

LEXINGTON TRADITIONAL MAGNET SCHOOL

SCHOOL IMPROVEMENT PLAN 2008-2009

- SBDM Council approval date May 3, 2006
- Revised: July 10, 2007
- Revised: April 18, 2008

➤ Signature of Principal _____
Clayton M. Goode

LTMS Mission Statement

Lexington Traditional Magnet School will prepare students for learning through academic rigor, relevant opportunities, and positive relationships, so students will think critically and creatively, while working collaboratively within a culturally diverse student body.

Council member signatures:

Clayton Goode

Crystal Estes

Patrice Thompson

Josh Holliday

Hope Hall

David Roberts

Ronda Richardson

Ann Jones

Roger Cleveland

Joyce Turner

Jill Calvert

Vernida Emerson

SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY:

PLAN SUMMARY

The past year has shown increased attention to the Kentucky Core Content, open response writing, and formal assessments conducted periodically to understand student learning and make adjustments in teaching as needed. The school focus is to improve student achievement for all students by meeting their academic, social, and emotional needs. A relevant and rigorous curriculum is being developed for all students. Innovative academic programs, teaching and learning strategies, structural designs, and resources are being utilized to help all students achieve their full potential. The achievement gap between various student groups is being closely monitored as the school moves forward. In order to accomplish the school's high goals for student achievement, staff members will be given training and support in curriculum alignment and mapping, assessment practices, and innovative teaching strategies.

PROCESS SUMMARY

Every certified and classified staff member in the building was given the opportunity to serve on the School Improvement Plan (SIP) committee. All department chairs and the curriculum coach took active roles in working with the principal in committee and electronic meetings to develop this plan. The principal guided the committee through a data analysis of the Kentucky Performance Report, PAS results, Learning Check results, stakeholder surveys, and other essential information to determine the needs of the school. This information was shared with the SBDM council for feedback and expectations in April 2008.

The 2008-09 SIP will serve as a roadmap as LTMS moves forward to accomplish the highest of expectations in student achievement. It will be closely monitored as a living document through scheduled implementation and impact checks involving all LTMS stakeholders. The SIP process will be an agenda item at each SBDM meeting during the 2008-09 school year. In addition, the components will be discussed at faculty meetings, committee meetings, team and academic department meetings, and leadership meetings. New data from formal and informal testing, surveys, and stakeholder feedback will be closely monitored to enhance the implementation and impact checks.

Action Component: Academic Performance

District Name Fayette County

Component Manager Clayton M. Goode

School Name Lexington Traditional Magnet School

Date March 2008

Priority Need	Goal (Addresses the Priority Need)
<p>According to the <u>2007</u> Spring Kentucky Performance Report (KPR):</p> <p>60% of LTMS 7th graders scored below proficiency in writing portfolios (10% Novice) & (50% Apprentice). 80% of African-Americans, 74% of the Free and Reduced (F&R) lunch population, and 69% of students with disabilities scored below proficiency.</p> <p>44% of LTMS 7th graders scored below proficiency in on-demand writing. 62% of African –Americans, 69% of the F&R population, and 96% of students with disabilities scored below proficiency.</p> <p>25% of LTMS 7th graders scored below proficiency in Reading. 39% of African-Americans, 41% of the F&R population, and 53% of students with disabilities scored below proficiency.</p> <p>40% of LTMS 8th graders scored below proficiency in Math. 61% of African-Americans, 64% of the F&R population, and 82% of students with disabilities scored below proficiency.</p>	<p>Increase the percentage of 7th grade students scoring proficiency or above in writing portfolios to 60% in 2009. Increase the percentage of African-Americans and the F&R student population scoring proficiency or above to 35%. Increase students with disabilities scoring proficiency or above in writing portfolios to 40% in 2009.</p> <p>Increase the percentage of 8th grade students scoring proficiency or above in on-demand writing to 65% in 2009. Increase the percentage of African-Americans and the F&R population scoring proficiency or above to 45%. Increase students with disabilities scoring proficiency or above in on-demand writing to 20% in 2009.</p> <p>Increase the percentage of students scoring proficiency or above in Reading to 82% in 2009. Increase the percentage of African-Americans and the F&R population scoring proficiency or above to 70%. Increase the percentage of students with disabilities scoring proficiency or above in Reading to 55%. LTMS will surpass the state average in all areas of Reading in 2009.</p> <p>Increase the percentage of students scoring proficiency or above in Math to 70% in 2009. Increase the percentage of African-Americans and the F&R population scoring proficiency or above to</p>

47% of LTMS 7th graders scored below proficiency in **Science**. 70% of African-Americans, 73% of the F&R population, and 83% of students with disabilities scored below proficiency.

41% of LTMS 8th graders scored below proficiency in **Social Studies**. 65% of African-Americans, 68% of the F&R population, and 96% of students with disabilities scored below proficiency.

27% of LTMS 8th graders scored below proficiency in **Arts & Humanities**. 43% of African-Americans, 50% of the F&R population, and 88% of students with disabilities scored below proficiency.

36% of LTMS 8th graders scored below proficiency in **Practical Living & Vocational Studies**. 54% of African-Americans, 60% of the F&R population, and 74% of students with disabilities scored below proficiency.

The **overall LTMS Accountability Index** rose from a 76.4 in 2005, to an 80 in 2006, and to a 90 in 2007.

55%. Increase the percentage of students with disabilities scoring proficiency or above in Math to 25% in 2009.

Increase the percentage of 7th grade students scoring proficiency or above in **Science** to 65% in 2009. Increase the percentage of African-Americans and the F&R student population scoring proficiency or above to 50%. Increase the percentage of students with disabilities scoring proficiency or above in Science to 25%. LTMS students will score above the state average in all areas of Science in 2009.

Increase the percentage of 8th grade students scoring proficiency or above in **Social Studies** to 70% in 2009. Increase the percentage of African-Americans and the F&R population scoring proficiency or above to 50%. Increase the percentage of students with disabilities scoring proficiency or above to 20%. LTMS students will score above the state average in all areas of Social Studies in 2009.

Increase the percentage of 8th grade students scoring proficiency or above in **Arts & Humanities** to 80% in 2009. Increase the percentage of African-Americans and the F&R population scoring proficiency or above to 65% and 55% respectively, and students with disabilities to 35%. LTMS students will score above the state average in all areas of Arts & Humanities in 2009.

Increase the percentage of 7th grade students scoring proficiency or above in **PL/VS** to 75% in 2009. Increase the percentage of African-Americans and the F&R population scoring proficiency or above to 60%, and students with disabilities to 40%. LTMS students will score above the state average in all areas of PL/VS in 2009.

<ul style="list-style-type: none"> ○ A Reading Index of 97 ○ A Math Index of 87.5 ○ A Science Index of 85.4 ○ A Social Studies Index of 86.9 ○ An Arts & Humanities Index of 99.2 ○ A PL/VS Index of 90 ○ A Writing Index of 80.6 ○ A non-Academic Index of 96.8 	<p>The overall LTMS Accountability Index will rise to a 98 in 2009.</p> <ul style="list-style-type: none"> *A Reading Index of 105 *A Writing Index of 90 *A Math Index of 95 *A Science Index of 90 *A Social Studies Index of 97 *Arts & Hum. Index of 105 *A PL/VS Index of 95 *A Non-Academic Index 97
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Causes and Contributing Factors	Objectives with Measures of Success
<p>Teachers need to better utilize common planning and collaboration time as teams and subject/grade levels to analyze student work, develop rigorous common assessments that hit DOK levels 3 & 4, and share best instructional practices.</p> <p>Teachers need professional development training in the areas of writing portfolios, open response writing, and on-demand writing.</p> <p>Transactive and other content-area writing opportunities are often not conducive to portfolio proficient level writing.</p> <p>Writing instruction is not consistently designed to make sure students have the opportunity for self reflection and self-assessment according</p>	<p>A. Throughout the 2008-09 school year, all teaching teams and common grade and subject area teachers will meet weekly to develop common assessments, analyze formative and summative student assessments results, share best instructional practices and make sure their lessons are vertically and horizontally aligned to the Kentucky curriculum documents including the 4.1 Core Content Depth of Knowledge (DOK) and the district curriculum map in each content area. The September and February Learning Checks will be developed by common grade and subject area teachers based on Unpacking the Standards. Results from the Learning Checks, PAS, and other assessments will be communicated with students in an assessment for learning approach. LTMS will reach a 98 Academic Index in 2009.</p>

to the required rubrics.

Teachers often do not include the required scoring rubrics as part of the writing instructional process.

Many teachers do not utilize prewriting strategies and activities, and engage students in the revision/editing process.

Open response and on-demand writing is not clearly distinguished for students. The school-wide open response strategy and the various writing formats utilized for on-demand writing are not key components of the school curriculum.

Incorporating reading and writing across the curriculum has not been adequately embraced by all teachers.

Students reading more than two or more grade levels below their current grade have not been consistently identified and provided the necessary intervention.

Not all students with disabilities are receiving enough support in the area of reading.

Math classes are taught primarily through direct instruction with very little opportunity for constructive/application math activities.

Many teachers are overly reliant on direct instruction and worksheets rather than authentic and active learning tasks.

Students must be accurately scheduled according to the new SBDM policy that aligns elective course offerings to the CATS grade level assessments.

The frequency of open response items are not being practiced at a

B. All staff will be trained to effectively implementation the LTMS school-wide writing policy. Principals, Portfolio Cluster Leader, language arts teachers, and other staff will analyze portfolio scores, on-demand writing scores, and open response items to plan best instructional strategies for helping students improve their writing. All students will receive instruction on the College SpringBoard's 14 writing strategies. Teams and subject/grade area colleagues will meet weekly to analyze student writing. Students will be given opportunities to do rewrites on all ORQ's in an assessment for learning approach. School-wide Service Learning Projects will support writing across the curriculum. The 2009 writing index will reach 90.

C. Throughout the 2008-09 school year, all students who are at-risk, as identified by consistent reading and math scores two or more grade levels below current grade, will be identified for an Individual Success Plan (ISP). Incoming 6th grade students will be identified for the High Impact strategies. The students will receive a variety of instructional and personal interventions including access to the Literacy Lab, Plato, Math Enrichment, ESS, Mentoring, and other resources. Overall Novices in reading and math will be cut by 25% in 2009.

D. During the 2008-2009 school year, all teachers will implement standards-based content-area reading strategies and the 14 reading strategies developed by College Board. Language Arts teachers will utilize the KCCT Coaches Books to enhance reading skills. All students will be exposed to a variety of rich reading materials. Reading will be embedded across the curriculum. Students reading two or more grade levels blow their current grade will be given additional support in the Literacy Lab through Read 180, Plato, and other resources. The 2009 Reading Index will reach 105.

sufficient level across the curriculum.

All students must be more frequently exposed to rigorous assessments that hit DOK levels 3 & 4, and guided toward self-assessment and opportunities for redoing inaccurate work.

E. During the 2008-2009 school year, all students will receive age, grade level, and developmentally appropriate mathematics instruction that is rigorous, hands-on, and differentiated in order to meet the needs of all students. All new students to LTMS will take a math placement test to help schedule them in the most appropriately challenging math course. The math department will be staffed with seven teachers. Connected Math, Algebra's Cool & Math's Cool, College Board SpringBoard, Plato, and other resources will be utilized to enrich student math skills. The 2009 Math Index will reach 95.

F. LTMS will establish an optimal learning environment school-wide during the 2008-2009 school year. The school will continue participation in the Foundations process in order to enhance the school culture for all stakeholders. Foundations surveys will document a safer and more conducive learning environment.

G. LTMS will host at least nine parental and community events during the 2008-2009 school year to foster involvement in the school. The staff will use a variety of communication avenues to effectively communicate with parents, including the Cat Chronicle, LTMS Happenings, School Website, Teacher Web Pages, Marquee, and Infinite Campus Gradebook. The district's 24-hour communication policy will be enforced. Foundations surveys will indicate that all parents receive effective and timely communication.

SBDM Council Reporting Timeline Academic Performance Component

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity	C-1	A-1	A-2	A-5	A-6	A-8	B-3	E-4	A-3	G-1		
	E-1	A-4	A-10	A-9	A-7	A-11	B-4	F-4	F-2	G-4		
	E-3	C-2	D-5	B-1	B-6	B-5	D-4	G-2	G-3			
		C-3	E-2	B-2	D-1	B-7	E-5					
		C-5	F-1	C-4	D-2	B-8						
		F-6	F-7	D-3		F-3						

Academic Performance Component And Implementation & Impact Form

(2008-2009 School Years)

Component Leader: Curriculum Committee

Objective #A: All teaching teams and subject/grade area teachers will meet weekly to analyze student work, develop rigorous common assessments that hit DOK Levels 3 & 4, share best instructional practices, and make sure their lessons are vertically and horizontally aligned to the KY Core Content 4.1 (DOK) and District Curriculum Maps. Results from formative and summative assessments will be communicated with students in an assessment for learning approach. The school's curriculum, academic programs, and instructional practices will help the school achieve a 98 overall Academic Index in 2009.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A-1. All staff will receive the new KDE and district horizontally and vertically aligned curriculum documents, including the 4.1 Core Content Depth of Knowledge (DOK), results of Unpacking the Standards, and model common assessments in their respective content areas.	Implementation: A faculty roster check sheet will show that all teachers have received their curriculum notebooks.	Clayton Goode-- Principal	August 2008— May 2009	\$100	SCIF	I	Curriculum notebooks have been created for teachers. Each content area has participated in the Unpacking Standards process and development of Learning Checks. . Some content areas need to develop more common assessments for various instructional units
	Short-Term Measures of Success: Daily lesson plans and classroom assessments will reflect alignment.	Patrice Thompson-- Associate Principal					
	Long-Term Measures of Success: School will achieve KCCT goals in each content area.						
A-2. Academic departments will receive six hours of professional development on their respective horizontally and vertically aligned 4.1 Core Content (DOK) and best instructional practices in their area.	Implementation: All teachers will be able to document the six hours of professional development.	Clayton Goode	June 2008— March 2009	\$1500	PD		
	Short-Term Measures of Success: Teacher assessment folders and classroom observations will show effective implementation of best instructional practices as measured by the walkthrough instrument.	Patrice Thompson Academic Department Chairs PD Coordinator					

	<p>Long-Term Measures of Success: February Learning Check will show each content area is on track for reaching its KCCT goal.</p>						
<p>A-3. Collegial planning teams composed of common subject/grade level content areas will meet at least weekly. Department and collegial planning team meetings will focus on the analysis of student work and development of common assessments tied to the curriculum timeline. These assessments will be posted on Share Point. The teams will develop the September and February Learning Checks. Results of formative and summative assessments will be communicated with students in an assessment for learning approach.</p>	<p>Implementation: Collegial plan and department meeting minutes will show evidence of this type of planning.</p>	<p>Clayton Goode Patrice Thompson Department Chairs</p>	<p>August 2008- May 2009</p>	<p>Paper for Learning Checks & Toner \$1200</p>	<p>Title I</p>	<p>I</p>	<p>Teams and departments are meeting regularly for collaboration. Some content areas need to develop more common assessments for various instructional units and get them posted on Share Point.</p>
	<p>Short-Term Measures of Success: All formative common assessments will be posted on Share Point.</p>			<p>Long-Term Measures of Success: Rigorous September and February Learning Checks will be developed tied directly to KY Core Content 4.1. Student work samples, including redo's will be posted in halls and classrooms.</p>			
<p>A-4. All new language arts and math teachers will receive the SpringBoard Professional Development training and implement the Springboard</p>	<p>Implementation: PD teacher records. Teacher assessment folders and classroom observations will show SpringBoard lessons.</p>	<p>Clayton Goode Patrice Thompson</p>	<p>June 2008- May 2009</p>	<p>N/A</p>		<p>I</p>	<p>All current language arts and math teachers have received training.</p>

<p>curriculum.</p>	<p>Short-Term Measures of Success: PAS Scores and February Learning Checks will show Proficient reading, writing, and math scores.</p>	<p>LA Chair</p>					
<p>A-5. All LTMS teachers will effectively implement differentiated instructional practices to meet the academic needs of a variety of student learners. A cadre of four teachers will attend the ASCD conference in July and return to LTMS to train the faculty.</p>	<p>Implementation: All staff will receive differentiated instruction training in a series of faculty meetings August-December. Administrative walkthroughs will document individual teacher performance.</p>	<p>LTMS Administration Cadre Teachers Faculty</p>	<p>July 2008- May 2009</p>	<p>ASCD Conference \$6750 ASCD Differentiated Instruction CD's \$349</p>	<p>Title I</p>		
<p>Short-Term Measures of Success: Walk-through observations and assessment folders will show rigorous lessons and assessments that meet the needs of a variety of learners.</p>							

	<p>Long-Term Measures of Success: Learning Check, PAS, and KCCT Data will meet the student achievement goals in each content area. 2009 Academic Index of 98.</p>			<p>Douglas Reeves' Ahead of the Curve: The Power of Assessment to Transform Teaching & Learning \$34.95 x60 \$2,097</p> <p>Todd Whitaker's What Great Teachers Do Differently? \$15.26 x 60 \$915.60 DVD \$449.10</p> <p>\$10,560.70</p>			
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<p>A-6. All teachers will post model 4's on ORQ's from assessments. In addition, all teachers will write their daily lesson objectives on the board for students. Bell Ringers and Exit Slips tied to the Core Content will be a regular instructional practice.</p>	<p>Implementation: Administrative walkthrough instruments will document posting of 4's on ORQ's and daily lesson objectives. Bell Ringers and Exit Slips will be evidenced in assessment folders.</p> <p>Short-Term Measures of Success: Improved scores on ORQ's will be evidenced on monthly Learning Checks.</p> <p>Long-Term Measures of Success: KCCT goals in all content areas will be achieved.</p>	<p>Clayton Goode Patrice Thompson</p>	<p>August 2008— May 2009</p>	<p>N/A</p>		<p>I</p>	<p>Implemented during previous school years, but must be done by all teachers consistently.</p>
<p>A-7. 6th grade social studies will be enhanced by the Geography Alive Resource Kits. 7th & 8th grade social studies will be enhanced by History Alive Resource Kits.</p>	<p>Implementation: SS teacher lessons and assessments will show resource implementation.</p> <p>Short-Term Measures of Success: Learning Checks and PAS results will show students reaching proficiency.</p> <p>Long-Term Measures of Success: SS scores will hit KCCT score of 97.</p>	<p>Social Studies Department Chair</p>	<p>August 2008 – May 2009</p>	<p>\$4500 Geography and History Alive Resource Kits</p>	<p>CSIF</p>		
<p>A-8. All Language Arts teachers will provide their students with rich literary resources in order to foster an appreciation for reading and enhance reading skills.</p>	<p>Implementation: The teachers will incorporate Junior Great Books into their curriculum throughout the school year.</p> <p>Short-Term Measures of Success: December PAS scores will show 75% of students at Proficiency in Reading.</p>	<p>Patrice Thompson LA Chair LA Teachers</p>	<p>September 2008— May 2009</p>	<p>Junior Great Books Training 8 teachers</p>	<p>Title I</p>		

	<p>Long-Term Measures of Success: 2009 KCCT Reading Index of 105.</p>			<p>x \$300 = \$2400</p> <p>Junior Great Books</p> <p>\$1680.58</p> <p>\$4,080.58</p>			
<p>A-9. Arts & Humanities teachers will incorporate elements of dance, drama, music, and art to prepare students for the KCCT A&H test.</p>	<p>Implementation: A&H teachers will implement these elements into lessons. Assessment binders will show implementation.</p>	<p>Kristi Howe A&H Teachers</p>	<p>August 2008— May 2009</p>	<p>4 Visual Arts Toolkit s x \$94.05</p>	<p>Title I</p>		
	<p>Short-Term Measures of Success: February Learning Check will show 80% of students at Proficiency.</p>			<p>3 Music Arts Toolkit s x \$94.05</p>			
	<p>Long-Term Measures of Success: 2009 KCCT A&H Index of 105.</p>			<p>\$658.35</p>			
<p>A-10. Two members of the Science department will attend the Formative Assessment: Middle School Science workshop and train the remaining members of the department.</p>	<p>Implementation: Attendance at the workshop and subsequent training of department members will enable science teachers to effectively implement formative assessments as documented in their evidence binders.</p>	<p>Mindy Curless Creed Turner Science Teachers</p>	<p>May2008- May 2009</p>	<p>Middle School Formative Science Conference</p>	<p>Title I</p>		
	<p>Short-Term Measures of Success: December PAS scores will show 50% of students at Proficiency. February Learning Check will show 65% at Proficiency.</p>			<p>\$1554.</p>			

	Long-Term Measures of Success: 2009 Science Index of 90.						
<p>A-11. All core area teachers will utilize KCCT Coaches Books to provide students with rigorous KCCT instruction and assessments.</p>	<p>Implementation: Teachers will document KCCT Coaches Book assessments in assessment folders.</p>	<p>Administration Department Chairs</p>	<p>August 2008-May 2009</p>	<p>50 LA Books 30 Math Books 30 SS Books 30 Science Books</p>	<p>Title I</p>		
	<p>Short-Term Measures of Success: December PAS scores and February Learning Checks will reach goals in each respective tested content area.</p>						
	<p>Long-Term Measures of Success: 2009 KCCT goal of 98.</p>						
				<p>\$1,538. 60</p>			

Academic Performance—Writing And Implementation & Impact Form

(2008-2009 School Years)

Component Leader: Clayton M. Goode

Objective B: LTMS Teachers will fully implement the LTMS School-wide Writing Policy – 2.2.18 that emphasizes writing across the curriculum. The policy is based on Kentucky’s Program of Studies, Core Content for Writing Assessment, and the Kentucky Writing Handbook. Students will receive instruction on College SpringBoard’s 14 writing strategies and have the opportunity to rewrite ORQ’s in an assessment for learning approach. The writing index will reach 90 in 2009.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B-1. Teachers will receive training on the LTMS writing policy in order to effectively implement it in their classrooms.	Implementation: Sign-in sheet documents all teachers for training.	Patrice Thompson LA Department Chair Portfolio Cluster Leader	August 2008-May 2009	N/A		I	Writing policy has been passed by SBDM, but all teachers need training for effective and consistent implementation.
	Short-Term Measures of Success: Lesson plans, assessments, and writing folders will show evidence of effective writing strategies and proficient student writing samples.						
	Long-Term Measures of Success: 90 KCCT Writing Index in 2009.						
B-2. Language Arts and BCT teachers will lead instruction in College SpringBoard’s 14 writing strategies.	Implementation: LA and BCT teacher plans will show implementation of the strategies.	Patrice Thompson LA Teachers BCT Teachers	August 2008-May 2009	N/A			
	Short-Term Measures of Success: Student writing performance on Learning Check ORQ’s, on-demand prompts, portfolio writing will show proficiency.						
	Long-Term Measures of Success: 7th grade Writing Portfolios and 8th grade On-demand writing scores will reach a KCCT Index of 90.						

<p>B-3. 7th grade language arts teachers will assist other content area teachers in the development of authentic writing portfolio prompts during team meetings.</p>	<p>Implementation: Each team will post quality writing portfolio prompts on Share point.</p> <p>Short-Term Measures of Success: 7th grade students will have multiple content area portfolio pieces to select.</p> <p>Long-Term Measures of Success: 80% of content area pieces in writing portfolios will be at proficiency or above.</p>	<p>Language Arts Teachers Team Leaders Portfolio Cluster Leaders</p>	<p>August 2008-May 2009</p>	<p>N/A</p>		<p>I</p>	<p>Collaboration between LA and other content area teachers needs to be improved in order to develop improved quality transactive pieces.</p>
<p>B-4. All language arts teachers will use the College SpringBoard web platform to access writing assessments and exemplars and use a minimum of two writing assessments in every unit.</p>	<p>Implementation: The writing assessments and exemplars will be documented in assessment folders, and observed during classroom instructional visits.</p> <p>Short-Term Measures of Success: The percentage of Proficient writers as measured by portfolios and student writing folders will increase by 20% from August to December.</p> <p>Long-Term Measures of Success: The 2009 KCCT writing Index will hit 90.</p>	<p>Clayton Goode Patrice Thompson Language Arts Teachers</p>	<p>August 2008 – May 2009</p>	<p>College Board Fee – \$12,000</p>	<p>District RFP</p>		
<p>B-5. All teachers will show students ORQ model 4's and utilize Dirty 4's and rewrites at least monthly in order to enhance student ORQ writing.</p>	<p>Implementation: Teacher assessment folders will show evidence of assigned ORQ's and student work samples.</p> <p>Short-Term Measures of Success: Learning Checks will show proficient level f ORQ writing. Classroom walls and halls will show at least one ORQ from a student during the year.</p> <p>Long-Term Measures of Success: Student performance on KCCT ORQ's helps school hit 90 Index.</p>	<p>Clayton Goode Patrice Thompson Department Chairs</p>	<p>N/A</p>			<p>I</p>	<p>This is not being done in all classrooms effectively and consistently.</p>

<p>B-6. A timeline and parent communication packet for 7th grade portfolio development will be developed ensuring that all 7th grade students are progressing with quality pieces for selection by the end of March.</p>	<p>Implementation: The timeline and parent communication packet will be developed and posted on the website by mid-September.</p> <p>Short-Term Measures of Success: Students will have drafts of literary and transactive pieces by the end of the first semester that show progress toward proficient writing.</p> <p>Long-Term Measures of Success: Students will have completed portfolios by the end of March leaving two weeks in April for final polishing to the next performance level.</p>	<p>Patrice Thompson Portfolio Cluster Leader All 7th grade teachers</p>	<p>N/A</p>				
<p>B-7. LTMS students will have a working folder in all study areas that will include samples of writing to learn, writing to demonstrate learning to the teacher, and writings for publication.</p>	<p>Implementation: Working folders in all content areas for grades 6, 7, & 8 will be given to the grade level language arts teacher by May 15th each year.</p> <p>Short-Term Measures of Success: Writing folders will show one level improvement (ex. Apprentice to Proficient) from August to May.</p> <p>Long-Term Measures of Success: Improved ORQ, On-demand, portfolio writing, etc. that helps school reach KCCT goal of 98.</p>	<p>Clayton Goode Patrice Thompson Department Chairs Teachers</p>	<p>August 2008- May 2009</p>	<p>Writing Folders & Highlighters \$350</p>	<p>Title I</p>		
<p>B-8. Transactive writing like that called for in the On-Demand Writing Assessment (letter, article, editorial, speech) will be assigned to students at least once in a nine week-period to 8th grade students. MC questions on editing will be included with the prompt.</p>	<p>Implementation: On-Demand writing will be scheduled in a scrimmage format with a predetermined writing prompt and 12 MC Questions.</p> <p>Short-Term Measures of Success: Teachers will analyze students' work during collegial plan and provide feedback to students. Scores will improve 10% each nine week period.</p> <p>Long-Term Measures of Success: On-demand scores will reach 2008 KCCT Index of 90.</p>	<p>Clayton Goode Patrice Thompson 8th grade LA teachers</p>	<p>August 2008-May 2009</p>	<p>N/A</p>			

Academic Performance - High Impact Academic Teaming

And

Implementation & Impact Form

(2008-2009 School Years)

Component Leader: Clayton M. Goode

Objective C: Identification of academically at-risk students will be made based on a variety of data. Students who have reading and math skills two or more grade levels below current grade will have Individual Success Plans (ISP's) and may receive placement for High Impact intervention. Priority will be given to 6th grade students. The students will receive a variety of instructional and personal interventions including access to the Literacy Lab, PLATO, Connected Math, ESS, Mentoring, SpringBoard Learning Strategies, and other resources.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C-1. During the spring and summer of 2008, students who have math and reading skills two or more grade levels below current grade will be identified for ISP's and possible High Impact interventions.	Implementation: A variety of diagnostic data - SRI, PAS, Star Math, CAT 5, PLATO and KCCT will be utilized to compile a list of all students two or more grade levels below current grade in reading and math.	Patrice Thompson Counselors Reading Specialist	April – 2008 August 2009	N/A			
	Short-Term Measures of Success: ISP's will be developed for at-risk students by mid-September.						
	Long-Term Measures of Success: Fully implementation of ISP's and High Impact interventions will result in an 8% overall Novice rate on the 2009 KCCT.						
C-2. Students reading two or more grade levels below their current grade will be scheduled in the Literacy Lab for READ 180 or Plato intervention.	Implementation: A list of these students in need of reading intervention will be developed by the end of August and scheduled for the Literacy Lab.	Clayton Goode Patrice Thompson Reading Specialist LA Teachers	May 2008- May 2009	\$500 for READ 180 PD CSIF \$2500 — Books on	School PD Funds CSIF CSIF		
	Short-Term Measures of Success: December PAS scores will show a performance level improvement from August.						

	<p>Long-Term Measures of Success: Novice Level reading scores will be cut to 10% on the 2009 KCCT.</p>			<p>Tape Ladders to Success \$2500 Great Leaps Books \$1200</p>	CSIF				
<p>C-3. Students who have math skills two or more grade levels below their current grade will be scheduled for PLATO Math intervention or scheduled for a second math class for enrichment.</p>	<p>Implementation: A list of these students in need of math intervention will be developed by the end of August and scheduled for intervention.</p>	<p>Clay Goode Patrice Thompson Math Teachers</p>	<p>May 2008– May 2009</p>						
	<p>Short-Term Measures of Success: December PAS scores will show a performance level improvement from August.</p>								
	<p>Long-Term Measures of Success: Novice Level math scores will be cut to 15% on the 2009 KCCT.</p>								
<p>C-4. Students identified for High Impact intervention will be matched with community mentors through EduCare and assigned to the ESS program. ESS will run on Tuesdays, Wednesdays, and Thursdays for one hour after school in each of the four core content areas.</p>	<p>Implementation: High Impact list of students will show each student has a mentor and is in the ESS program.</p>	<p>Clayton Goode EduCare Volunteers Counselors Social Worker ESS Coordinator</p>	<p>August 2008 – May 2009</p>	<p>\$7,500</p>	<p>ESS Funds</p>				
	<p>Short-Term Measures of Success: Grades, attendance, and behavior data for identified students will show no F's, 94% attendance, and three referrals or less per student.</p>								
	<p>Long-Term Measures of Success: 2009 KCCT Novice rate at 8% or less along with 94% school attendance rate. 20% less referrals in 2008-2009.</p>								
<p>C-5. High Impact teachers will plan curriculum and develop assessments aligned to KY Core Content 4.1 during summer of</p>	<p>Implementation: Teachers will collaborate to develop interdisciplinary lessons and common assessments.</p>	<p>High Impact Teachers</p>	<p>May 2008- August 2008</p>	<p>24 Hours \$900</p>	<p>Title I</p>				

2008.	Short-Term Measures of Success: 35% of High Impact program students will be at Reading Proficiency on December PAS test. 25% of students will be at Proficiency in Math.						
	Long-Term Measures of Success: 50% of HI students will score Proficiency on 2009 KCCT Reading section. 33% will score at Proficiency in Math.						

Academic Performance - Reading And Implementation & Impact Form

(2008-2009 School Years)

Component Leader: Clayton M. Goode

Objective D: During the 2008-2009 school year, all teachers will implement standards-based content-area reading strategies and the 14 reading strategies developed by the College Board. All students will be exposed to a rich variety of reading materials.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
D-1. All teachers will receive training in standards-based content-area reading strategies and the College Board’s 14 reading strategies. The training will occur in faculty, department, and team meetings. School-wide literacy plan will be developed.	Implementation: The reading strategies will be documented in each classroom during walk-throughs.	PD Chair Reading Specialist Administration	August 2008-May 2009	\$1035. 50 Stipend for Literacy Plan development	Title I		
	Short-Term Measures of Success: Reading results on the December PAS test will show 75% of students at Proficiency.						
	Long-Term Measures of Success: February PAS results will show 85% of students at Proficiency. 2009 KCCT Reading score of 105 will be achieved.						
D-2. All students will have access to a rich variety of reading materials including Great Books, engaging novels, articles, etc.	Implementation: LA teachers and Reading Specialist will receive training in Great Books and implement this along with other rich reading materials.	Patrice Thompson LA Teachers & Reading Specialist	July 2008- May 2009	\$2400 Great Books PD for eight teacher s.	Title I		
	Short-Term Measures of Success: Reading results on the December PAS test will show 75% of students at Proficiency.						
	Long-Term Measures of Success: February PAS results will show 85% of students at Proficiency. 2009 KCCT Reading score of 105 will be achieved.						

<p>D-3. All special education teachers will implement either Corrective Reading, Read/Write Gold, or PLATO to teach reading. Each teacher will do at least three training hours of reading training.</p>	<p>Implementation: Special education teachers will document their reading interventions and chart the monthly progress of their students' reading levels in an Excel spreadsheet.</p> <p>Short-Term Measures of Success: 33% of special education students will reach Proficiency on December PAS results and February Learning Check.</p> <p>Long-Term Measures of Success: 50% of special education students will score Proficient on 2009 KCCT.</p>	<p>Special Education Department Chair & Teachers Clayton Goode Patrice Thompson</p>	<p>August 2008-May 2009</p>	<p>\$787.50 in PD stipend money for special education teachers.</p>	<p>Title I</p>		
<p>D-4. All content area teachers will use word walls to help students learn specific core content vocabulary.</p>	<p>Implementation: Each teacher's classroom will have word walls directly linked to the core content.</p> <p>Short-Term Measures of Success: December PAS data and February Learning Check data will show at least 70% of students at Proficiency levels in each content area.</p> <p>Long-Term Measures of Success: 2009 KCCT Academic Index of 98.</p>	<p>Clayton Goode Patrice Thompson Department Chairs</p>	<p>September 2007 – May 2008</p>	<p>N/A</p>		<p>I</p>	<p>Many teachers are doing an outstanding job with word walls, but it is not consistent across the building.</p>
<p>D-5. The Reading Specialist will implement Read 180, Carbo Reading, Great Books, and other reading programs and resources in the Literacy Lab to make progress with students reading below grade level.</p>	<p>Implementation: Students reading two or more grade levels below their current grade will be scheduled into the Literacy Lab.</p> <p>Short-Term Measures of Success: 35% of the students will be at Proficiency on the December PAS test.</p> <p>Long-Term Measures of Success: 50% will score Proficient on 2009 KCCT Reading.</p>	<p>Clayton Goode Patrice Thompson Reading Specialist</p>	<p>August 2008-May 2009</p>	<p>N/A</p>			

Academic Performance - Math And Implementation & Impact Form

(2008-2009 School Years)

Component Leader: Clayton M. Goode

Objective E: All students will receive age, grade level, and developmentally appropriate mathematics instruction that is rigorous, hands-on, and differentiated in order to meet the needs of all students during the 2007-2008 school year.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
E-1. All incoming students to LTMS will take a battery of tests and placed in the most appropriate math class.	Implementation: The math department chair and counselors will keep a record of all incoming students' math scores and work with administration to schedule them accordingly.	Math Chair Counselors Clayton Goode Patrice Thompson	May 2008- July 2009	N/A		I	Incoming students have taken math placement tests in previous years. The district has now developed a placement test for all incoming 6th graders. More caution must be exercised before allowing students to be placed multiple grade levels ahead.
	Short-Term Measures of Success: Less than 15% of students will fail Math during the first two grading periods.						
	Long-Term Measures of Success: 80% of students will be able to move to the next level of math for the 2009-2010 school year.						
E-2. All Math teachers will attend PD training in math instructional best practices including differentiated math strategies, district trainings, Connected Math, and/or SpringBoard Math trainings.	Implementation: Math PD sessions will show 100% attendance and the strategies learned will be implemented in daily lessons.	PD Chair Math Chair & Teachers Clay Goode & Patrice Thompson	June 2008- May 2009	N/A		I	Implementation of SpringBoard and other best practices is not consistent across all math classrooms.
	Short-Term Measures of Success: December PAS data will show 65% of students at Proficiency in each math content area. February Learning Check data will show 75% of students at Proficiency.						

	Long-Term Measures of Success: 2009 KCCT Math Index of 95.						
E-3. All students testing two or more grade levels below in math will be targeted for intervention strategies including Plato, ESS, and an elective math enrichment class if staffing allows.	Implementation: An Excel spreadsheet will list students and the intervention they are receiving. Monthly progress reports on student progress will be given to Math Chair and Administration.	Math Chair & Teachers Clay Goode Patrice Thompson Counselors	August 2008-May 2009	\$46,000	District RFP		
	Short-Term Measures of Success: Math Novice levels will be less than 20% as measured by the December PAS data and February Learning Check.						
	Long-Term Measures of Success: Less than 17% Novice rate on 2009 KCCT.						
E-4. KCCT, PAS, Learning Check, and Common Grade Level Assessments will be analyzed to identify student weaknesses. Re-teaching will occur to remediate these areas.	Implementation: Math teachers will work collaboratively to analyze student work and plan for best instructional practices.	Math Chair & Teachers Clayton Goode Patrice Thompson	August 2008 - May 2009	N/A			
	Short-Term Measures of Success: December PAS data will show 65% of students at Proficiency in each math content area. February Learning Check data will show 75% of students at Proficiency.						
	Long-Term Measures of Success: 2009 KCCT Math Index of 95.						
E-5. Math teachers will use Flashback Bell Ringers weekly to review previously taught content. KCCT-like assessments with open response questions will be utilized	Implementation: Previously taught math concepts will be adequately reviewed. Students will be accustomed to rigorous assessments.	Math Chair Clayton Goode Patrice Thompson	August 2008 – May 2009	N/A		I	Some math teachers are doing an excellent job with Flashback Bell Ringers and KCCT-like assessments that include DOK 3 ORQ's. All teachers must implement these practices consistently and effectively

for formal assessments.	Short-Term Measures of Success: Previously taught concepts in the school year and from lower math levels will be better retained by students. December PAS data will show 65% of students at Proficiency in each math content area. February Learning Check data will show 75% of students at Proficiency.						for all students.
	Long-Term Measures of Success: 2009 KCCT Math Index of 95.						

Action Component: Learning Environment

District Name Fayette County

Component Manager **Patrice Thompson & Clayton Goode**

School Name Lexington Traditional Magnet School

Date July 2008

Priority Need	Goal (Addresses the Priority Need)
<p>The school needs to continue the reciprocal process of evaluating, developing, and refining school rules, procedures, and guidelines that shape a safe and civil environment.</p> <p>Only 41% of students reported that they feel students treat one another respectfully in the cafeteria, and only 20% reported they treat one another respectfully in the hallways.</p> <p>75% of students reported that bullying is a concern.</p> <p>Confusion exists among the staff on the expectations for student behavior and the enforcement of school rules.</p> <p>Although the school places importance on student recognition, incentives and rewards are inconsistently distributed.</p>	<p>LTMS Non-Academic Index will increase to 97 as a result of increased attendance and the establishment of a safe and civil environment</p> <p>75% of LTMS students will report that they feel students treat one another respectfully in the cafeteria and hallways on the student surveys in the spring of 2008.</p> <p>25% of LTMS students will report bullying is a concern on the student surveys in the spring of 2009.</p> <p>100% of the staff will be clear on the expectations for student behavior. All staff member will receive a staff handbook explaining all school rules and policies along with training from administrators and members of the Foundations Team at the August faculty meeting.</p> <p>100% of LTMS students will receive a form of recognition during the 2008-2009 school year.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>New teachers to LTMS need to be better supported so that they make a smooth transition to the building.</p>	<p>All new teachers to LTMS will be assigned a veteran teacher mentor on their team or in their department. All new teachers who are not</p>

<p>Some teachers need more training and guidance to improve their classroom management skills.</p> <p>The common areas of the schools need more structure with CHAMPS expectations implemented.</p> <p>All staff need to assigned supervision areas during class transitions and held accountable for proactive supervision at their posts.</p> <p>The anti-bullying program incorporated into the Guidelines for Success needs to be expanded and effectively delivered during Black Cat Time.</p> <p>All students in the building need an adult advocate.</p>	<p>pink slipped will be retained.</p> <p>All teachers will receive specific feedback on their classroom management skills.</p> <p>CHAMPS expectations in common areas will be taught during Black Cat Time and posted in these areas.</p> <p>LTMS Non-Academic Index will increase to 97 as a result of increased attendance and the establishment of a safe and civil environment</p> <p>75% of LTMS students will report that they feel students treat one another respectfully in the cafeteria and hallways on the student surveys in the spring of 2008.</p> <p>25% of LTMS students will report bullying is a concern on the student surveys in the spring of 2009.</p> <p>100% of the staff will be clear on the expectations for student behavior. All staff member will receive a staff handbook explaining all school rules and policies along with training from administrators and members of the Foundations Team at the August faculty meeting.</p>
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Learning Environment And Implementation & Impact Form

(2008-2009 School Years)

Component Leader: Patrice Thompson & Clayton Goode

Objective F: 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 and supervised.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
F-1. New teachers to LTMS will be partnered with a veteran teacher of LTMS who will orient them to the school and serve as their mentor during the school year. Mentoring teachers will have contact during the school day in team and/or department meetings.	Implementation: Administration will partner new teachers to the building with veteran LTMS teachers. A spreadsheet of assignments will be kept.	Administration Foundations Team	July 2008-May 2008	N/A			
	Short-Term Measures of Success: The veteran LTMS teachers will help new teachers make a smooth transition to the school as measured by Foundations surveys.						
	Long-Term Measures of Success: Teacher retention will reflect an optimal learning environment.						
F-2. Teachers contact families (e.g., home visits, phone calls, e-mail) to discuss student academics and behavior a minimum of twice a year.	Implementation: Teachers will keep a communication log to document regular contact with families that will reflect proactive positive outreach as well as negative student issues. Logs will be turned in each grading period.	LTMS Teachers Clayton Goode Patrice Thompson	August 2008 – May 2009	N/A		I	Must be done by all teachers effectively and consistently.
	Short-Term Measures of Success: All families will be contacted by October 2008 and again by March 2009.						

	<p>Long-Term Measures of Success: Spring 2009 Foundations survey will show that 80% of families are satisfied with teacher communication.</p>						
<p>F-3. LTMS teachers will receive CHAMPS training for classroom and school-wide implementation.</p>	<p>Implementation: All classrooms and school-wide common areas will be highly structured and supervised according to CHAMPS guidelines and best practices.</p>	<p>Clayton Goode Patrice Thompson SAFE Schools Foundations Committee</p>	<p>August 2008— May 2009</p>	<p>N/A</p>		<p>I</p>	<p>Current teachers have received CHAMPS training from Donna Meers. Some teachers are implementing it very effectively, but some have failed in the initiative. School-wide CHAMPS procedures have not been effectively implemented in the common areas.</p>
	<p>Short-Term Measures of Success: Classroom walkthroughs will show that 100% of teachers are implementing CHAMPS.</p>						
	<p>Long-Term Measures of Success: Office referrals will be cut by 20% from the 2007-2008 school year.</p>						
<p>F-4. Each LTMS student will be assigned and meet regularly with an adult who serves as an advocate for the student. Anti-bullying program, Guidelines for Success, and Character Education program will be implemented in Black Cat Time.</p>	<p>Implementation: The master schedule will reflect a daily Black Cat Time offering an advisor/advisee program.</p>	<p>Curriculum Committee Teachers & Staff Counselors</p>	<p>August 2008 – May 2009</p>	<p>N/A</p>		<p>I</p>	<p>New Black Cat format for 2008-2009 school year with updated curriculum and new initiatives.</p>
	<p>Short-Term Measures of Success: Black Cat walkthroughs will show effective implementation of character education, Guidelines for Success, anti-bullying program, and mentoring.</p>						
	<p>Long-Term Measures of Success: 2009 KCCT Math Index of 95.</p>						
<p>F-6. All LTMS teachers will receive six hours of PD on culturally responsive teaching.</p>	<p>Implementation: Sign-in sheets will show all teachers received training.</p>	<p>PD Committee Vince Mattox</p>	<p>August 2008</p>	<p>N/A</p>			
	<p>Short-Term Measures of Success: 2009 KCCT Novice rate will be cut to 8%.</p>						
	<p>Long-Term Measures of Success: School will hit all 16 NCLB Targets in 2009.</p>						

<p>F-7. A new comprehensive school-wide supervision plan will be developed to make sure that all areas of the building are supervised before school, during class transitions, and after school.</p>	<p>Implementation: The supervision plan will be developed by administration and shared with staff at the first faculty meeting.</p>	<p>Clayton Goode Patrice Thompson</p>	<p>June 2008— May 2009</p>	<p>N/A</p>			
	<p>Short-Term Measures of Success: Spring Foundations survey will show that 90% of students feel their school is safe.</p>						
	<p>Long-Term Measures of Success: Office referrals will be cut by 20% from the 2007-2008 school year.</p>						

Action Component: Parental and Community Involvement/Communication

District Name Fayette County

Component Manager Clayton Goode

School Name Lexington Traditional Magnet School

Date July 2008

Priority Need	Goal (Addresses the Priority Need)
<p>More events that foster active involvement from all LTMS stakeholders need to be held throughout the school year and communicated at the beginning of the school year.</p> <p>LTMS staff needs to effectively utilize all communication avenues to reach parents and the community.</p> <p>The school-wide calendar needs to be coordinated by a school communications coordinator and communicated through all communication avenues.</p> <p>The school website needs to be managed by a school web master and monitored daily.</p> <p>All teachers need to update STI/Infinite Campus grades at a minimum of every two weeks.</p> <p>All teachers need to update the Homework Hotline daily. Team leaders need to call the hotline daily.</p> <p>Parent phone calls and e-mails need to be responded according to the district's 24 hour directive.</p>	<p>LTMS will host at least six events during the school year that are open to all parents. The events will enable parents to meet with teachers and learn more about becoming involved at LTMS. Each event will be placed on the school calendar and advertised through a variety of communication avenues including the website, Cat Chronicle, marquee, Channel 13, and e-mails to stakeholders.</p> <p>The school will have a communications coordinator to filter and disseminate important information to all LTMS stakeholders through the school's communication avenues.</p> <p>The school will have a web master to develop, monitor, and update the school website to ensure it contains relevant and accurate information.</p> <p>All LTMS teachers will provide effective communication to parents through e-mail, phone calls, home visits, STI updates, Homework Hotline and conferencing. All staff members will follow the district's 24 hour communication return directive.</p>

Causes and Contributing Factors	Objectives with Measures of Success

<p>Not all teachers keep grades updated in Infinite Campus at least on a bi-weekly period.</p> <p>Not all teachers provide parents with effective communication on a consistent basis.</p> <p>Not all staff members follow the district's 24 hour communication directive.</p> <p>Some teams have failed to update the Homework Hotline on a daily basis.</p>	<p>The school will host at least six events during the school year that are open to all parents.</p> <p>100% of teachers will keep grade updated in Infinite Campus at least on a bi-weekly basis.</p> <p>100% of teachers will provide parents with effective communication on a consistent basis and follow the district's 24 hour communication directive.</p> <p>All teams will keep the Homework Hotline updated.</p>
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Parental and Community Involvement/Communication

And

Implementation & Impact Form

(2008-2009 School Years)

Component Leader: Clayton Goode & Patrice Thompson

Objective G: LTMS will host at least six parent and community events during the 2008-09 school year to help foster school/parent/and community relationships. Communication with parents and the community will be enhanced with the LTMS Happenings, Cat Chronicle, School Website, Teacher Web Pages, Marquee, and STI/Infinite Campus Gradebook. The district's 24-hour communication policy will be followed by all staff.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
G-1. LTMS administration and staff members will host community events intended to encourage family and community members to get involved in the school.	Implementation: Teachers will provide opportunities to showcase LTMS learning experiences through 6th Grade Orientation, Open House, Magnet Night, Science Fair, Health Fair, and Culture Fair/Academic Expo.	LTMS Teachers & Staff	6th Grade Orientation —August 2008	\$1000.00	SCIF Funds		
	Short-Term Measures of Success: Attendance sheets from the six events combined will show 75% of families attended at least one event.		Open House – September 2008 Magnet Night –				

	<p>Long-Term Measures of Success: Spring 2009 Foundations Survey will show that 80% of families are satisfied with involvement opportunities.</p>		<p>September 2008 Cultural Fair/Academic Expo— February 2009 Science Fair – February 2009 Health Fair— March 2009</p>				
<p>G-2. All teachers will develop and maintain a classroom website to keep parents updated on assignments and other key information.</p>	<p>Implementation: All teachers will have a website up and running by mid-September.</p> <p>Short-Term Measures of Success: Websites updated every two weeks as checked by Administration.</p> <p>Long-Term Measures of Success: Spring 2009 Foundations Survey will show that 80% of parents are satisfied with school communication.</p>	<p>Webmaster IAKSS Technology Dept. LTMS Administration</p>	<p>August 2008-May 2009</p>	<p>N/A</p>		<p>I</p>	<p>Some teachers still do not have classroom websites and many current sites are seldom updated.</p>
<p>G-3. All teachers will keep Infinite Campus Gradebook updated at least every two weeks.</p>	<p>Implementation: Teachers enter most recent student grades into IC at least every two weeks.</p> <p>Short-Term Measures of Success: Parents and students will be able to monitor individual assignments and grades that are updated every two weeks.</p>	<p>Clayton Goode LTMS Teachers</p>	<p>August 2008-May 2009</p>	<p>N/A</p>		<p>I</p>	<p>Some teachers fail to keep grades updated in Infinite Campus.</p>

	<p>Long-Term Measures of Success: Spring 2009 Foundations Survey will show that 80% of parents are satisfied with school communication.</p>						
<p>G-4. The school will maintain a master calendar for all events. The calendar will be posted on school communication avenues-Cat Chronicle, LTMS Happenings, Website, and Marquee.</p>	<p>Implementation: The master calendar will be posted and updated in the associate principal's office. Staff must check the calendar before scheduling events.</p>	<p>Communications Coordinator— Patrice Thompson Clayton Goode Web Master PTA Communications Committee</p>	<p>August 2008 – May 2009</p>	<p>\$800 Webmaster</p>	<p>District Supplemental Funds</p>	<p>I</p>	<p>Effective Implementation during 2007-2008 school year.</p>
	<p>Short-Term Measures of Success: Each LTMS family will receive monthly Cat Chronicle via mail and LTMS Happenings weekly via e-mail. Website will be updated weekly and Marquee monthly.</p>						
	<p>Long-Term Measures of Success: Spring 2009 Foundations Survey will show that 80% of families are satisfied with school communication.</p>						