</b>	<b>D-12</b>	<b>D-6</b>		<b>D-11</b>	<b>D-7</b>	
		<b>D-12</b>		<b>D-12</b>	<b>D-7</b>	<b>D-13</b>		<b>D-7</b>		<b>D-12</b>	<b>D-8</b>	
						<b>D-8</b>		<b>D-8</b>			<b>D-9</b>	
						<b>D-12</b>		<b>D-9</b>			<b>D-12</b>	
								<b>D-12</b>			<b>D-13</b>	

***Academic Performance  
And Implementation & Impact Form:  
Parental and Community Involvement/Communication***  
(2010-2011 School Years)

**Component Leader: Administrative Leaders (Counselors)**

**Objective D:** LTMS will offer an environment where parents and community members feel welcome and are encouraged to be active participants.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>D-1.</b> Team newsletters will be sent home each month to parents.	<b>Implementation:</b> Team newsletters will be sent to parents electronically or through “backpack” letters each month. Team leaders will serve as the editor and will organize active participation from teach team teacher in the creation of the newsletter. Related Arts teachers are required to be active participants in the newsletters. The administration will approve the newsletters before being sent.	Administrative Leaders  Team Leaders  All teachers					
	<b>Short-Term Measures of Success:</b> Parents will be knowledgeable of the team initiatives, schedules, expectations, and ways in which they can get involved.						
	<b>Long-Term Measures of Success:</b> Parent awareness will assist in providing a home structure and involvement that assists students academically.						
<b>D-2.</b> School surveys will be utilized to assist in decision making.	<b>Implementation:</b> School surveys will be available to the parents at the end of each grading period. The counselors and administrative leaders will assist in development and assessment.	Administrative Leaders  PTSA	7/11-6/12	\$200  Materials	SBDM		

	<p><b>Short-Term Measures of Success:</b> Parents will have a stronger say in the improvements of the school which will increase buy-in and support.</p>						
	<p><b>Long-Term Measures of Success:</b> The analysis of the data will be presented to the SBDM to be used as input for decision making. This will better the overall climate and support of the school.</p>						
<p><b>D-3.</b> Contacts with parents will be positive and documented by each teacher.</p>	<p><b>Implementation:</b> Teachers will be held accountable for documenting parent contacts which must be positive in nature while complimenting students or seeking assistance from parents. They will be documented by individual teachers in Infinite Campus. Each student's home will be contacted at least three times during the school year. This will be divided up between the teachers of the team.</p>	<p>Administrative Leaders  All teachers</p>	<p>7/11-6/12</p>	<p>\$0</p>	<p>n/a</p>		
	<p><b>Short-Term Measures of Success:</b> Parents will be advocates for their child and the school. Mutual respect between the teacher, parent, and the student will be established. The student will view the school/home as operating like a team to scaffold their success.</p>						
	<p><b>Long-Term Measures of Success:</b> Students will demonstrate improvements in behavior and academics.</p>						
<p><b>D-4.</b> Teachers will be held accountable for academics and events being communicated with the home through various means which must include but not be limited to:  homework hotline Web pages agenda books</p>	<p><b>Implementation:</b> Teachers, event organizers, coaches, and webmasters will be held accountable for maintaining updated communication forums.</p>	<p>Administrative Leaders  All teachers  Webmaster</p>	<p>7/11-6/12</p>	<p>\$8,500  Materials</p>	<p>SBDM</p>		
	<p><b>Short-Term Measures of Success:</b> Parents will have a better awareness of the events in the school and their child's performance/requirements.</p>						

<p>LTMS website Infinite Campus</p>	<p><b>Long-Term Measures of Success:</b> Parents will be advocates for their child and the school. Mutual respect between the teacher, parent, and the student will be established. The student will view the school/home as operating like a team to scaffold their success.</p>						
<p><b>D-5.</b> A Public Relations team will be created for various events around the district.</p>	<p><b>Implementation:</b> The Public Relations team will be comprised of teachers, students, parents, administration, counselors, and webmaster. This team will create materials to be utilized during public relations events, assist in representation of the school during events, and seek ways to publically promote LTMS.</p> <p><b>Short-Term Measures of Success:</b> The committee will promote the success of the school and create more school pride.</p> <p><b>Long-Term Measures of Success:</b> The school will be able to recruit teachers that are invested in being a part of LTMS.</p>	<p>Administrative Leaders</p> <p>Public Relations Committee</p> <p>Journalism</p> <p>Student Council</p> <p>Webmaster</p>	<p>7/11-6/12</p>	<p>\$500 Stipend</p>	<p>SBDM</p>		
<p><b>D-6.</b> Parents will be invited to be active members of committees.</p>	<p><b>Implementation:</b> Committees will be advertised during parent communications and orientation events. Opportunities for parents to get involved will be communicated. An area of the school's website will be dedicated to the communication of parent involvement.</p> <p><b>Short-Term Measures of Success:</b> The rate of parent involvement will increase.</p> <p><b>Long-Term Measures of Success:</b> The school will have continual improvement in areas of need.</p>	<p>Administrative Leaders</p> <p>Public Relations Committee</p> <p>Committee Chairs</p> <p>Student Council</p> <p>Webmaster</p>	<p>7/11-6/12</p>	<p>\$0</p>	<p>n/a</p>		

<p><b>D-7.</b> The parent caller system will be utilized for various forms of communication. The Attendance Specialist will be required to notify all parents of absences.</p>	<p><b>Implementation:</b> During orientation, parents will be informed of the caller system. Teachers will collect contact information from the parents to give to the attendance specialists. Team leaders, coaches, and sponsors will be required to group their students in the caller system. A test call/email will be sent to all parents at the beginning of the school year. The parent newsletter will be sent weekly to parents through this system and crisis events will be sent as a call to all parents using various forums.</p> <p><b>Short-Term Measures of Success:</b> Parents will be better informed of events and situations during the school year. This system will reinforce our safety levels.</p> <p><b>Long-Term Measures of Success:</b> As the parents are better informed of events, they will increase their involvement.</p>	<p>Administrative Leaders Team Leaders Coaches Sponsors Attendance Specialist</p>	<p>7/11-6/12</p>	<p>\$1,500 Caller System</p>	<p>SBDM</p>	
<p><b>D-8.</b> Parent nights, celebrations, and various resource fairs will be added to the calendar.</p>	<p><b>Implementation:</b> These events will be organized by various staff members and added to the school calendar. Teachers will be expected to attend parent nights and several other events. These events will be communicated through various forums.</p> <p><b>Short-Term Measures of Success:</b> Parents will become more involved in the school.</p> <p><b>Long-Term Measures of Success:</b> Parents and teachers will work together to offer the students the optimal support. This will reflect an increase in academic proficiency.</p>	<p>Administrative Leaders All teachers PTSA Webmaster</p>	<p>07/11-05/12</p>	<p>\$500 Supplies</p>	<p>SBDM</p>	

<p><b>D-9.</b> The PTSA will grow in membership and become a driving force in the school.</p>	<p><b>Implementation:</b> The school will assist the PTSA in communicating membership and involvement opportunities for parents, teachers, and students. All teachers will be encouraged to be active participants in the PTSA. One representative from each team and the related arts department will be represented at all meetings. The Student Council sponsor and the executive board members will be expected to be active members in the PTSA.</p> <p><b>Short-Term Measures of Success:</b> Parents will become more involved in the school.</p> <p><b>Long-Term Measures of Success:</b> Parents and teachers will work together to offer the students the optimal support. This will reflect an increase in academic proficiency.</p>	<p>Administrative Leaders</p> <p>All teachers</p> <p>Student Council</p> <p>PTSA</p> <p>Webmaster</p>	<p>08/11-06/12</p>	<p>\$500</p> <p>Dues</p>	<p>SBDM</p>	
<p><b>D-10.</b> The orientation for 6<sup>th</sup> grade parents will be improved.</p>	<p><b>Implementation:</b> The orientation for 6<sup>th</sup> grade will be improved to include all aspects of information needed for middle school. Teachers will prepare the orientation prior to the close of each school year.</p> <p><b>Short-Term Measures of Success:</b> This will better prepare incoming students to be successful in middle school.</p> <p><b>Long-Term Measures of Success:</b> This will increase the academic performance and decrease the behavioral problems of incoming students.</p>	<p>Administrative Leaders</p> <p>Teachers</p> <p>Student Council</p> <p>PTSA</p> <p>Webmaster</p>	<p>04/11-06/12</p>	<p>\$250</p> <p>Materials</p>	<p>SBDM</p>	
<p><b>D-11.</b> A volunteer training program will be created and implemented.</p>	<p><b>Implementation:</b> Training for volunteers will be hosted by the PTSA and counselors. This will include policies, procedures, and background checks. This will be communicated through various forums.</p> <p><b>Short-Term Measures of Success:</b> This will prepare volunteers for quality performance in the school.</p>	<p>Administrative Leaders</p> <p>Teachers</p> <p>PTSA</p> <p>Webmaster</p>	<p>08/11-012/12</p>	<p>\$250</p> <p>Materials</p>	<p>SBDM</p>	

	<p><b>Long-Term Measures of Success:</b> This will increase the support for the school and its students which will increase the academic performance and better the climate for the school.</p>						
<p><b>D-12.</b> Active citizenship will be modeled. The community will receive support from the school and its student population.</p>	<p><b>Implementation:</b> Groups including sports, clubs, etc. will choose a community service project as a requirement.</p> <p><b>Short-Term Measures of Success:</b> Students will have experiences with supporting the community and assisting others in need.</p> <p><b>Long-Term Measures of Success:</b> Community support will increase and students will see themselves as a vital part of the world. This will put additional value on education for the student.</p>	<p>Chairs Sponsors Student Council</p>	<p>7/11-6/12</p>	<p>\$0</p>	<p>n/a</p>		
<p><b>D-13.</b> Administrative leaders will participate in community coalitions, boards, and associations.</p>	<p><b>Implementation:</b> Administrative leaders will seek opportunities to become a part of community coalitions, boards, and associations.</p> <p><b>Short-Term Measures of Success:</b> This will allow the school to be a part of the community and to create partnerships that will assist in gaining support for the students in the community.</p> <p><b>Long-Term Measures of Success:</b> Additional support will create a better climate and educational program for the students.</p>	<p>Administrative Leaders</p>	<p>07/11-06/12</p>	<p>\$500 Mileage</p>	<p>SBDM</p>		

# 2012 Gap Reduction Cover Page

**School:** Lexington Traditional Magnet School

**District:** Fayette County Public Schools

**Date:** 2-11-2010

**Gap Reductions Target(s):**

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	7 <sup>th</sup> grade Math	Free and Reduced	48%	52%	74%	26%
X	7 <sup>th</sup> grade Reading	Free and Reduced	68%	32%	86.4%	18.4%

**Rationale:**

1. LTMS has a significant free and reduced population.
2. This population includes several other subgroups with achievement gaps.
3. The 7<sup>th</sup> grade data is being used as a baseline for comparison for the students moving to 8<sup>th</sup> grade.
4. The 2011 IPR will include the 8<sup>th</sup> grade scores for a measurement of academic growth. Thereafter, the measurement will target the 8<sup>th</sup> grade.

**Council signatures:**

Principal:

Teachers:

Parents:

# Senate Bill 168 Activity Sheet

Senate Bill 168 Language:

- The principal shall convene a public meeting at the school to present and discuss the plan prior to submitting it to the superintendent and the local board of education for review, in the public meeting required under Section 4 of this Act.
- Biennially, the local board shall review in a public meeting the portion of each school's consolidated plan that sets forth the activities and schedule to reduce the achievement gaps among the various groups of students as required in Section 1 of this Act.

## INVENTORY OF ACITIVITIES/ PROGRAMS AND INITATIVES

**GAP SHEET**

Programs/Initiatives /Activities	<b>Major Goal of the Program/Initiative/Activity</b>	PD Implications?	ESS Implications?	Located where in CSIP?
Increase differentiated instruction to meet the needs of the free and reduced population.	The goal of this initiative is to increase awareness of various scientifically-proven and research-based instructional methods to be utilized by the teachers. This will improve the overall quality of instruction delivered to the students in this subgroup.	Professional Development will be offered on skill building, Response to Intervention, and implementing instruction through a focus on learning styles.	Teachers who receive this training will assist with building and implementing the curriculum to the students in this subgroup.	Academic Performance
Provide access to computers and other technology for students without those resources at home.	Student usage of technology will be increased in order for students to practice 21 <sup>st</sup> Century skills and experience practical applications of required standards.	Teachers will be trained on various types of technology.	Technology Time will be provided before and after school.	Academic Performance
Content-specific Intervention courses will be offered during the school day and in the ESS program.	Intervention classes will be used as a safety net for students in the free and reduced population that are not experiencing academic success.	Teachers will spend time researching and creating a set curriculum for these courses.	Students at risk of not achieving the P/D status on the KCCT test will be invited to the ESS program.	Academic Performance

Programs/Initiatives /Activities	<b>Major Goal of the Program/Initiative/Activity</b>	PD Implications?	ESS Implications?	Located where in CSIP?
Springboard Curriculum for Reading and Math	This will better prepare the students in the free and reduced population for success on the advance placement pathway in high school.	Teachers will attend an annual professional development on the Springboard curriculum.	None	Academic Performance
Parent Resource Programs will be developed to provide parents with community resources and educational opportunities.	A parent resource program will be created with partnerships from various organizations which may include Americorps, Comprehensive Care, PTSA, etc.	Teachers will be informed of resources for parents. Teachers will participate in a workshop for teaching the adult-learner.	The ESS program will include "Parent University" where parents can come to the ESS program with their children in order to learn the standards.	Parental and Community Involvement
Attendance Intervention Program that partners with the LTMS Truancy Diversion Program. Students will be identified and counseled to decrease absences. This may include home visits.	The goal will be to decrease school absences from this subgroup in turn increasing exposure to curriculum.	Counselors will seek learning opportunities for attendance concerns.	None	
Create a curriculum for the advisee/advisor program. This "Blackcat Time" will include lessons on study skills, self-initiated learning, and goal setting in addition to establishing positive adult/student relationships.	This program will provide a foundation for these students to take ownership of their academic careers and increase communication skills with adults.	Teachers will be trained on the Blackcat Time curriculum.	None	Learning Environment

**Action Component: Equity**

District Name Fayette County

Component Manager **Administrative Leaders**

School Name Lexington Traditional Magnet School

Date 2012

Priority Need	Goal (Addresses the Priority Need)
<ol style="list-style-type: none"> <li>1. There is a need to address the increasing achievement gaps between gender, racial, ethnic, socioeconomic, special needs populations.</li> <li>2. There is a need to increase the percentage of participation of students in all demographics in student advancement opportunities, including higher level courses, extracurricular activities, and various other educational settings.</li> <li>3. There is a need for all LTMS staff to employ techniques associated Culturally Responsive Teaching and Customer Service Initiative.</li> </ol>	<p>The goal is to provide a setting where students excel and feel valued in each gender, racial, ethnic, socioeconomic, and special needs populations.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> <li>1. There is a need increase the frequency of differentiated lessons, to increase curricular rigor and relevance in an engaging forum, while building rapport with stakeholders.</li> <li>2. There is a need to increase cultural understanding of all students.</li> <li>3. There is a need for all staff to employ techniques associated Culturally Responsive Teaching.</li> <li>4. Based on feedback regarding the school culture and climate, there is a need for staff to employ techniques associated with Customer Service initiatives.</li> </ol>	<p>The objective will be to collect, analyze, and communicate data that shows the barriers to an equitable program at LTMS. This will be the basis for decisions to create a better program.</p>

**SBDM Council Reporting Timeline**  
**Academic Performance Component**  
**Equity**

<b>Months</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Action Component Activity</b>	<b>E-1</b>	<b>E-3</b>	<b>E-1</b>	<b>E-4</b>	<b>E-6</b>	<b>E-1</b>	<b>E-3</b>	<b>E-4</b>	<b>E-1</b>	<b>E-3</b>	<b>E-3</b>	<b>E-7</b>
	<b>E-2</b>	<b>E-6</b>	<b>E-2</b>	<b>E-5</b>		<b>E-2</b>	<b>E-5</b>	<b>E-6</b>	<b>E-2</b>	<b>E-4</b>	<b>E-5</b>	
	<b>E-7</b>	<b>E-7</b>	<b>E-4</b> <b>E-5</b>			<b>E-7</b>				<b>E-5</b>	<b>E-7</b>	

***Academic Performance  
And Implementation & Impact Form:  
Equity  
(2010-2011 School Years)***

**Component Leader: Administrative leaders**

**Objective E:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>E-1.</b> Students in the SAFE room will receive counseling on behavior and academics.</p>	<p><b>Implementation:</b> The counselors will conduct classes and implement a curricular program in order for students in SAFE to correct their behavior and set goals.</p>	<p>Counselor  Dean of Students</p>	<p>7/11-6/12</p>	<p>\$250 Program</p>	<p>SBDM</p>		
	<p><b>Short-Term Measures of Success:</b> Students will have a lower frequency rate of days in SAFE. The suspension rate will reduce.</p>						
	<p><b>Long-Term Measures of Success:</b> Students will be in the classroom more with a reduction in negative classroom behavior. This will increase instructional time and increase academic performance.</p>						
<p><b>E-2.</b> A community service program will be established and implemented for SAFE room students.</p>	<p><b>Implementation:</b> Students in the SAFE room will participate in community service. This program will be managed by the Dean of Students.</p>	<p>Counselor  Dean of Students</p>	<p>7/11-6/12</p>	<p>\$0</p>	<p>n/a</p>		
	<p><b>Short-Term Measures of Success:</b> Students will have a lower frequency rate of days in SAFE. The suspension rate will reduce.</p>						

	<b>Long-Term Measures of Success:</b> Students will be in the classroom more with a reduction in negative classroom behavior. This will increase instructional time and increase academic performance.						
E-3. Mainstreaming special education students will increase.	<b>Implementation:</b> Students will experience instruction from Highly Qualified content teachers. This will increase the quality of the instruction.	SPED teachers  Counselors  All teachers	7/11-6/12	\$0	SBDM		
	<b>Short-Term Measures of Success:</b> Special education students will be better prepared for academic assessment.						
	<b>Long-Term Measures of Success:</b> The assessment gap between special education and general education scores will decrease.						
E-4 Teachers will offer instruction that is tailored to fit the needs of all students. Special consideration will be given to the learning styles and other learning needs of the Students will experience instruction from Highly Qualified content teachers. This will increase the quality of the instruction.	<b>Implementation:</b> Teachers will participate in book studies and professional development that focuses on the academic needs of and the barriers to learning for Students will experience instruction from Highly Qualified content teachers. This will increase the quality of the instruction. Intentional strategies that are employed will be documented in the lesson plans.	All teachers  Administrative leaders	7/11-6/12	\$2,000  Material	SBDM		
	<b>Short-Term Measures of Success:</b> Students in need of alternate instructional styles will experience a higher academic performance level and will demonstrate fewer discipline problems.						
	<b>Long-Term Measures of Success:</b> Site, district, and state level assessments will reflect a higher level of academic performance.						

<p><b>E-5:</b> The academic success of students scoring will be analyzed.</p>	<p><b>Implementation:</b> Teachers from each department chaired by the Academic Dean will serve on a Gap Committee that will analyze various types of data to identify specific strands, instructional methods, and student/teacher pairing that is in need of improvement. This analysis will be communicated to all teachers and the SBDM in addition to being a part of the SB168 for the upcoming school year. Professional develop will be offered to all teachers in order to be adequately prepared to teach these students.</p> <p><b>Short-Term Measures of Success:</b> The students will experience a curriculum that is best tailored to their learning needs. There will be a reduction of classroom behavioral problems, SAFE visits, and suspensions.</p> <p><b>Long-Term Measures of Success:</b> These students will demonstrate a higher level of academic success.</p>	<p>Administrative Leaders Department Chairs Team Leaders</p>	<p>7/11-6/12</p>	<p>\$0</p>	<p>n/a</p>		
<p><b>E-6:</b> All groupings at LTMS will reflect a more consistent rate of subgroup enrollment.</p>	<p><b>Implementation:</b> Each coach, sponsor, and teacher will evaluate their program on subgroup statistics. They will communicate results for enrollment and performance of sub groups to the administration. All coaches, sponsors, and teachers will ensure all students have equal opportunity for enrollment and participation.</p> <p><b>Short-Term Measures of Success:</b> Students will experience equal opportunities. Sub group gaps will decrease.</p> <p><b>Long-Term Measures of Success:</b> Sub groups will experience an increase proficiency in each group.</p>	<p>Administrative Leaders Department Chairs Team Leaders Sponsors Coaches All teachers</p>	<p>7/11-6/12</p>	<p>\$0</p>	<p>n/a</p>		
<p><b>E-7:</b> LTMS will participate in continued improvement of course and extra-curricular offerings.</p>	<p><b>Implementation:</b> Interest inventories will be given to students and parents in order to establish courses and extra-curricular opportunities of student interest and directly aligned with high school.</p>	<p>Counselors</p>	<p>04/11-05/12</p>	<p>\$ ??? Sponsors Material Staffing</p>	<p>SBDM</p>		

	<b>Short-Term Measures of Success:</b> Students will be a part of school improvement and have an invested interest in their personal and the schools success. Students will be able to participate in activities of their interest.						
	<b>Long-Term Measures of Success:</b> We will experience more students with demands for eligibility checks. This will increase attendance, behavior compliance, mentorship, and academic excellence.						