

# **TATES CREEK HIGH SCHOOL**

## **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

**(KASC ACTION COMPONENT OPTION)**

### **SCHOOL ASSURANCE REVIEW**

**SCHOOL YEARS 2008-2010**

The Tates Creek High School school council and school planning committee reviewed the Assurances in the *Comprehensive School Improvement Planning Framework* (2003) prior to approval of our plan.

Samuel T. Meaux, Principal  
Chairperson, School Council

2/11/08  
Date

Elizabeth Pelphrey, Academic Dean  
Chairperson, School Planning Committee

2/11/08  
Date

**Plan Approved by the School Council:**

**February 11, 2008**

#### **School Council Members:**

<b>Kathryn Cullen, Student</b>	<b>James Morris, Parent</b>
<b>Luna Helton, Teacher</b>	<b>Charlsa Mulliken, Classified Representative</b>
<b>Joe Lerza, Parent</b>	<b>Jim Schlich, Counselor</b>
<b>Samuel Meaux, Principal</b>	<b>Ann Shaw, Associate Principal</b>
<b>Marty Mills, Teacher</b>	<b>Mary Jo Smith, Teacher</b>
<b>Delores Minor, Teacher</b>	<b>Quinn West, Teacher</b>
<b>Tina Moorhead, Parent</b>	<b>Cindy Wysock, Parent</b>

**Note:** Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2003-2004 are in the Comprehensive School Improvement Planning Framework (2003) and can be downloaded from the Web Page at: <http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/KDE+Planning+Tools+for+Schools+and+Districts.htm>

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

### *START WITH A PLAN SUMMARY*

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

The 2008-10 School Improvement plan for Tates Creek High School has been created around our KPR, NCLB and SB 168 goals, Smaller Learning Communities initiatives and goals as well as our faculty-created vision statement. As we continue to implement and refine these initiatives, we will focus on the premise of personalizing our high school through innovative, relevant and rigorous academic programs. Specifically we will focus on personalizing the education for all students, increasing student achievement for all students, closing the achievement gap in math and reading, improving school climate and increasing parental involvement.

### *CONTINUE WITH A PROCESS SUMMARY*

The legal requirements for Planning involve how you developed the Plan as well as what you put in the Components, and this Process section shows that you are in compliance on those issues. In the Process Summary, include information regarding the following:

1. Mission Statement Development and Review

During the 2004-05 school year, the teachers and administration completed a visioning process where all staff were involved in a vision that would drive the initiatives stemming from our Smaller Learning Communities grant. As we continue to implement our grant goals and objectives, we will review the mission statement for possible revision.

2. Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement or other comprehensive needs assessment process that was used.

The 2008-10 SIP needs assessment were aligned with the following Kentucky's Standards and Indicators for School Improvement: 1)Curriculum 2)Classroom Evaluation/Assessment 3)Instruction 4)School Culture 5)Student, Family and Community Support 6)Professional Development

3. Priority Needs, Causes, Goals, and Objectives.

The SBDM first reviewed the priority needs, causes, goals and objectives on November 12, 2007

4. Substantive achievement gaps, gap targets, and time schedule for closing the gaps.

Reducing achievement gaps continues to be a priority for Tates Creek High School. The Gap Reduction Targets, established by the FCPS Gap Reduction matrix, evaluates where we are to date and what scores we need to allow all groups to achieve 100 by 2014.

5. Review drafts of the components.

SBDM reviewed drafts February 11, 2008

6. Review estimates and information for Section 7 requests (if any).

Final Approval on February 11, 2008

7. When the public meeting held to present the Plan to the community, and who attended.

8. When the revised plan was officially approved and adopted.

Final approval of plan: February 11, 2008

9. How the plan will be evaluated, and when.

Monthly Implementation and Impact checks during the biennium cycle, as required by the SBDM, will serve as an evaluative measure of the plan.

10. For each step listed above, what other stakeholders were involved and how? (You may include names and identify those who represent parents, teachers, other staff, other school and district stakeholders, primary parents, migrant parents, and your community's ethnic diversity.) The TCHS CSIP Management Team met and reviewed the plan during the planning process. The management team includes:

Samuel Meaux, Principal

Ann Shaw, Associate Principal

Betsy Rains, Associate Principal

Liz Pelphrey, Academic Dean

Justin Cheatham, Reading Specialist, Writing Committee Member, YSC Committee Member

Angela Davis, Youth Services Center Coordinator

Terri Harper, IB Coordinator

Marty Mills, ESS Coordinator, English Department Chair; Foundations Committee Member

Traci Ransdell, 9<sup>th</sup> Grade Academy Director

Lauren Evans, Teacher, Writing Committee Chair

Bo Lankster, Teacher, Foundations Member

Patti Palmer, Teacher, Foundations Team Member

Meredith Hadley, Teacher, Writing Committee Member

Brittany Crawford, Teacher, Writing Committee Member

Donna Farquhar, Parent, YSC Committee Member

Shannon Cole, Math Department Chair

Ryan McQuerry, Math Teacher; Writing Committee Member

Eric Jackson, Career Pathways Committee

Quinn West, Career Pathways Committee

Erik Rishel, Career Pathways Committee

Geoff Ritchie, Career Pathways Committee

Students were represented through student surveys. Parents were represented through parent surveys and participation on the CSIP Management Team and SBDM.

**Action Component: Student Achievement**

District: Name Fayette County

Component Manager: Liz Pelphrey

School Name: Tates Creek High School

Date: February 11, 2008

Priority Need	Goal (Addresses the Priority Need)
<p>According to 2007 CATS scores, the overall achievement of Tates Creek High School students continues to improve. However, if student performance continues to increase at the same rate, the school will not achieve an index of 100 by 2014. Therefore, index scores in each content area must increase at a greater rate each year.</p>	<p>By the end of the 2008-09 school year, the CATS academic index scores will increase to the following:</p> <p>Reading-106            Math-82            Science-85            Social Studies-89            Arts/Humanities-110            PL/VS-105            Writing-70</p> <p><b>Norm-Referenced Tests</b>            PLAN-22            ACT-22</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p>A. All assessed areas contain significant achievement gaps among all disaggregated populations.</p> <p>B. Percentage of students scoring at the proficient or distinguished levels on each 2007 KCCT content area:</p> <p>Reading-76%            Math-52%            Science-56%            Social Studies-53%            PL/VS-67%            Arts/Humanities-83%            Writing Portfolio-31%            On-Demand Writing-18%</p> <p>C. Students don't score nearly as well on the KCCT open response questions as they do multiple choice questions. The mean 2007 KCCT open response</p>	<p>A. Will be addressed in equity component of CSIP</p> <p>B. (SA-1) The percentage of students scoring at proficient or distinguished levels will increase in all assessed content areas during each cycle of the biennium.</p> <p>C. (SA-2) The students who enter Tates Creek High School lacking basic reading and math skills will show significant growth as measured on the MAP (Measures of Academic Progress) assessment.</p> <p>D. (SA-3) The percentage of 9<sup>th</sup> grade students who fail one or more classes will decrease each semester.</p> <p>E. (SA-4) The percentage of students taking higher level AP/IB/Opportunity College courses will increase and at the same time student achievement in these courses will increase.</p>

score for each subject area:

Reading-2.3

Math-1.7

Science-2.2

Social Studies-1.9

Arts/Humanities-2.2

- D. Many students lack basic reading, writing and math skills which impact their performance in other content areas.
- E. 33% of 9<sup>th</sup> graders failed one or more class during the first semester of the 2007-08 school year.

**SBDM Council Reporting Timeline  
Student Achievement Component**

<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>				2C 2D		1A 1B 1C 1D 2A 2B 3A 3B 4A					1A 1B 1C 1D 2A 2B 3A 3B 4A	

**Objective #SA-1 : During each cycle of the biennium, the percentage of students scoring at proficient or distinguished levels will increase in all assessed content areas.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. Departmental and faculty meetings will provide time for teachers to regularly collaborate in grade-level course meetings to refine curriculum maps, lesson plans, and common assessments. Particular attention will be paid to inclusion of varying DOK levels and alignment with the Program of Studies and 4.1 Core Content.</p> <p>After each common assessment administration, teachers will meet during faculty and departmental meetings to work in grade-level content groups to analyze student work and plan instructional next steps.</p>	<p><b>Implementation:</b> During spring and summer of 2008, grade level courses will refine aligned curriculum maps, units and lesson plans for each graduation requirement course. Teachers will be given meeting time to analyze student work and develop instructional plans and assessments based on needs identified by common assessment data. Departmental PD time will also be used for this activity if necessary.</p> <p><b>Short-Term Measures of Success:</b> Teachers will have an aligned curriculum with a common scope and sequence to use in development of mid and end of semester exams. Common Assessment data will be collected and indicate baseline data and incremental short-term measures of success. Results from formal and informal classroom assessments, and common exams will determine student growth throughout the year. Open response class averages should increase to a mean score of 3.0 or above.</p>	<p>Teachers Instructional Team Academic Dean</p>	<p>Feb 2008-May 2010</p>	<p>Sub Fees</p>	<p>PD SLC</p>		
	<p><b>Long-Term Measures of Success:</b> The percentage of students scoring 3's and 4's on the KCCT will increase in all content areas and the average open response score will be at 3.0 or higher. All content indexes will increase to allow TC to meet the goal of 91.8 by the end of the 2008-2010 biennium.</p>						

**Objective # SA-1 : During each cycle of the biennium, the percentage of students scoring at proficient or distinguished levels will increase in all assessed content areas.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>_B.</b> Teachers who are members of the Writing Committee will continue to mentor department members offering support with writing to learn and writing to demonstrate learning activities and implementation of TCHS's writing policy.</p>	<p><b>Implementation:</b> Writing Committee members will meet once a month to address needs of faculty and develop intervention plans accordingly. Members will serve as instructional writing leaders in the building. Strategies and student work will be shared at department meetings. Planning period meetings will be offered twice a semester to allow teachers to receive support with writing prompts and strategies (including ORQ). Departmental PD time will be used for this activity if necessary.</p> <p><b>Short-Term Measures of Success:</b> Writing regularly in all content areas will help students learn content more effectively resulting in increased student achievement as evidenced by formal and informal measures such as grades and learning check data.</p> <p><b>Long-Term Measures of Success:</b> The number of students scoring proficient on the KCCT writing portfolio and On-Demand test will increase and the overall KCCT index will increase to meet the target goal of 91.8 at the end of the 2008-10 biennium.</p>	<p>Writing Committee Members</p> <p>Classroom teachers</p>	<p>Spring 2008 to Spring 2010</p>				

**Objective # SA-1 : During each cycle of the biennium, the percentage of students scoring at proficient or distinguished levels will increase in all assessed content areas.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>C. Administrators, Instructional Team members and classroom teachers will conduct walkthroughs looking for rigorous and relevant, 4.1 Core Content and Program of Studies aligned learning outcomes and activities.</p>	<p><b>Implementation:</b> Walkthroughs will be conducted allowing observers to note learning outcomes and agendas and their congruence to 4.1 Core Content and the Program of Studies, rigor and relevance and evidence of writing. Immediate follow up and feedback will be provided to the teacher via email and appropriate follow-up support will be provided by the Academic Dean, reading specialist and Instructional Team leader.</p> <p><b>Short-Term Measures of Success:</b> As teachers continue to be intentional about designing and implementing rigorous, aligned lesson plans, student performance on formal and informal assessments will increase.</p> <p><b>Long-Term Measures of Success:</b> The number of students scoring proficient on the KCCT writing portfolio and On-Demand test will increase and the overall KCCT index will increase to meet the target goal of 91.8 at the end of the 2008-10 biennium.</p>	<p>Writing Committee Members</p> <p>Classroom Teachers</p>	<p>Spring 2008 to Spring 2010</p>				



**Objective # SA-2: The students who enter Tates Creek High School lacking basic reading and math skills will show significant growth as measured on the MAP (Measures of Academic Progress) assessment.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><u>A.</u> All students enrolled in General English I and 2 will be assessed using the MAP. All students scoring below proficient levels in reading and language will be referred for skill remediation.</p>	<p><b>Implementation:</b> Students enrolled in English I will be assessed in August and May. English II students will be assessed in October. Once results are obtained, the reading specialist will print reports and will show teachers how to use the Descartes Framework to identify skills/concepts that need to be introduced/reviewed with students. Remediation will occur through supplemental learning activities provided by the classroom teacher and ESS tutoring.</p> <p><b>Short-Term Measures of Success:</b> Growth reports from MAP will be used to measure short-term growth and success. English grades will be used as a secondary source of information.</p> <p><b>Long-Term Measures of Success:</b> The KCCT reading index will continue to increase to exceed the target of 91.8 by the end of the 2008-10 biennium.</p>	<p>Academic Dean</p> <p>Technology Resource Teacher</p> <p>Reading Specialist</p> <p>English Teachers</p> <p>ESS Coordinator</p>	<p>Sept. 08 to May 2010</p>	<p>Approx \$15,000 per year</p>	<p>IAKSS Assessment Funds</p>		

**Objective # SA-2: Students who enter Tates Creek High School lacking basic reading and math skills will show significant growth as measured on the MAP (Measure of Academic Progress) assessment.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>_B.</b> All students enrolled in Connections Algebra and Algebra I Part II will be assessed using the MAP. All students scoring below proficient levels will be referred for skill remediation.</p>	<p><b>Implementation:</b> Students enrolled in Connections Algebra, Algebra I and Algebra 1 Pt 2 will be tested during the months of August and May. Once results are obtained, the reading specialist will run reports and show teachers how to use them and the Descartes Framework to identify skills/concepts that need to be introduced/reviewed with students. Remediation will occur through supplemental learning activities provided by the classroom teacher and ESS tutoring.</p> <p><b>Short-Term Measures of Success:</b> Growth reports from MAP will be used to measure short-term growth and success. Math grades will be used as a secondary source of information.</p> <p><b>Long-Term Measures of Success:</b> The KCCT math index will increase to meet the target of 91.8 by the end of the 2008-10 biennium.</p>	<p>Academic Dean Technology Resource Teacher Math Teachers ESS Coordinator</p>	<p>9/08-5/10</p>	<p>\$15,000</p>	<p>IAKSS Assessment funds</p>		

**Objective # SA2: Students who enter Tates Creek High School lacking basic reading and math skills will show significant growth as measured on the MAP (Measure of Academic Progress) assessment.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>C. Incoming 9<sup>th</sup> grade students who read below grade level as measured by PAS or MAP will be scheduled into 9<sup>th</sup> grade social studies classes co-taught by the social studies teacher and the reading specialist.</p>	<p><b>Implementation:</b> Using a collaboration model, the reading specialist will team with two 9<sup>th</sup> grade general social studies teachers. Students who have been identified as reading below two or more grade levels will be placed in these classes so they may receive specific literacy instruction within the context of a content classroom.</p> <p><b>Short-Term Measures of Success:</b> Growth reports from MAP will be used to measure short-term growth and success. Social Studies grades will be used as a secondary source of information.</p> <p><b>Long-Term Measures of Success:</b> The KCCT reading and social studies indices will increase to meet and exceed the targets of 91.8 in social studies and reading by the end of the 2008-10 biennium.</p>	<p>Reading Specialist</p> <p>Classroom Teachers</p>	<p>8/2008 to 5/2010</p>				

**Objective #SA-2: Students who enter Tates Creek High School lacking basic reading and math skills will show significant growth as measured on the MAP (Measure of Academic Progress) assessment.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>_D.</b> All students two or more grade levels behind in math and reading will be encouraged to attend a two-week summer skills camp.</p>	<p><b>Implementation:</b> Academic Dean and Reading Specialist will work with 8<sup>th</sup> grade teachers and counselors to identify students who would qualify. A high interest camp will be offered during two weeks of summer vacation. Incentives for student participation will be brainstormed with 9<sup>th</sup> grade math and English teachers.</p> <p><b>Short-Term Measures of Success:</b> Growth reports from MAP will be used to measure short-term growth and success.</p> <p><b>Long-Term Measures of Success:</b> The KCCT reading and math indices will increase to meet and exceed the targets of 91.8 in by the end of the 2008-10 biennium.</p>	<p>Academic Dean  Reading Specialist  Department Chairs</p>	<p>May 2008/May 2010</p>				

**Objective # SA3: The percentage of 9<sup>th</sup> and 10<sup>th</sup> grade students who fail or drop out will decrease each semester.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>A.</b> Freshman Academy structures will provide a smooth transition for students.</p>	<p><b>Implementation:</b> 9<sup>th</sup> grade students not enrolled in the Ace-Pre Diploma Programme will enroll in Freshman Academy classes. Initiatives such as teacher-teaming, advisor/advisee, Freshman Seminar and the Intervention Pyramid will allow students' first year of high school to be more structured and personalized. Camp Commodore, Lunch Bunch tutoring, monthly Academy and Team meetings and student incentive programs like Commodore of the Week will also provide support structures for 9<sup>th</sup> grade students.</p>	<p>Freshman Academy Director</p>	<p>8/08-5/10</p>	<p>\$5,000.00</p>	<p>SLC and School Funds</p>		
		<p>Freshman Academy Teachers</p>					
		<p>Freshman Principal</p>					
	<p><b>Short-Term Measures of Success:</b> Student surveys, grades, discipline, attendance and tardy data will be tracked. As skills are taught and interventions put in place, data from all these areas will improve.</p>	<p>Academic Dean</p>					
	<p><b>Long-Term Measures of Success:</b> Final grades, KCCT scores and non-academic data (drop out and retention rate plus successful transition from high school) will be monitored for improvements.</p>	<p>Counselors</p>					

**Objective # SA3: The percentage of 9<sup>th</sup> and 10<sup>th</sup> grade students who fail or drop out will decrease each semester.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>B.</b> Freshman and Sophomore Seminar classes will be a required course of all students not enrolled in the ACE IB Pre-Diploma Programme.</p>	<p><b>Implementation:</b> Students not enrolled in the Ace-Pre Diploma Programme will enroll in Freshman and Sophomore Seminars. Freshman Seminar will focus on transitional skills necessary for high school, study skills, character based education and ILP completion. Bi-weekly grade checks and advising will also be an integral part of the Freshman Seminar class. Skills will continue to be refined and applied in Sophomore Seminar. Career exploration and community service will be integral to the Sophomore Seminar class.</p>	<p>Freshman Academy Director</p> <p>Freshman Academy Teachers</p> <p>Counselors</p>	<p>8/08-5/10</p>	<p>\$2,000.00 per year</p>	<p>SLC and School Funds</p>		
	<p><b>Short-Term Measures of Success:</b> Student surveys, grades, discipline, attendance and tardy data will be tracked. As skills are taught and interventions put in place, data from all these areas will improve.</p>						
	<p><b>Long-Term Measures of Success:</b> Final grades, KCCT scores and non-academic data (drop out and retention rate plus successful transition from high school) will be monitored for improvements.</p>						

**Objective # SA3: The percentage of 9<sup>th</sup> and 10<sup>th</sup> grade students who fail or drop out will decrease each semester.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>C. All students will complete appropriate grade-level components of the ILP. Students not enrolled in Ace-Pre Diploma Program or the IB Program will choose a Career Pathway to pursue 10-12<sup>th</sup> grades.</p>	<p><b>Implementation:</b> Career Pathway exploration will be introduced in Freshman Seminar through ILP completion, guest speakers, research projects and field trips. At the 10<sup>th</sup> grade level, students will choose a Career Pathway and will attend presentations and field trips through Sophomore Seminar and monthly activity blocks.</p> <p><b>Short-Term Measures of Success:</b> Students will recognize the relevance and connection of what they are learning in the classroom to their Career Pathway choice resulting in improved school climate measured by follow-up surveys, anecdotal records and observations.</p> <p><b>Long-Term Measures of Success:</b> Yearly survey comparison, discipline data, grades and KCCT scores and non-academic data will indicate improvements.</p>	<p>Foundations Committee</p> <p>Academic Dean</p>	<p>2-8-5/10</p>	<p>\$5,000.00</p>	<p>SLC</p>		

**Objective #SA-4: The percentage of students taking higher level courses AP/IB/Opportunity College courses will increase as will student achievement in these courses.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. International Baccalaureate Diploma Programme initiatives will continue to be refined and enhanced.</p>	<p><b>Implementation:</b> IB initiatives such as curriculum refinement, instructional practices, after school tutoring, guest speakers and summer workshops will continue to be refined and enhanced. Teachers will continue to be trained in Level I and II workshops and IB teaching materials and resources will continue to be ordered as needed. Teachers and counselors will encourage all students to increase the rigor in their course of study to include more advanced, AP and/or IB classes.</p> <p><b>Short-Term Measures of Success:</b> As more teachers are trained, they will incorporate higher order, inquiry based learning activities in their lesson plans in ALL level courses. Improved instructional practices will result in an increase in student achievement in all content areas as evidenced by grades and common assessment data. Students enrolled in the Ace Pre-Diploma and IB Diploma Programmes will see an increase in student achievement in internal and external assessments. Evaluation of TC's IB programs conducted by the University of Kentucky will identify areas of strengths and areas for improvement.</p> <p><b>Long-Term Measures of Success:</b> Overall KCCT index will increase to meet the target goal of 91.8 at the end of the 2008-10 biennium. At the same time, the number of students completing all necessary requirements to earn an IB Diploma will increase. Enrollment in AP and Opportunity College courses will increase as will exam passage rates in these courses.</p>	<p>IB Coordinator  IB Staff  Academic Dean</p>	<p>February 200-May 2010</p>	<p>\$20,000 per year</p>	<p>SLC, PD, FEA Grant</p>		

**Action Component: Climate**

District Name: Fayette County Public Schools

Component Manager: Liz Pelphrey

School Name: Tates Creek High School

Date : February 11, 2008

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
Although parent, student and faculty surveys indicate stakeholders generally perceive a positive school climate at TCHS, concerns about student safety, interactions and perceptions have been noted.	To have appropriate student behavior intentionally taught and modeled by all TCHS staff and to have expectations endorsed and enforced consistently school-wide to produce safe, friendly and civil school climate conducive to high student achievement.

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
The 2007 Foundations parent, teacher and student surveys revealed these prioritized needs: smoking in restrooms, respect in cafeteria, respect in hallways, inappropriate language from students, student to student respect and student to staff respect.	A. (SC-1)TCHS' Foundations Committee will provide support to teachers and staff allowing school climate to continue to improve.

**SBDM Council Reporting Timeline  
Climate Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity				1A 1B 1C								

# *School Climate Component And Implementation & Impact Form*

(2008-2010 School Years)

**Component Leader: Liz Pelphrey**

**Objective # SC 1:** TCHS' Foundations Committee will provide support to teachers and staff to allow the school climate to continue to improve.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><u>A.</u> The Safe and Civil Schools office will continue to offer behavior management assistance to individual and small groups of teachers as needed.</p>	<p><b>Implementation:</b> A refresher back to school PD will review the purpose of Foundations, climate components necessary for a successful school, skillful responses to misbehaviors, setting teacher and student expectations, and ratio of interactions. Follow up individual conferences will be provided as needed.</p>	<p>Foundations Committee  PD Committee</p>	<p>8/08-08/10</p>	<p>\$2,000.00</p>	<p>PD  SLC</p>		
	<p><b>Short-Term Measures of Success:</b> Improvements in school climate will be measured by follow-up surveys, anecdotal records and observations.</p>						
	<p><b>Long-Term Measures of Success:</b> Yearly survey comparison, discipline data, grades, non-academic data and KCCT scores will indicate improvements.</p>						

**Objective # SC 1: TCHS' Foundations Committee will provide support to teachers and staff to allow the school climate to continue to improve.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>B.</b> Teachers and staff will be regularly supported by intentional efforts of the Foundations Committee.</p>	<p><b>Implementation:</b> Weekly Foundations Tip will be included in the faculty newsletter and mini-presentations will be provided at all faculty meetings. Daily public service announcements will be shared by the announcement crew. Foundations Team members will continue to meet every two weeks to proactively address climate issues and concerns as they develop.</p>	<p>Foundations Committee</p>	<p>2/08-5/10</p>	<p>\$1,000.00 per year</p>	<p>SLC PD</p>		
	<p><b>Short-Term Measures of Success:</b> Improvements in school climate will be measured by follow-up surveys, anecdotal records and observations.</p>						
	<p><b>Long-Term Measures of Success:</b> Yearly survey comparison, discipline data, grades, non-academic data and KCCT scores will indicate improvements.</p>						

**Objective # SC 1: TCHS' Foundations Committee will provide support to teachers and staff to allow the school climate to continue to improve.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>_C. Teachers and staff will be provided civility lessons related to TCHS's Commodore Four, Guidelines for Success and Foundations survey results.</p>	<p><b>Implementation:</b> Integrated lesson plans will be developed and provided to Freshman Seminar and 9<sup>th</sup> grade social studies teachers. 10-12<sup>th</sup> grade classes will review civility lessons as needs and teachable moments present themselves.</p> <p><b>Short-Term Measures of Success:</b> Improvements in school climate will be measured by follow-up surveys, anecdotal records and observations.</p> <p><b>Long-Term Measures of Success:</b> Yearly survey comparison, discipline data, grades, non-academic data and KCCT scores will indicate improvements.</p>	<p>Foundations Committee</p> <p>Academic Dean</p>	<p>2-8-5/10</p>				

**Action Component: Equity**

District Name Fayette County Public Schools

Component Manager: Liz Pelphey

School Name Tates Creek High School

Date February 11, 2008

Priority Need	Goal (Addresses the Priority Need)
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Gaps between white and African-American students and middle/upper SES and low SES are closing, yet still remain. As individual content scores increase, gaps among disaggregated groups must decrease. Of specific concern are gaps in math achievement.

GOAL	CONTENT AREA	SUB-GROUPS	2007 P/D	GOAL 2008 P/D (Based on NCLB AMO)
AYP	Reading	Caucasian	77%	50%
AYP	Reading	African-American	49%	50%
AYP	Reading	Low SES	61%	50%
AYP	Math	Caucasian	58%	50%
AYP	Math	African-American	18%	50%
AYP	Math	Disability	15%	50%

Causes and Contributing Factors	Objectives with Measures of Success
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- The percentage of African American, low SES and special education students scoring proficient and distinguished in all content areas is lower than the school mean in all content areas.
- Current course offerings and instructional strategies don't meet the needs of all students.
- Student surveys indicate that certain students don't feel a connectedness to their school or their education.

- A. (E-1)NCLB gap reduction targets will be met.
- B. (E-2) Tutoring will be offered to meet the needs of all sub groups of students.
- C. (E-3) Individual and group mentoring sessions will contribute to students' feeling of connectedness to their school and educational goals.

**SBDM Council Reporting Timeline  
Equity Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity						1A 1B					2A 3A	

# *Equity Component And Implementation & Impact Form*

(2008-2010 School Years)

**Component Leader: Liz Pelphrey**

**Objective # E-1: Gap reduction targets set by NCLB will be met.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>_A Academic progress will be intentionally and regularly monitored for 10<sup>th</sup> grade targeted NCLB subgroups.</p>	<p><b>Implementation:</b> A list of 10<sup>th</sup> grade NCLB students who scored middle/high apprentice on the middle school KCCT will be provided to 10<sup>th</sup> grade English teachers so that they, along with reading specialist, ESS director and Academic Dean can provide intervention strategies and monitoring.</p>	<p>Reading Specialist  Academic Dean  ESS Director  10<sup>th</sup> grade English teachers</p>	<p>2/08-5/10</p>				
	<p><b>Short-Term Measures of Success:</b> Grades and MAP scores will increase.</p>						
	<p><b>Long-Term Measures of Success:</b> Students scoring proficient and distinguished on the KCCT within all disaggregated groups will increase as determined by SB 168 and NCLB</p>						

**Objective # E-1: Gap reduction targets set by NCLB will be met.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>_B.</b> Academic progress will be intentionally and regularly monitored for 11<sup>th</sup> grade targeted NCLB subgroups.</p>	<p><b>Implementation:</b> A list of 11<sup>th</sup> grade NCLB students who scored middle/high apprentice on the middle school KCCT will be provided to the 11<sup>th</sup> grade math teachers so that they, along with ESS teachers can provide intervention strategies and monitoring.</p>	<p>Academic Dean</p> <p>ESS director and teachers</p> <p>11<sup>th</sup> grade math teachers</p>	<p>2/08 to 5/10</p>				
	<p><b>Short-Term Measures of Success:</b> Grades and MAP scores will increase.</p>						
	<p><b>Long-Term Measures of Success:</b> Students scoring proficient and distinguished on the KCCT within all disaggregated groups will increase as determined by SB 168 and NCLB</p>						

**E-2: Tutoring will be offered to meet the needs of all sub groups of students.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><u>A.</u> Intensive tutoring will be offered to targeted NCLB subgroup students.</p>	<p><b>Implementation:</b> Administrative staff will personally invite NCLB students to attend KCCT reading and math tutoring to be offered twice a week by UK students. Math and English teachers will offer intensive review sessions twice a week, for the six weeks prior to KCCT testing.</p> <p><b>Short-Term Measures of Success:</b> Students will increase their content knowledge and open response writing skills.</p> <p><b>Long-Term Measures of Success:</b> Students scoring proficient and distinguished on the KCCT within all disaggregated groups will increase as determined by SB 168 and NCLB</p>	<p>Academic Dean</p> <p>Principals</p> <p>Reading Specialist</p> <p>ESS Director and teachers</p>	<p>2/08 to 5/10</p>	<p>\$1,000.00</p>	<p>ESS</p>		

**E-3: Individual and group mentoring sessions will contribute to students' feeling of connectedness to their school and educational goals.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><u>A.</u> Focus groups will be established with at-risk students to provide a support network for them.</p>	<p><b>Implementation:</b> Through the YSC and social worker's office, focus groups will be created to provide academic and social support to at-risk students.</p> <p><b>Short-Term Measures of Success:</b> As participating students learn leadership skills and feel empowered in their learning environment; grades, discipline and attendance data will show improvements.</p> <p><b>Long-Term Measures of Success:</b> Students scoring proficient and distinguished on the KCCT within all disaggregated groups will increase as determined by SB 168 and NCLB.</p>	<p>YSC Coordinator</p> <p>Social Worker</p> <p>Counselors</p> <p>Teacher Volunteers</p>	<p>2/08 to 5/10</p>	<p>\$2,000.00 per year</p>	<p>YSC</p> <p>SLC</p> <p>ESS</p>		

**Action Component: Parental Involvement**

District Name: Fayette County

Component Manager: Angela Davis

Date: February 11, 2008

<b>School Name : Tates Creek High School Date : February 11, 2008 Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>While Tates Creek has a very active and supportive PTSA, there is a need for increased involvement of parents of students who are not being successful academically or socially. This involvement and support is integral as students transition from middle school and to post-secondary options.</p>	<p>To improve communications between the school and parents of all students, especially those who aren't being successful academically, socially or behaviorally.</p>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<p>A. Parent participation tends to decrease as students enter high school. B. The structure of high school can be intimidating to some parents. C. Communication sent by mail or students does not always reach parents.</p>	<p>A. (P1) Increase communication with parents of students who are not meeting their academic, social or behavioral potential.</p>

**SBDM Council Reporting Timeline  
Parental Involvement Component**

<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>						1A					1B 1C	

***Parent/Family Component  
And  
Implementation & Impact Form***  
(2008-2010 School Years)

**Component Leader: Angela Davis**

**Objective # (P1) Increase communication related to parents of students who are not reaching their academic, social or behavioral potential.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><u>A.</u> Parents will be kept informed of student's progress and school-related events through a variety of media.</p>	<p><b>Implementation:</b> Parents will receive instructions and support in using Infinite Campus Parent Portal. Parents will be informed concerning events, programs, and services to encourage family and community participation through the use of a variety of media..</p>	<p>Youth Services Center Coordinator  Freshman Academy Director  IB Coordinator</p>	<p>2/08-2/10</p>	<p>\$1,000.00</p>	<p>SLC  YSC  School Funds</p>		
	<p><b>Short-Term Measures of Success:</b> As grades, attendance, behavior data and school services and events are made available to parents, they will be able to work as a partner in their child's education. Behavior, grade and attendance data will improve.</p>	<p>Academic Dean  Counselors  Teachers</p>					
	<p><b>Long-Term Measures of Success:</b> Communication between parents/students/teachers should increase and necessary interventions developed to insure students are doing what is necessary to be successful in their classes. Percentage of failures should decrease across all grade levels as compared to last year's data.</p>						

Objective # (P1) Increase communication related to parents of students who are not reaching their academic or social potential.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B. Parent conferences will be scheduled after school, during planning times and during at least one records/conference non-flex work day.	<b>Implementation:</b> Parent conferences will be scheduled at various times to enable more parents the opportunity to attend. Counselors, classroom teachers, social worker and the YSC director will make targeted attempts to reach parents of students who are at-risk socially, behaviorally and academically.	Counselors	8/08-2/10				
		Teachers					
		Freshman Academy Director					
	<b>Short-Term Measures of Success:</b> As intentional efforts are made to reach parents, parents will become more involved and partner with teachers and staff to insure their students are reaching their academic, behavioral and social potential.	Social Worker					
	<b>Long-Term Measures of Success:</b> Student grades, attendance and behavior data will be reviewed for improvements.	YSC Director					

**Objective # (P1) Increase communication related to parents of students who are not reaching their academic or social potential.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>_C. School seminars/conference nights will be held off campus at the new Gainesway Community Center.</p>	<p><b>Implementation:</b> Through the YSC, events of interest to parents will be offered off-campus at the new Gainesway Community Center. Targeted parents will be personally invited to attend.</p> <p><b>Short-Term Measures of Success:</b> Parents will feel more comfortable attending events off campus allowing them to become more comfortable with the school and staff. Attendance records will be monitored and as more sessions are offered, participation will increase.</p> <p><b>Long-Term Measures of Success:</b> As participation in seminars increases from target parent groups, students' grades, attendance and discipline data will be reviewed for improvements.</p>	<p>YSC Coordinator Social Worker  Academic Dean  Freshman Academy Director</p>	<p>2/08-2/10</p>	<p>\$2,000. 00</p>	<p>YSC  SLC</p>		

