

## **MILLCREEK ELEMENTARY**

### **IMPROVEMENT PLAN**



**Plan Approved by the School Council:  
May 29, 2008**

The MILLCREEK ELEMENTARY SCHOOL council and school planning committee reviewed the Assurances in the *Comprehensive School Improvement Planning Framework* (2005) prior to approval of our plan.

Lorraine G. Williams  
Chairperson, School Council

#### **Mission Statement**

Our mission is to provide a safe, positive learning environment with high expectations for all students.

#### **Belief Statements**

We believe...

- That we, the adults, shape the culture and climate of our school.
- That we must foster the development self respect and respect for others
- That we should model service to others and encourage children to do the same.
- That we should actively teach children to demonstrate responsible and safe behavior.
- That we should encourage the aspirations and dreams of both children and adults.
- That academic success is achievable for every student at Millcreek
- That parent involvement is critical to the successful education of children. Millcreek will always strive to encourage parent involvement.

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

### ***EXECUTIVE SUMMARY***

Millcreek Elementary continues to work towards achieving proficiency for every student.

**Content Focus:** Our actions address the following content areas: Reading, Writing, Math, Science, and Arts & Humanities. We aim to increase the rigor of the curriculum and assessment in these content areas in order to achieve the following academic index goals: A) Reading -106; B) Math – 106; C) Writing -100; D) Science; and E) A&H – 94.

**Gap Closure:** We strive to close the achievement gap in the following subpopulations: Free & Reduced and African American as specified in our 2008 SB168 Goals: Free & Reduced – 67% Reading; 76% Math; African-American – 66% Reading; 71% Math.

**Culture & Climate:** We continue actions that improve positive school-wide behavior and consistent school and classroom consequences for inappropriate behavior through the Foundations' Project Committee. Also, we continue to improve communication about school expectations that lead to student academic and behavioral success through the work of the Parents & Teachers Working Together (PT3) Standing Committee.

### **PROCESS OF DEVELOPING THE COMPREHENSIVE PLAN**

In Spring 2007, Millcreek Council and PTA worked together with the Pritchard Committee to form a group of 15 teachers and parents - *Parents & Teachers Working Together* - whose goal was to strengthen the school-home partnership in order to increase student achievement. This committee's work was shared with parents at end of year awards ceremonies, August Parent Input Meetings, and PTA meetings. Parent surveys prioritized parents' needs and expectations for the schools for their children. The School's Mission is agreed upon by all parties.

#### **PROCESS SUMMARY**

##### **Mission & Beliefs**

In late Spring 2007, the Foundations Project Committee worked with Leadership and staff to establish a set of beliefs that guide the staff in achieving the school's mission. These beliefs and mission statements are recited at each Council Meeting to ground us in the purpose of our work. The belief statements translated into the Millcreek Guidelines for Success. The Guidelines for Success are communicated through our webpage, parent handbook, and school morning announcements. They are visible and audible throughout the school.

The Comprehensive School Planning Committee consisted of members of the School Council, Millcreek Standing Committees, school leadership and grade/subject teams. Council revised the standing committee structure to consist of a PT3 (Parents & Teachers Working Together Committee) and the Policy Committee. These two committees interact with the school's operational committees (literacy, instructional leadership team, foundations, and social committees). The Standing Committees consisted of lower and upper primary teachers, intermediate teachers, special education and other certified staff. Parents and/or community members as well as classified staff were invited, encouraged, and recruited to serve on the committees. The standing committees work impacts both the Academic and Learning Environment Components.

##### **Needs Assessment Process**

Grade level teams consisted of members of each grade level (Pre-K -5, Special Education and Special Area) reviewed and analyzed 2007 state test results in staff, and committee meetings. Primary and Intermediate teachers conducted ongoing analysis of student assessments in reading and math. Council reviewed disaggregated data during October & November meetings, reviewed the previous SIP, and considered recommendations of the Standing Committees. The Parent Involvement and Achievement Gap actions were embedded in the Academic and Learning Environment components. Plans are to have ongoing review and revision of the SIP to ensure it is a live and viable document.

The full staff conducted a red flag analysis of the 2007 Kentucky Performance Report and No Child Left Behind Report. Council analyzed disaggregated results of 2007 KCCT. Primary grade level teams disaggregated Dibels and GRADE reading data for 06-07 and conducted a trend analysis of this same data in early fall and late winter. In addition, the staff revised the comprehensive

school-wide assessment plan with an intentional focus on reducing gaps in state assessment proficiency as well as increasing rigorous instruction and assessment for the diverse student learning needs. The Primary Teams analyzed results of progress monitoring data and fall and winter benchmark scores; Grades 3-5 analyzed results of 2007 Fall Reading and Math Learning Checks. The Foundations Team conducted a comprehensive assessment of staff, student, and parent opinions about the school climate and safety in spring 2008. 2007-08 Title I/FRC surveys and 06-07 Principal Input Meetings were also considered in creating and/or refining the Improvement Plan.

**Determining Priority Needs, Causes, Goals, and Objectives**

Using the data results from the above group analyses, staff reviewed the current SIP during a scheduled SIP revision staff meetings and made recommendations for Council. Council reviewed the recommended CSIP in May, 2008 and was in consensus with the draft plan. The PTA reviewed recommendations at the May 2008 meeting. A final review will be held at the June, 2008 Council Meeting.

**SB 168 Target Goals:**

**Gap Reductions Target (s):**

Content Area	Sub-Group	2006 results	Gaps %	Projected Increase	2007 School Results	2008 School Goal
Primary Reading 4th	SES	42	25	25	54	67
Primary Math- 5th	SES	28	48	48	22	76
Secondary Reading – 4th	Minority	33	33	33	54	66
Secondary Math-5 <sup>th</sup>	Minority	20	51	51	39	71

A public meeting was held by the principal on February 2

**2007 NCLB Math Results – 3<sup>rd</sup> – 5<sup>th</sup>**

	2007		Participation Rate		Other Academic Indicator(s)		
	2007		2007		Above Assistance	Graduation Rate	
	% Proficient (Low, High)	No. Students	Percentage	2006 (sch, state)	2005	2006	
All Students	55.33 ( 46.96, 63.70)	254	100	Yes (-3.4, 3.2)	N/A	N/A	
White (Non-Hispanic)	69.01 ( 58.78, 79.24)	143	100	Denote: x - Below AYP Target * - 15% of Population c - Combined LEP i - Improving			
African-American	30.26 ( 16.24, 44.28)	82	100				
Hispanic		11					
Asian		6					
Limited English Proficiency		6					
Free/Reduced Lunch	39.34 ( 27.68, 51.00)	127	100				
With Disability		36					

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**2007 NCLB Reading Results – 3<sup>rd</sup> – 5<sup>th</sup>**

	2007		Participation Rate		Other Academic Indicator(s)		
	2007		2007		Above Assistance	Graduation Rate	
	% Proficient (Low, High)	No. Students	Percentage	2006 (sch, state)	2005	2006	
All Students	67.62 ( 59.74, 75.50)	254	100	Yes (-3.4, 3.2)	N/A	N/A	
White (Non-Hispanic)	81.69 ( 73.14, 90.24)	143	100	Denote: x - Below AYP Target * - 15% of Population c - Combined LEP i - Improving			
African-American	43.42 ( 28.29, 58.55)	82	100				
Hispanic		11					
Asian		6					
Limited English Proficiency		6					
Free/Reduced Lunch	53.28 ( 41.37, 65.19)	127	100				
With Disability		36					

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**Implementation and Internal Review**

The plan will be sent to district program coordinators for review and comment. The plan will be revised based on the feedback provided. Committee and council members will review the revisions and approve the revised plan. Implementation of the plan is expected to improve student achievement for all students in all areas. Impact reviews occur bi-monthly in order to ensure continuous student progress and gap reduction. Council will charge standing committees to monitor and evaluate program/action effectiveness and impact on student learning. Actions which have little or no impact will be revised or eliminated.

**Communication Plan**

Public comment was secured through parent participation on committees, surveys, and invitations to attend Council meetings to discuss the plan. As a public document, the plan will be available in the school office, library, and on our Council web page. Each council member will receive a copy of the plan and every staff person will be given a copy of the plan to serve as a basis for their work and to be reviewed individually to determine professional development implications for each person’s professional growth plan.

**Standing Committees**

POLICY	PT3
Gina Bernard (PSA) Leigh Ann Devore (Special Ed Teacher) Daphne McCoy (Teacher) Rachel Smith (Math/Writing Coach) Lillian Sundy (FRC) Amanda Roberts (Special Ed Teacher)	Kristen Schlessler (Teacher) Robin Jackson (Teacher) Rita Wimpy (Teacher) David Bennett (Teacher Council) Sarah Hitchcock (Teacher) Teresa Kardos (Parent) Melody Combs (Parent) Linda Borkowski (Parent)

***Grade Level Teams:***

K – 1 TEAMS	2-3 TEAMS	4-5 TEAMS	SPECIAL AREA TEAM	OTHER SPECIAL SUPPORT SERVICES
Kim Walker Robin Jackson Kristina Baxter Gayla Cook Alison Zelinski Stacey Roberts Elizabeth Manion Joan Lilly	Louisa Hemmelgarn Sarah Hitchcock Suzanne Shanklin Lauren Talbott Amanda Stewart Amanda Bruner Kayla Grace Shelly Stocker  Sp Ed -Cyndi Ogden, Amanda Roberts	Estie Wells Jennifer Ayers Tammy Drury Natalie Call Daphne McCoy Debbie VanMeter Kristen Schlessler  Sp Ed Leigh Ann Devore	David Bennett Kevin Fitzpatrick Rita Wimpy Kelli Faulkner	Tracy Redmon Susie Cutshall Rachel Smith Pam Huff Becky LeVey Tina McMahan

***School Administrative Leadership:*** Lori Chiara, Sp. Ed. Facilitator/Title I Lead Teacher; Melinda McClung, Counselor; Gina Bernard, PSA; Lillian Sundy, FRC Coordinator; Karen Donovan, SAM; Lorraine Williams

***School Council:***

Lorraine Williams, Principal; David Bennett, Staff; Kim Walker, Staff; Suzanne Shanklin, Staff; Rick Passmore, Parent; Natasha Murray, Parent

**Action Component Academic**

District Name Fayette

Component Manager Gina Bernard, PSA

School Name Millcreek Elementary

Date April 2008

Priority Need	Goal (Addresses the Priority Need)																																																	
<p>Millcreek had gains in our SB 168 populations; however, our overall academic index trend continues to fluctuate.</p> <table border="1"> <thead> <tr> <th>Population</th> <th>KCCT 2004 Combined Index</th> <th>KCCT 2005 Index</th> <th>KCCT2006 Combined Index</th> <th>KCCT2007 Index</th> </tr> </thead> <tbody> <tr> <td>Non-F/R</td> <td>89.8</td> <td>90.8</td> <td>86.6</td> <td>94.4</td> </tr> <tr> <td>SES-F/R Lunch</td> <td>62.6</td> <td>67.4</td> <td>59.3</td> <td>67.9</td> </tr> <tr> <td>White (Non-H)</td> <td>84.8</td> <td>85.9</td> <td>85.1</td> <td>90.9</td> </tr> <tr> <td>African American</td> <td>62.7</td> <td>65.6</td> <td>56.5</td> <td>61.4</td> </tr> </tbody> </table> <p>2007 Combined academic index - 79.4                  2007 percent Novice – 15.69                  2007 Overall Writing Proficiency – 19% ; On Demand – 37%                  In 2007 CATS Open Response performance, the percent of students scoring a 0 or 1 on some of the sub domains:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Reading</th> <th>Math</th> <th>Science</th> <th>SS</th> <th>A&amp;H</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>35</td> <td>45</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>22</td> <td>60</td> <td>60</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>40</td> <td>50</td> <td></td> <td>80</td> <td>38</td> </tr> </tbody> </table>	Population	KCCT 2004 Combined Index	KCCT 2005 Index	KCCT2006 Combined Index	KCCT2007 Index	Non-F/R	89.8	90.8	86.6	94.4	SES-F/R Lunch	62.6	67.4	59.3	67.9	White (Non-H)	84.8	85.9	85.1	90.9	African American	62.7	65.6	56.5	61.4	Grade	Reading	Math	Science	SS	A&H	3	35	45				4	22	60	60			5	40	50		80	38	<p>2008 -09 CATS data will reflect:</p> <ul style="list-style-type: none"> <li>▪ Accountability Index – 99</li> <li>▪ Grades 3-5 reading academic index will increase from 89.3 to 106 (an increase of 17 percentile points);</li> <li>▪ Grades 3-5 math academic index will increase from 84 to 106. 56 5th graders; 74 4th graders; 65 3rd graders will score P or D;</li> <li>▪ Science Index – 94</li> <li>▪ Social Studies Index - 94</li> <li>▪ Writing Index – 100 - There will be 5% or less Novice Writing Portfolios;</li> <li>▪ A&amp;H Index – 94</li> </ul> <p><b>2008 SB168 Goals</b></p> <ul style="list-style-type: none"> <li>▪ Increase by 13 percentage points the reading scores for 4<sup>th</sup> grade low SES population to attain a proficiency of 67%. <b>*SB 168</b></li> <li>▪ Increase by 37 percentage points the math scores for 5th grade low SES population to attain a proficiency of 76%. <b>*SB 168</b></li> <li>▪ Increase by 12 percentage points the reading scores for 4<sup>th</sup> grade AA population to attain a proficiency of 66%. <b>*SB 168</b></li> <li>▪ Increase by 49 percentage points the reading scores for 5th grade AA population to attain a proficiency of 71%. <b>*SB 168</b></li> </ul>
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Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> <li>1. Reading First Initiative is resulting in better performance in the teaching of reading and increased student proficiency in reading.</li> <li>2. Lack of school-wide writing plan negatively impacts students' writing proficiency on 4<sup>th</sup> grade accountability portfolios.</li> <li>3. School-wide focus on problem solving in mathematics has resulted in some better understanding of effective math strategies but has not been fully implemented in all classrooms.</li> <li>4. Lack of a systematic structure to address students' need to communicate their thinking in writing in all content areas results in overall poor performance on open responses.</li> </ol>	<p>A.1 Millcreek will refine the School-wide Instruction &amp; Assessment Plan and implement research based instructional practices that improve students' ability to</p> <ol style="list-style-type: none"> <li>A) think critically,</li> <li>B) write to learn,</li> <li>C) write for publication, and</li> <li>D) score proficient on school and state level assessments as measured by disaggregated 08 &amp; 09 KCCT results in reading, math, science, social studies, writing, and arts &amp; humanities ; 09 Reading First assessments; and 08-09 common unit assessments in reading, math, science, social studies, and Arts &amp; Humanities.</li> </ol>

<ol style="list-style-type: none"> <li>5. Lack of implementation of the district curriculum map in science and social studies in all grades results in an overwhelming number of content standards to address in the accountability grades.</li> <li>6. Difficulty in getting parents to send struggling students to extended summer learning opportunities are barriers to closing the gap.</li> <li>7. Reading intervention strategies are closing the gap for struggling learners in primary.</li> <li>8. Lack of time impacts the development of a math intervention program at the primary level.</li> <li>9. Use of Daytime Wavier at intermediate grades for reading and math is addressing gaps but the identified group needs to be more narrowly focused.</li> <li>10. Arts &amp; Humanities is taught as separate subjects: music and art; there is not a systematic process to teach across the arts &amp; humanites and address drama and dance strands.</li> <li>11. Lack of hands on strategies in math and science result in reduced student engagement in the learning process.</li> </ol>	
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**SBDM Council Reporting Timeline  
Academic Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>Action Component Activity</b>	Policy Reviews	A.1 A.2 A.4 A.13	A.3 A.8 A.9 A.11 A.12 A.14	A.5 A.5 A.6 A.8 A.10	A.2 A.7 A.8 A.9 A.11	A.8 A.12 A.13 Policy Reviews	A.1 A.3 A.5 A.6 A.8 A.9 A.11	A.2 A.4 A.7 A.8 A.10 A.12 A.14	A.8 A.9 A.11 A.13	A.3 A.5 A.6 A.8	Policy Reviews	A.7 A.11 A.12 A.13 A.14



**Academic Component  
And  
Implementation & Impact Form  
(2008-10 School Years)**

**Component Leader: Gina Bernard, PSA**

**Objective # A.1** Millcreek will refine the School-wide Instruction & Assessment Plan and implement research based instructional practices that improve students' ability to A) think critically, B) write to learn, C) write for publication, and D) score proficient on school and state level assessments as measured by disaggregated 08 & 09 KCCT results in reading, math, science, social studies, writing, and arts & humanities ; 09 Reading First assessments; and 08-09 common unit assessments in reading, math, science, social studies, and Arts & Humanities.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>1. Teachers will create and implement a yearlong core content and assessment plan for reading and math in accordance to the RF grant initiative and school-wide math action plan (Grades K-5); science (Grades K-5); and social studies (Grades 2-5)</p> <p><b>ALL TEACHERS</b></p>	<p><b>Implementation:</b> When this activity/initiative is fully implemented, the curriculum is strategically taught across the grade levels, curriculum gaps are closed, and students' proficiency is increased.</p> <p><b>Short-Term Measures of Success:</b> Short term success will be measured by the instruction and assessment plan document produced during the summer of 2008 by grade level and special area teams. Plans will be electronically generated, housed on Millcreek's website, and available to the public.</p> <p><b>Long-Term Measures of Success:</b> Long term success will be measured by student performance based on 2009 &amp; 2010 KCCT goals, 2009 Reading First grade level and school -wide goals and the 2008 SB168 targets (SES reading &amp; SES math). SB168</p>	<p><b>PSA Team Leaders</b></p>	<p><b>June 2008 - August 2008</b></p>	<p><b>20,250</b> 28 Staff @ \$25 for 30 HRS</p>	<p><b>2007-08 Title I Funds</b></p>		
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement

<p>A. 2. Conduct 5 RF Technical Release job-embedded professional development days for Primary Teachers that emphasize examining student work and strategies on providing feedback in reading &amp; writing.</p> <p><b>PRIMARY &amp; SPECIAL ED TEACHERS</b></p>	<p><b>Implementation:</b> This activity will be fully implemented at the end of 2009 when all primary and special education staff will have received 600 hours of Professional Development related to scientifically based reading research as recorded by the Reading First PD log.</p> <p><b>Short-Term Measures of Success:</b> Short term success will be measured by the Success of this activity will be measured through analysis of student work that is conducted in team collaborations. This data will indicate that 100% of Reading First teachers are implementing specific feedback in their daily instruction in reading and writing.</p> <p><b>Long-Term Measures of Success:</b> Long term success will be measured by increased student proficiency and reduced novice performance reading and writing as measured by Dibels, GRADE, and other diagnostic assessments and student work analysis protocols.</p>	<p>RF Coach Primary Teachers August 2008 - March 2009</p>	<p>August 2008 - April 30, 2009</p>	<p>\$20,000</p>	<p>Reading First Title I General Funds</p>		
<p>A.3. Teachers participate in the Harvard Initiative and/or collaborate in grade/content level teams to design and implement 2 Units of Study that are aligned with state and district standards. <b>3<sup>RD</sup> – 5<sup>TH</sup> GRADE TEACHERS</b></p>	<p><b>Implementation:</b> This activity will be fully implemented at the end of 2009 when grades 3-5, the special Areas teachers, and the special education staff will have completed Year 1 of the Professional Learning Community Initiative and 2 Integrated Science and Math Units for 3<sup>rd</sup> &amp; 5<sup>th</sup> grades and 2 Integrated Social Studies and Language Arts Units for 4<sup>th</sup> grade.</p> <p><b>Short-Term Measures of Success:</b> Short term success will be measured by the Success of this activity will be measured through analysis of student work that is conducted in team collaborations. This data will indicate that 100% of Reading First teachers are implementing specific feedback in their daily instruction in reading and writing.</p>	<p>Principal PSA Team Leaders Grades 3-5 Science Teacher Media Specialist Math/Writing Specialist</p>	<p>August 2008 - April 30, 2009</p>	<p>Funds \$4,100</p>	<p>PD &amp; Title I</p>		

	<p><b>Long-Term Measures of Success:</b></p> <p>Long term success will be based on 2009 &amp; 2010 KCCT goals in Reading, Science, Social Studies, and Math.</p>						
<b>Activity</b>	<b>Measure</b>	<b>Respons Person</b>	<b>Start/End Date</b>	<b>Cost</b>	<b>Fund Source</b>	<b>I, P, N</b>	<b>Progress Statement</b>
<p>A. 4. With the support of the PSA, the Music, Art &amp; Physical Education teachers will design a comprehensive A &amp; H Instructional Program and Assessment Plan that integrates the Arts &amp; Humanities Program of Studies and Core Content for Assessment (including Dance &amp; Drama) for Grades 3-5.</p> <p><b>SPECIAL AREAS TEACHERS</b></p>	<p><b>Implementation:</b></p> <p>When this activity/initiative is fully implemented, the A &amp; H curriculum is strategically taught across the 3<sup>rd</sup> – 5<sup>th</sup> grade levels, connected to other content areas, curriculum gaps are closed, and students' proficiency is increased.</p>	<p><b>PSA Music, Art, &amp; Physical Education Specialists</b></p>	<p><b>June 2008 - August 2008</b></p>	<p><b>\$1,200</b></p> <p>Special Areas summer training- Alignment &amp; Assessment 4 for 2 days</p>	<p><b>2007-08 Title I Funds</b></p>		
	<p><b>Short-Term Measures of Success:</b></p> <p>Short term success will be measured by the instruction and assessment plan document produced during the summer of 2008 by special area teams. Plans will be electronically generated, housed on Millcreek's website, and available to the public.</p> <p>Short term success will also be based on increased student engagement in two grade level performances and increased student achievement as measured by mid-unit and end of unit common assessments</p>						
	<p><b>Long-Term Measures of Success:</b></p> <p>Long term success will be and 2009 KCCT goals 2009 &amp; 2010 KCCT goals in Arts &amp; Humanities.</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A.5. With the support of the PSA, the Music, Art &amp; Physical Education teachers will collaborate weekly to develop and implement 4 A&amp;H Units of Study for Grades 3-4 and Grade 5 that address the goals and specific standards outlined in the A&amp;H Instructional Program and Assessment Plan.</p> <p><b>SPECIAL AREAS TEACHERS</b></p>	<p><b>Implementation:</b> When this activity/initiative is fully implemented, the A &amp; H curriculum is strategically taught across the 3<sup>rd</sup> – 5<sup>th</sup> grade levels, connected to other content areas, curriculum gaps are closed, and students' proficiency is increased.</p> <p><b>Short-Term Measures of Success:</b> Short term success will be measured by the 4 A&amp;H Units of Study for Grades 3-4 and Grade 5 that address the goals and specific standards outlined in the A&amp;H Instructional Program and Assessment Plan. Short term success will also be based on increased student engagement in two grade level performances and increased student achievement as measured by mid-unit and end of unit common assessments.</p> <p><b>Long-Term Measures of Success:</b> Long term success will be and 2009 KCCT goals 2009 &amp; 2010 KCCT goals in Arts &amp; Humanities.</p>	<p><b>PSA Music, Art, &amp; Physical Education Specialists</b></p>	<p><b>August 2008 March 2009</b></p>	<p>No cost</p>			
<p>A.6. With the support of the PSA, the Special Area teachers (Science, Art, Music, and Physical Education) will develop weekly to develop and implement 2 technology based content area units of study (visual &amp; performing arts, practical living &amp; vocational studies, and science) for Lower and Upper</p>	<p><b>Implementation:</b> When this activity/initiative is fully implemented, the A &amp; H, Practical Living, and Science curriculum is strategically integrated with technology and taught across the K-2 grade levels, and students' proficiency is increased in using technology at the primary level is increased.</p> <p><b>Short-Term Measures of Success:</b> Short term success will be measured by the 2 technology based content area units of study (visual &amp; performing arts, practical living &amp; vocational studies, and science) and implementation of these units in the primary program. Short term success will also be measured by increased use of the computer lab as evidenced in the lab schedule.</p>	<p><b>PSA Music, Art, Science, &amp; Physical Education Specialists</b></p>	<p><b>August 2008 - March 2009</b></p>	<p>No cost</p>			

<p>Primary Grades. <b>SPECIAL AREAS TEACHERS</b></p>	<p><b>Long-Term Measures of Success:</b></p> <p>Long term success will be measured by 2009 &amp; 2010 KCCT goals in Science, Arts &amp; Humanities, and Practical Living.</p> <p>Long term success will also be measured in students attitudes towards the use of technology as a tool for learning as evidenced by 2009 attitudinal surveys.</p>						
<p>A. 7. Classroom teachers collaborate in grade level teams to refine weekly common objectives, daily specific learning targets, informal formative assessments, and mid unit and end of unit assessments. <b>ALL CLASSROOM &amp; SPECIAL ED TEACHERS</b></p>	<p><b>Implementation:</b></p> <p>When this activity/initiative is fully implemented 100% of the Grade Level Teams collaborate consistently to develop objectives, targets, and assessments to are rigorous and aligned to the POS and CC for Assessment.</p> <p>Mid &amp; End of Unit assessments are administered according to the Instruction and Assessment Plan timeline.</p> <p>Student performance on assessments is examined in vertical and horizontal teams on a monthly basis. <b>SB168 NCLB</b></p>	<p><b>Principal Team Leaders</b></p>	<p><b>August 2008 - April 30, 2009</b></p>	<p>No Cost</p>			
	<p><b>Short-Term Measures of Success:</b></p> <p>Short term success will be measured by the completed unit objects, daily targets, quick assessments, mid &amp; end of unit assessments and sample 4s electronically posted.</p> <p>Short term success will be measured by the results of assessments as evidenced by the KCCT goal calculator disaggregated summaries in reading, math, and science in grades 2-5. <b>SB168.</b></p> <p>Short term success will also be measured by the watch lists and next step action plans generated following each weekly reading and math assessment and each mid and end of unit exams in targeted content areas in grades K-5 . <b>SB168</b></p>						

	<p><b>Long-Term Measures of Success:</b></p> <p>Long term success will be measured by 2009 &amp; 2010 KCCT goals in reading, math, &amp; science, writing, and social studies in targeted grades.</p> <p>Long term success will also be measured by the positive change in first time proficient performance on mid and end of unit KCCT like assessment in reading, math, science and social studies in grades 4 &amp; 5.</p> <p><a href="#">SB168 NCLB</a></p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. 8. Teachers (grades K-5) will monitor each student's mastery of math and reading content standards through the use of literacy and math monitoring tools, monthly analysis of student work in vertical teams, and teacher-administrator conferences held twice yearly.</p> <p><b>TEACHERS GRADES K-5</b></p>	<p><b>Implementation:</b></p> <p>When this activity/initiative is fully implemented 100% of the Grade Level Teams collaborate monthly to analyse the progress of students using systematic processes and tools. The principal fully implements the system of face to face student achievement review conferences with all homeroom teachers in the areas of reading, math, and science <a href="#">SB168 NCLB</a></p> <p>There is a system for weekly monitoring of reading, math (K-5) and science in Grades 3-5.</p>	<p>Principal RF Coach &amp; Math/Writing Specialist PSA Team Leaders Teachers</p>	<p>August 2008 - April 30, 2009</p>	<p>No cost</p>			
	<p><b>Short-Term Measures of Success:</b></p> <p>Short term success will be measured as evidenced by the analysis tools and written protocols implemented, and horizontal and vertical team meeting agendas and minutes, watch list and next steps. <a href="#">SB168 NCLB</a> Short term success will be measured by the results of assessments as evidenced by the KCCT goal calculator disaggregated summaries in reading, math, and science in grades 2-5. <a href="#">SB168 NCLB</a></p>						

	<p><b>Long-Term Measures of Success:</b></p> <p>Long term success will be measured by <u>measured by 2009 KCCT goals, 2009 Reading First grade level and school-wide goals and the 2008 SB168 targets (SES reading &amp; SES math). SB168</u></p>						
<p><b>Activity</b></p>	<p><b>Measure</b></p>	<p><b>Responsible Person</b></p>	<p><b>Start/End Date</b></p>	<p><b>Cost</b></p>	<p><b>Fund Source</b></p>	<p><b>I, P, N</b></p>	<p><b>Progress Statement</b></p>
<p>A. 9. With the support of administration, Grades 2-5 Classroom and Special Area Teachers will implement the strategy of live scoring of KCCT like assessments in order to increase the frequency, timeliness, and specificity of feedback to students <b>CLASSROOM TEACHERS 2-5</b></p>	<p><b>Implementation:</b> When this activity/initiative is fully implemented 100% of the Grades 2-5 teachers will implement the use of live scoring as a strategy for increasing performance feedback at least twice a month in reading and math. <u>SB168 NCLB</u> There is a structure in place to ensure that leadership is consistent in actively supporting the implementation of live scoring as a strategy for increasing performance feedback.</p>	<p><b>PSA Team Leaders</b></p>	<p><b>August 2008 - April 2008</b></p>	<p>\$1000 Chart paper Overhead transparencies</p>			
	<p><b>Short-Term Measures of Success:</b> Short term success will be measured as evidenced by the live scoring schedule for reading and math, and leadership’s weekly calendar. <u>SB168 NCLB</u> Short term success will be measured by the results of assessments as evidenced by the KCCT goal calculator disaggregated summaries in reading, math, and science in grades 2-5. <u>SB168 NCLB</u></p>						
	<p><b>Long-Term Measures of Success:</b> Long term success will be measured by 2009 &amp; 2010 KCCT goals in reading and math in Grades 3-5. <u>SB168 NCLB</u> Long term success will also be measured by the positive change in first time proficient performance on mid and end of unit KCCT like assessment in reading and math in grades 4 &amp;5. <u>SB168 NCLB</u></p>						
<p><b>Activity</b></p>	<p><b>Measure</b></p>	<p><b>Responsible Person</b></p>	<p><b>Start/End Date</b></p>	<p><b>Cost</b></p>	<p><b>Fund Source</b></p>	<p><b>I, P, N</b></p>	<p><b>Progress Statement</b></p>

<p>A. 10. With the support of a math/writing specialist and reading coach, grade level teams will conduct a monthly analysis of the impact of teacher feedback on student learning as evidenced in students' journal/quick assessment responses in reading and math. <b>SB168</b></p>	<p><b>Implementation:</b>                  When this activity/initiative is fully implemented 80% of the Grades 2-5 teachers will participate in the team analysis sessions on the impact of performance feedback on student writing in reading and math.  <u><a href="#">SB168 NCLB</a></u>                  There is a structure in place to ensure that the analysis sessions are consistent and effective in changing teacher practices and impacting student performance on 2009 KCCT assessments.</p>	<p><b>Principal                  RF Coach                  &amp;                  Math/Writing                  Specialist                  PSA                  Team                  Leaders                  Teachers</b></p>	<p><b>August                  2008 -                  April 30,                  2009</b></p>	<p>Cost –                  60%                  of PD                  funds</p>	<p>PD</p>			
	<p><b>Short-Term Measures of Success:</b>                  Short term success will be measured as evidenced teacher feedback to Grades 2-5 students in reading and math journals in <u><a href="#">SB168 NCLB</a></u>.                  Short term success will be measured as evidenced by team agendas and minutes, watch- lists and next steps action plans. <u><a href="#">SB168 NCLB</a></u></p>							
	<p><b>Long-Term Measures of Success:</b>                  Long term success will be measured by 2009 &amp; 2010 KCCT goals in reading and math in Grades 3-5.  <u><a href="#">SB168 NCLB</a></u>                  Long term success will also be measured by the positive change in first time proficient performance on quick assessments and expository writing in reading and math in grades2-5. <u><a href="#">SB168 NCLB</a></u></p>							
<p><b>Activity</b></p>	<p><b>Measure</b></p>	<p><b>Responsible Person</b></p>	<p><b>Start/End Date</b></p>	<p><b>Cost</b></p>	<p><b>Fund Source</b></p>	<p><b>I, P, N</b></p>	<p><b>Progress Statement</b></p>	

<p>A. 11. With the support of a math/writing specialist, K-2 teachers will implement research based instructional strategies in mathematics that increase students' ability to master End of Primary Math Standards by the end of second grade</p>	<p><b>Implementation:</b> When this activity/initiative is fully implemented 100% of the K-2 teachers will have participated in 12 hours training research based instructional strategies in mathematics and have implemented the hands-on curriculum materials provided by the math/writing specialist 3 out of 5 school days each week. Teachers have a clear understanding of the EP Math standards in number sense and geometry and this is evidenced in their lesson planning and delivery. <a href="#">SB168 NCLB</a></p>	<p><b>Math/Writing Specialist K-2 Team Leaders K-2 Teachers</b></p>					
	<p><b>Short-Term Measures of Success:</b> Short term success will be measured as evidenced in the Math PD Agendas, minutes and products. <a href="#">SB168 NCLB</a> Short term success will be measured by the instruction and assessment plan document produced for math during the summer of 2008 by K-2 grade level teams. Plans will be electronically generated, housed on Millcreek's website, and available to the public. <a href="#">SB168 NCLB</a> Short term success will also be measured by the products generated in the students' journals and student self-monitoring results. <a href="#">SB168 NCLB</a></p>						
	<p><b>Long-Term Measures of Success:</b> Long term success will be measured by PAS, MST, and common mid point and end of unit KCCT-like assessments. <a href="#">SB168 NCLB</a></p>						
<p><b>Activity</b></p>	<p><b>Measure</b></p>	<p><b>Responsible Person</b></p>	<p><b>Start/End Date</b></p>	<p><b>Cost</b></p>	<p><b>Fund Source</b></p>	<p><b>I, P, N</b></p>	<p><b>Progress Statement</b></p>

<p>A. 12. Through the support of a math/writing specialist, Millcreek teachers will fully implement the Council Approved Writing Policy and Grades 3-5 teachers will implement teacher-student and student-student conferencing strategies so that students' ability to write proficiently for publication and on-demand tasks at 3<sup>rd</sup> - 5<sup>th</sup> grade levels.</p>	<p><b>Implementation:</b> When this activity/initiative is fully implemented 100% of the teachers in grades 3-5 will have participated in 6 hours training research based instructional strategies in conferencing techniques and have implemented the conferencing strategies on the class at least 3 out of 5 days per week. All components of the approved writing policy is implemented including the mentoring program, parent training, and school-wide scoring.</p>	<p><b>Math/Writing Specialist 3-5 Team Leaders 3-5 Teachers</b></p>	<p><b>June 2008 - April 30, 2009</b></p>	<p>See Cost for Action #1</p>			
	<p><b>Short-Term Measures of Success:</b> Short term success will be measured as evidenced in the Writing Policy, Writing PD agendas and minutes, team agendas and minutes, and conferencing logs maintained by classroom teachers. Short term success will also be measured by classroom observations of writing lesson conducted by the principal and math/writing specialist. Short term success will also be measured by a minimum of 2 video taped lesson analyses conducted by classroom teachers in team collaboration or with leadership.</p>						
	<p><b>Long-Term Measures of Success:</b> Long term success will be measured by writing portfolio scores for 3<sup>rd</sup> and 2009 KCCT portfolio and on-demand writing scores for 4<sup>th</sup> and 5<sup>th</sup> grades.</p>						
<p>A. 13. Through the support of the G/T, Math/Writing, and Science Lab specialists, develop and implement an intentional enriched curriculum that challenges students performing at or</p>	<p><b>Implementation:</b> When this activity/initiative is fully implemented an enriched curriculum for math/science will be defined and implemented for targeted advanced students in grades K-2 during regular and extended instruction.</p>	<p><b>Math/Writing Specialist Science Specialist QUEST Specialist K-2 Teachers</b></p>	<p><b>August 2008 - April 30, 2009</b></p>				

<p>above proficiency in Grades K-5 and monitor its effectiveness in moving identified QUEST or PTP students to distinguished performance in the identified curriculum.</p>	<p><b>Short-Term Measures of Success:</b></p> <p>Short term success will be measured as evidenced by the documented curriculum, watch list of advanced learners, and team agendas and minutes.                  Short term success will also be measured by lesson observations conducted by the principal and Enrichment Team.                  Short term success will also be measured by student and parent attitudinal surveys on the perceived quality and impact of the program.</p>						
	<p><b>Long-Term Measures of Success:</b></p> <p>Long term success will be measured by distinguished performance of advanced 3rd graders beginning with 2010 KCCT math and science assessments.</p>						
<p>A. 14. Refine and expand weekly enrichment opportunities for students in grades K-5 that will increase student choice and motivation to engage in academic and co-curricula learning experiences as measured by student surveys and self assessments.</p>	<p><b>Implementation:</b></p> <p>When this activity/initiative is fully implemented 100% of the students in K-5 will participate in an engaging and content related enrichment program on a weekly basis.</p>						
	<p><b>Short-Term Measures of Success:</b></p> <p>Short term success will be measured as evidenced in the Enrichment Program Plan and Schedule.                  Short term success will also be measured by staff, student and parent attitudinal surveys on the perceived quality and impact of the program.</p>						
	<p><b>Long-Term Measures of Success:</b></p> <p>Long term success will also be measured by products created and performances conducted during 2008-2009 school year.                  Long term success will also be measured by a decrease in off task behaviors as evidenced in classroom and SAFE referral data results for 08-09.</p>						

**Action Component Learning Environment**

District Name Fayette

Component Manager Melinda McClung

School Name Millcreek Elementary

Date April 2008

Priority Need	Goal (Addresses the Priority Need)
<p>We need to continue improving the learning environment so that it is productive and safe for students, parents, staff, and other adults who are supporting our students' academic and social development.</p>	<p><b>1. 2008 SB168 Goals</b></p> <ul style="list-style-type: none"> <li>▪ Increase by 13 percentage points the reading scores for 4<sup>th</sup> grade low SES population to attain a proficiency of 67%. <b>*SB 168</b></li> <li>▪ Increase by 37 percentage points the math scores for 5th grade low SES population to attain a proficiency of 76%. <b>*SB 168</b></li> <li>▪ Increase by 12 percentage points the reading scores for 4<sup>th</sup> grade AA population to attain a proficiency of 66%. <b>*SB 168</b></li> <li>▪ Increase by 49 percentage points the reading scores for 5th grade AA population to attain a proficiency of 71%. <b>*SB 168</b></li> </ul> <p>2. Climate will improve as evidenced by 2009 Foundations' Survey results taken by students, staff, and parents.</p> <p>3. The number of parents attending parent educational meetings will increase as evidenced by parent sign-in sheets.</p> <p>4. Two-way communication between home and school in targeted subpopulations will continue to improve as evidenced through parent letters, meeting, conferences, website, home visits, and phone calls. <b>SB168 &amp; NCLB</b></p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>1. Involvement in parent meetings has increased especially on nights when interactive activities are held for students as well as parents.</p> <p>2. We have found that offering meals and prizes are attractive to our families.</p> <p>4. The PTA continues to offer engaging programs for students and parents and be a strong support the school in all initiatives.</p> <p>5. The creation of the PT3 Standing Committee has provided a clear avenue for parent voice in identifying school needs and creating solutions that meet these needs.</p> <p>6. The Foundations Project Initiative has been a critical factor in culture shifts in behavior for both adults and students.</p> <ul style="list-style-type: none"> <li>▪ Perceptions of student safety and behavior in the <u>cafeteria</u> increased considerably (double-digit gains!) <i>The cafeteria was the common area targeted by the Foundations Team.</i></li> </ul>	<p>By 2009:</p> <p><b>Objective # B.1</b> Millcreek will implement a Council approved comprehensive, researched based school- wide student behavior management plan that results in a safe, orderly learning environment for students and staff and leads to high expectations for student and staff performance as measured by 2009-2010 Foundations survey results in the areas of Overall Student to Student Interactions (Students' Perceptions from 59% to 74%) (Staff Perceptions from 66% to 74%) and Students Respect Adults (Students' Perceptions from 52% to 70%) (Staff Perceptions from 39% to 70%).</p> <p><b>Objective # B.2.</b> Parent participation in academic focused programs and activities will increase 10% from 2008 as measured by 2009-2010 PTA, Title 1 and FRC sign in documents and survey results.</p>

<ul style="list-style-type: none"> <li>▪ Biggest increase on the student survey was on the item “Staff members let students know when they do things right.” <i>This year several positive recognition programs have been implemented schoolwide.</i></li>   <li>▪ Overall, staff interactions and perceptions of school discipline practices showed the most significant improvements. For example, the percentage of staff who agree that             <ul style="list-style-type: none"> <li>◆ The school has a consistent approach to behavior management and discipline INCREASED 44.3%</li> <li>◆ I have a clear understanding of how I am expected to respond to student misbehavior INCREASED 15.8%</li> <li>◆ I receive sufficient support when I have to deal with difficult student and/or with discipline problems INCREASED 23.4%</li> <li>◆ Staff members do a good job communicating with each other INCREASED 23%</li> </ul> </li> </ul>	
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**SBDM Council Reporting Timeline  
Academic Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>Action Component Activity</b>		B.1.3 B.2.2 B.2.5	B.1.1 B.1.2	.		B.1.4 B.2.1 B.2.3 B.2.5	B.1.3	B.2.4	B.1.1		B.1.2	B.1.3 B.1.4 B.2.1 B.2.3 B.2.5

**Learning Environment Component  
And  
Implementation & Impact Form  
(2008-10 School Years)**

**Component Leader: Melinda McClung, Counselor**

**Objective # B.1** Millcreek will implement a Council approved comprehensive, researched based school- wide student behavior management plan that results in a safe, orderly learning environment for students and staff and leads to high expectations for student and staff performance as measured by 2009-2010 Foundations survey results in the areas of Overall Student to Student Interactions (Students’ Perceptions from 59% to 74%) (Staff Perceptions from 66% to 74%) and Students Respect Adults (Students’ Perceptions from 52% to 70%) (Staff Perceptions from 39% to 70%).

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B.1.1 Conduct an annual school wide needs assessment to determine student, staff and parent needs in the area of school and classroom learning and behavior expectations. <a href="#">SB168 PARENT INVOLVEMENT</a>	<p><b>Implementation:</b> When this activity/initiative is fully implemented comparative data will be generated through the Foundations, Title I and FRC surveys that are used to determine next steps for improving the school culture and climate in order to improve teaching and learning.</p> <p><b>Short-Term Measures of Success:</b> Short term success will be measured by implementation of Foundations, Title I, and FRC surveys.</p> <p><b>Long-Term Measures of Success:</b> Long term success will also be measured by a decrease in student referrals for SAFE, specifically at the intermediate level.  Long term success will be measured by an increase in the Overall Student to Student Interactions (Students’ Perceptions from 59% to 74%) (Staff Perceptions from 66% to 74%) and Students Respect Adults (Students’ Perceptions from 52% to 70%) (Staff Perceptions from 39% to 70%) as measured by the 2009-2010 Foundations survey results  Long term success will also be measured by a 10% increase in the number of parent or guardian participants in school activities related to academic information and/or involvement.</p>	<b>Foundations Team Leader FRC Coord Title I Lead Teacher</b>	August 2008 – May 2009	No cost			

<p><b>B.1.2</b> Conduct annual embedded staff development for certified and classified staff in behavior management strategies that address universal and high needs students and promote a sustained positive school culture. <b>EQUITY</b> <b>ALL STAFF</b></p>	<p><b>Implementation:</b> This activity will be fully implemented at the end of 2009 when all staff has received 6 hours of Professional Development related behavior management strategies that address universal and high needs students and implemented practices that result in a more orderly, structured, and supportive learning environment. <b>EQUITY</b></p> <p><b>Short-Term Measures of Success:</b> Short term success will be measured by the : Classroom Management Logs, behavior intervention plans implemented, parent handbook, student agenda books, SAFE referral reductions in intermediate grade levels and parent conference logs.</p> <p><b>Long-Term Measures of Success:</b> Long term success will also be measured by a decrease in student referrals for SAFE, specifically at the intermediate level.  Long term success will be measured by an increase in the Overall Student to Student Interactions (Students' Perceptions from 59% to 74%) (Staff Perceptions from 66% to 74%) and Students Respect Adults (Students' Perceptions from 52% to 70%) (Staff Perceptions from 39% to 70%) as measured by the 2009-2010 Foundations survey results. <b>EQUITY</b></p>	<p>Foundations Team Leader Teachers SAFE Schools' Specialist</p>	<p>August 2008 - April 30, 2009</p>	<p>\$4,000</p>	<p>General Funds</p>		
<p><b>Activity</b></p>	<p><b>Measure</b></p>	<p><b>Respons Person</b></p>	<p><b>Start/End Date</b></p>	<p><b>Cost</b></p>	<p><b>Fund Source</b></p>	<p><b>I, P, N</b></p>	<p><b>Progress Statement</b></p>
<p><b>B.1.3</b> Fully Implement a systematic continuum of interventions for high needs behavior students &amp; monitor its</p>	<p><b>Implementation:</b> This activity will be fully implemented at the end of 2009 when all staff has received 6 hours of Professional Development related behavior management strategies that address universal and high needs students and implemented practices that result in a more orderly, structured, and supportive learning environment. <b>EQUITY</b></p>	<p>Counselor Title I Social Worker FRC Coord</p>	<p><b>August 2008 – May 2009</b></p>	<p>\$500 communication materials</p>	<p><b>Title I Funds</b></p>		

effectiveness (e.g. service project, anger management sessions, positive notes, instructional discipline, Why Try Program)  <b>EQUITY</b> <b>ALL STAFF</b>	<b>Short-Term Measures of Success:</b> Short term success will be measured by the : Classroom Management Logs, behavior intervention plans implemented, parent handbook, student agenda books, SAFE referral reductions in intermediate grade levels and parent conference logs.	Teachers  SAFE Schools Specialist.					
	<b>Long-Term Measures of Success:</b> Long term success will also be measured by a decrease in student referrals for SAFE, specifically at the intermediate level.  Long term success will be measured by an increase in the Overall Student to Student Interactions (Students' Perceptions from 59% to 74%) (Staff Perceptions from 66% to 74%) and Students Respect Adults (Students' Perceptions from 52% to 70%) (Staff Perceptions from 39% to 70%) as measured by the 2009-2010 Foundations survey results. <b>EQUITY</b>						
<b>Activity</b>	<b>Measure</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Cost</b>	<b>Fund Source</b>	<b>I, P, N</b>	<b>Progress Statement</b>
<b>B.1.4 Refine and fully implement procedure(s) to communicate between all members of the school community decisions, actions and concerns about behavior issues in the school learning</b>	<b>Implementation:</b> When this activity/initiative is fully implemented, the school will have an electronic communication and tracking process for referrals that result in SAFE or out of school suspensions. Parents will be informed in a timely manner about behavior issues and be solicited as partners in reducing behavior barriers to student learning. Students will be knowledgeable about expectations for behavior in the classroom and common areas and learn ways to self-monitor their behavior. <b>EQUITY</b> . <b>PARENT INVOLVEMENT</b>	<b>Foundations Team Leader</b>	<b>August 2008</b> <b>March 2009</b>	No cost			

<p>environment.  <b>EQUITY</b>  <u>PARENT INVOLVEMENT</u></p>	<p><b>Short-Term Measures of Success:</b></p> <p>Short term success will be measured by the :                  Classroom Management Logs, School –wide Positive Management policy, behavior intervention plans implemented, parent handbook, student agenda books, SAFE referral reductions in intermediate grade levels and parent conference logs.</p>						
	<p><b>Long-Term Measures of Success:</b></p> <p>Long term success will also be measured by a decrease in student referrals for SAFE, specifically at the intermediate level.</p> <p>Long term success will be measured by an increase in the Overall Student to Student Interactions (Students’ Perceptions from 59% to 74%) (Staff Perceptions from 66% to 74%) and Students Respect Adults (Students’ Perceptions from 52% to 70%) (Staff Perceptions from 39% to 70%) as measured by the 2009-2010 Foundations survey results. <b>EQUITY</b>  <b>PARENT INVOLVEMENT</b></p>						

**Objective # B.2.** Parent participation in academic focused programs and activities will increase 10% from 2008 as measured by 2009-2010 PTA, Title 1 and FRC sign in documents and survey results.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>B.2.1 Hold at least 3 parent conferences for the purpose of informing parents of the assessments their child will take during the school year (GRADE, PAS, KCCT, Writing</b></p>	<p><b>Implementation:</b></p> <p>When this activity/initiative is fully implemented 50% of the parents will have participated in one or more conferences focused on informing them about the academic expectations and school, district, and state assessments in reading, math, science, and writing.</p>	<p><b>PSA Music, Art, Science, &amp; Physical Education Specialists</b></p>	<p><b>August 2008 - March 2009</b></p>	<p>\$1,000</p>	<p>Title I General Funds</p>		
	<p><b>Short-Term Measures of Success:</b></p> <p>Short term success will be measured by the parent conference schedules.</p>						

<p><b>Portfolios) targeting SES and African American populations</b></p> <ul style="list-style-type: none"> <li>▪ <b>Group Information Seminar</b></li> <li>▪ <b>Individual Conference (2 weeks after KCCT results)</b></li> <li>▪ <b>On-Demand &amp; Portfolio Writing</b></li> </ul> <p>SB168 <b>PARENT INVOLVEMENT</b></p>	<p><b>Long-Term Measures of Success:</b></p> <p>Long term success will be measured by 2009 Title I and FRC parent feedback surveys on each conference including disaggregated data on parent participation and feedback.</p> <p>Long term success will also be measured by student performance based on 2009 &amp; 2010 KCCT goals, 2009 Reading First grade level and school -wide goals and the 2008 SB168 targets (SES reading &amp; SES math).</p> <p><b>SB168 <u>PARENT INVOLVEMENT</u></b></p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>B.2.2 Council will recruit and train parent participants each year to participate in the Parents &amp; Teachers Working Together (PT3) Standing Committee and target underrepresented groups to serve on this committee.</b></p> <p><b>SB168 <u>PARENT INVOLVEMENT</u></b></p>	<p><b>Implementation:</b></p> <p>When this activity/initiative at least two parents from under-represented groups will serve on the PT3 Standing Committee. The committee will participate in IAKSS training on how to improve parent involvement in the school and implement fully implement the parent actions in the SIP. <b>SB168 <u>PARENT INVOLVEMENT</u></b></p> <p><b>Short-Term Measures of Success:</b></p> <p>Short term success will be measured as evidenced by the PT3 parent membership; IAKSS training agenda, minutes, and sign in sheets; PT3 Agenda and minutes.</p>	<p><b>FRC Coord PT3 Team Leader</b></p>	<p><b>August 2008 - April 30, 2009</b></p>	<p>No cost</p>			

<u>INVOLVEMENT</u>	<b>Long-Term Measures of Success:</b> Long term success will be measured by 2009 KCCT goals, 2009 Reading First grade level and school -wide goals and the 2008 SB168 targets (SES reading & SES math). <b>SB168 PARENT INVOLVEMENT</b>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>B.2. 3 Conduct 2 student led conferences in grades 2-5.</b> <b>SB168 PARENT INVOLVEMENT</b></p> <p><b>CLASSROOM TEACHERS 2-5</b></p>	<p><b>Implementation:</b> When this activity/initiative is fully implemented 50% of the students in each grade (2-5) and their parents will participate in one or more of the student led conferences during the fall and spring semesters. Students have greater ownership of the <b>SB168 PARENT INVOLVEMENT</b></p>	<p><b>PSA Team Leaders Teachers</b></p>	<p><b>August 2008 - April 2008</b></p>	<p>\$500</p>	<p>Title I General Funds</p>		
<p><b>Short-Term Measures of Success:</b> Student Led Conference Agendas, parent notices, Parent Handbook, parent feedback on sessions.</p>							
<p><b>Long-Term Measures of Success:</b> Long term success will be measured by 2009 Title I and FRC parent feedback surveys on each conference including disaggregated data on parent participation and feedback. <b>SB168 PARENT INVOLVEMENT</b> Long term success will also be measured by 2009 KCCT goals, 2009 Reading First grade level and school -wide goals and the 2008 SB168 targets (SES reading &amp; SES math). <b>SB168 PARENT INVOLVEMENT</b></p>							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement

<p><b>B.2.4</b>The principal convenes a public meeting to present the plan for closing the achievement gap and solicit input. <b>SB168</b></p>	<p><b>Implementation:</b> When this activity/initiative is fully implemented the principal will have input on the plan to close the achievement gap from diverse segments of the school community.</p> <p><b>Short-Term Measures of Success:</b> Short term success will be measured as evidenced by the 2008 SB168 goals; the agenda and minutes of the Public Meeting and the revised SIP based on 2010 SB168 goals.</p> <p><b>Long-Term Measures of Success:</b> Long term success will also be measured by 2009 – 2010 KCCT goals, 2009 Reading First grade level and school -wide goals and the 2010 SB168 targets (SES reading &amp; SES math). <b>SB168 PARENT INVOLVEMENT</b></p>	<p>Principal</p>	<p><b>December 2008 – February 1, 2009</b></p>	<p>\$300 for mailing</p>	<p>Title I General Funds</p>		
<p><b>B.2.5</b> Refine school-wide procedures and timeline for student recognitions for meeting learning, attendance, and behavioral expectations and special awards for exceeding expectations in all content areas including art, music, PE and technology.</p>	<p><b>Implementation:</b> This activity will be fully implemented at the end of 2009 when all scheduled recognition events have been conducted for all grade levels. Students show an increase in appropriate student behavior and Foundations, Title I, PTA, and FRC survey results show positive increases in parent, students, and staff perceptions of student behavior and focus on learning. <b>SB168 PARENT INVOLVEMENT</b></p> <p><b>Short-Term Measures of Success:</b> Short term success will be measured by the schedule of recognitions communicated through verbal, written, electronic, and face to face interactions with parents and students. <b>SB168 PARENT INVOLVEMENT</b></p>	<p>SAM Team Leaders</p>	<p>August 2008 - April 30, 2009</p>	<p>Funds \$3,000</p>	<p>School Activity</p>		

<b><u>SB168 PARENT INVOLVEMENT</u></b>	<b>Long-Term Measures of Success:</b> Long term success will be based on 2009 & 2010 Foundations, Title I, PTA, and FRC survey results that show positive increases in parent, students, and staff perceptions of student behavior and focus on learning. <b><u>SB168 PARENT INVOLVEMENT</u></b>						