

BEAUMONT MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW **SCHOOL YEAR 2009-2011**

The Beaumont school council and school planning committees reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* prior to approval of our plan.

Kate McAnelly

Chairperson, School Council

Date: 5/26/09

Plan Approved by the School Council:

School Council Members:

Kate McAnelly	Lynn Schaffer
Jerry Barrowman	April McGuire
Felicia Durham	Betty White
LaDonda Porter	David Neal
Barbara Miller	Clarke Graves
Sandy Dunn	Martha Nau
Catrena Lewis	Laura Daugherty

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

PLAN SUMMARY

Beaumont's CSIP will focus on three major areas: narrowing the achievement gap, providing a rigorous curriculum by focusing on best practice approaches as described in the SISI document, and a proactive approach to parent/family involvement.

Narrowing the achievement gap is a priority as defined by SB-168 and NCLB. At Beaumont, we specifically targeted low SES students, African American students, Hispanic students, and students with disabilities in the area of writing for our SB-168 goal and continue to work to improve student achievement in all sub-categories as defined by NCLB.

In order to meet the needs of all students, it is imperative that best practice approaches in the areas of curriculum, instruction, and assessment are at the forefront. We kept this in mind throughout the development of the Academic Performance and Equity Components, as well as looking at strategies to accelerate learning in those students who may be behind.

We understand the importance of parents and other family members in the educational process of our students and embrace their participation. By providing opportunities for parent/family involvement and an open door policy to our school, we believe this joint effort will lead to higher student achievement as well as parent satisfaction.

1. When and how did your school develop its mission statement? When and how did your school community last review it?

The mission of Beaumont Middle School is to educate students for meaningful participation in a changing world. Building upon a thorough foundation of basic skills, we want to respect personal uniqueness and educate the whole child to reach maximum potential. By using a team-oriented setting and utilizing input from the entire school community, we are committed to help students:

- Achieve academic success
- Demonstrate appropriate behavior
- Participate in extra-curricular activities

Each year, during the first faculty meeting, the mission statement is reviewed by faculty and staff.

2. Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? If not, please identify and describe the process that was used.

By utilizing the SBDM Committee structure as well as departments, Beaumont was able to develop a plan based on the needs of the students, faculty, staff, and other stakeholders. Beginning with a thorough data analysis of all data gathered and obtained by the school

(KCCT, SRI, PAS, Learning checks, and various parent, student and faculty surveys), all participants were able to clearly identify needs, possible causes and strategies.

3. When did the council complete each step of its Needs Assessment Work? If some parts were completed in past years and not repeated in the current school year, please identify those parts and when they were most recently completed.

Parent, student and faculty surveys administered in May 2009 were analyzed for our needs assessment. The needs assessment for SB-168 was completed in fall 2008 whereby gaps were identified and strategies developed to narrow the gap. In October 2008, when KCCT data were released, each team and department met to analyze each report by grade level and content area. By December of 2008, the needs assessment was complete. The 2008 KPR was analyzed by each department and a report was provided to the SBDM council in September 2008.

4. When did the council decide on Priority Needs, Causes, Goals, and Objectives?

The Internal Facilitator presented priority Needs, Causes, Goals and Objectives to council during March 2009 meeting. All components were presented in March 2009. Each SBDM committee recommended to council each Priority Need, Causes, Goals, and Objective. The Senate Bill 168 goals and targets for the revised plan were identified at the December 2008 SBDM Council meeting. The SB 168 goals and targets were identified and approved at the January 2009 SBDM council meeting.

5. When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps?

The achievement gap data was identified in October and November 2008 and targets set by the SBDM Council at its December 2008 meeting. Each department set their goal and presented it to the council at the November 2006 SBDM meeting.

6. When did the council review drafts of the components?

The council reviewed drafts of all components during its regular March 2009 meeting. Implementation and Impact checks of each component were completed and reported to the SBDM council during the 2008-2009 school year.

7. When did the council review estimates for costs and drafts of Section 7 requests?

The SBDM Council will follow the Budget Policy in regards to the adoption of any Section 7 requests.

8. When was the public meeting held to present the Plan to the community, and who attended?

The draft components were e-mailed to the PTSA board by the principal in April 2006 and 2007. The draft components were placed on the Beaumont web page for review and feedback in April 2006 and 2007. An e-mail was sent to parents to inform them the draft components were available for review.

9. When did the council officially adopt your revised Plan?

This step will occur in the spring of 2009. Revisions of the SIP will be approved at the April 2009 SBDM council meeting.

10. When did the council officially adopt any Section 7 requests?

The SBDM Council will follow the Budget Policy in regards to the adoption of any Section 7 requests.

11. When and why has the Plan been revised since that data?

12. How will you evaluate your Plan, and when?

Beaumont's plan will be evaluated using the Impact and Implementation checks as directed by FCPS. The SBDM, using the Comprehensive Planning Policy will also evaluate Beaumont's plan following the timelines in this document.

13. For each step listed above, what other stakeholders were involved and how? Include names and identify those who represent parents, teachers, other staff, other stakeholders, primary parents, migrant parents, and your community's ethnic diversity.

Parents have been invited to be a part of each SBDM committee. Parents are involved during the process through PTSA and SBDM membership. Each component has a component manager who directly oversees that specific component during committee and department meetings. The CSIP is presented during faculty meetings, public posting and via e-mail to all interested parties.

SBDM Council Reporting Timeline

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity	A4	A1 A2 A3 A4 A5	A4 A6 A8		A5	A1 A3 A8		A4	A8	A1 A3	A5 A7	
		E6 E7 E8 E9 E10	E1 E2 E3		E5 E8	E2 E3			E2 E3 E5	E1	E2 E3 E4 E5 E9 E10	

	P1 P3	P2 P5 P6		P4		P1 P3	P2 P5	P6				
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Action Component: Academic Performance

District Name: Fayette

Component Manager: Instructional Coach and Literacy Coach

School Name: Beaumont Middle School

Date:

Priority Need	Goal
Beaumont's 2008 CATS Index was 95.6 with 5.74% percent Novice.	A. By 2010, Beaumont's combined 09-10 Accountability Index will be greater than 100, and the percent of students scoring at the Novice level will be less than 5.

Causes and Contributing Factors	Objectives with Measures of Success
<p>In 2008, 6.83% of our students scored novice on the KCCT in mathematics.</p> <p>In 2008, 6.88% of our students scored novice on the KCCT in science.</p> <p>In 2008, 6.36% of our students scored novice on the KCCT in social studies.</p> <p>In 2008, 8.39% of our students scored novice on the KCCT in arts/humanities.</p> <p>In 2008, 8.76% of our students scored novice on the KCCT in practical living/vocational studies.</p>	<p>1. By 2010, our percentage of novice students will decrease by at least three percentage points in the areas of mathematics, science, social studies, arts/humanities, and practical living/vocational studies.</p>

Priority Needs	Goal(s)
Beaumont's 2008 Writing on Demand index is 87.20.	B. By 2010 Beaumont's Writing on Demand index will be greater than 90.

Causes and Contributing Factors	Objectives
Beaumont's 2008 KCCT total writing index for: <ul style="list-style-type: none"> Free/reduced lunch students is 66.09 African American students is 61.24 Hispanic students is 66.00 students with disabilities is 61.80 	1. By 2010, Beaumont's total writing index for: <ul style="list-style-type: none"> Free/reduced lunch students will be greater than 70 African American students will be greater than 65 Hispanic students will be greater than 70 students with disabilities will be greater than 65

**SBDM Council Reporting Timeline
Academic Performance Component**

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

Academic Performance Component And Implementation & Impact Form

Objective # 1 and 2							
Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs	I, P, N	Progress Statement
<p>A1 Teachers will meet weekly by grade level and in Department Sharing Sessions (DSS) to discuss curriculum and instructional issues, unit development, analyze student work, KPR and other assessments.</p>	<p><u>Implementation</u> At least one day per week, team meetings will be replaced with grade level meetings.</p> <p>At least once per week by Department Sharing Sessions (DSS) in which grade level/subject area colleagues meet to discuss curriculum/instructional issues, unit development, and analyze student work.</p> <p>Six hours of professional development will be provided on incorporating technology in the classroom for curriculum instruction.</p> <p><u>Short Term Measure of Success</u> Classroom walkthrough data will show common curriculum coverage and the use of instructional strategies and reteaching based on student work analysis</p> <p><u>Long Term Measure of Success</u> Classroom walkthrough data will show common curriculum coverage and the use of instructional strategies and reteaching based on student work analysis</p>	<p>Instructional coach, PD Chair, and administrators</p>	<p>8/09</p>	<p>5/11</p>	<p>\$0</p>		

<p>A2 Each teacher will develop long range plans (a timeline of units) for each course taught.</p>	<p><u>Implementation</u> Each teacher/subject area will develop year long range plans for each course taught and submit them to the appropriate representative.</p>	<p>Subject area representatives, instructional coach, and administrators</p>	<p>8/09</p>	<p>5/11</p>	<p>\$0</p>		
	<p><u>Short Term Measure of Success</u> Classroom data will show common curriculum coverage</p>						
	<p><u>Long Term Measure of Success</u> Classroom data will show common curriculum coverage</p>						
<p>A3 Teachers will work as grade-level/subject area teams to continue to develop, revise and/or implement Standard-Based Units of Study with common KCCT-like assessment items.</p>	<p><u>Implementation</u> Teachers will work in grade-level/subject area teams to develop and/or revise common units of study.</p>	<p>Principal and instructional coach</p>	<p>8/09</p>	<p>5/11</p>	<p>\$0</p>		
	<p><u>Short Term Measure of Success</u> Classroom data will show common curriculum coverage focused on the Program of Studies and Core Content and the use of KCCT-like assessments</p>						
	<p><u>Long Term Measure of Success</u> Classroom data will show common curriculum coverage</p>						

	focused on the Program of Studies and Core Content and the use of KCCT-like assessments						
A4 Continue training on differentiated instructional models	<u>Implementation</u> During the school year, all teachers will receive training on differentiated instructional models.	PD chair and Instructional Coach	8/09	5/11	PD Funds per PD plan		
	<u>Short Term Measure of Success</u> Classroom walkthrough data will show use of differentiated instruction in classrooms.						
	<u>Long Term Measure of Success</u> Classroom walkthrough data will show use of differentiated instruction in classrooms.						
A5 Provide opportunities for staff to attend content conferences and workshops.	<u>Implementation</u> Staff will have opportunities to attend conferences and workshops. Information obtained will be shared during faculty, team, departmental and/or DSS meetings. Meeting minutes will reflect the sharing of information.	PD chair	8/09	5/11	PD Funds per PD plan		
	<u>Short Term Measure of Success</u> Lesson and unit plans will reflect strategies learned/knowledge gained at these workshops and conferences.						
	<u>Long Term Measure of Success</u>						

	Lesson and unit plans will reflect strategies learned/knowledge gained at these workshops and conferences.						
A6 All subject area representatives, the instructional coach and the principal will meet monthly.	<p><u>Implementation</u> All subject area representatives, the instructional coach and the principal will meet monthly for planning upcoming department initiatives in the areas of aligning curriculum, developing common assessments and units of study, and differentiated instruction.</p> <p>During the month following the meeting, department and DSS minutes will show evidence of working on the selected instructional areas.</p>	Subject area representatives, instructional coach and principal	8/09	5/11	\$0		
	<p><u>Short Term Measure of Success</u> Classroom walkthrough data will reflect aligned curriculum, common assessments and units of study and differentiated instruction</p>						
	<p><u>Long Term Measure of Success</u> Classroom walkthrough data will reflect aligned curriculum, common assessments and units of study and differentiated instruction</p>						
	<u>Short Term Measure of Success</u>						

	On the 2/09 learning checks, targeted students' reading scores will increase at least 15 percentage points from the 9/08 learning check.						
	<u>Long Term Measure of Success</u> On the 2/10 learning checks, targeted students' reading scores will increase at least 20 percentage points from the 9/09 learning check.						
A7 Continue vertical articulation regarding writing with our feeder schools	<u>Implementation</u> In the spring of each school year, a Beaumont representative from each subject area will meet with the 5 th grade teachers from each of our main feeder schools and with a PLD representative to discuss curriculum, providing a more efficient transition from elementary school to middle school and middle school to high school.	Instructional Coach	8/09	5/11	\$260 --PD funds for subs Instructional coach will provide class coverage if needed		
	<u>Short Term Measure of Success</u> Classroom walkthrough data will reflect aligned curriculum, common content coverage, and instructional interventions specifically designed for the targeted novice and apprentice writers						

	<p>On the On-Demand learning check in Feb. 2009, less than 40% of the 8th grade students from the following sub-groups will score novice: African-American, Hispanic, low-SES, and students with disabilities.</p>						
	<p><u>Long Term Measure of Success</u> Classroom walkthrough data will reflect aligned curriculum, common content coverage, and instructional interventions specifically designed for the targeted novice and apprentice writers</p> <p>On the On-Demand learning check in Feb. 2010, less than 30% of the 8th grade students from the following sub-groups will score novice: African-American, Hispanic, low-SES, and students with disabilities.</p>						

<p>A8 The instructional coach and content area teachers will collaborate to create and implement authentic, meaningful-to-students writing activities</p>	<p><u>Long Term Measure of Success</u> Classroom walkthrough data will reflect aligned curriculum, common content coverage, and instructional interventions specifically designed for the targeted novice and apprentice writers</p> <p>On the On-Demand learning check in Feb. 2010, less than 30% of the 8th grade students from the following sub-groups will score novice: African-American, Hispanic, low-SES, and students with disabilities.</p> <p><u>Implementation</u> The instructional coach will meet with content area teachers during DSS to develop authentic, meaningful-to-students writing activities. The instructional coach will be available to help content teachers teach these writing activities.</p>	<p>Literacy coach, instructional coach, and PD Chair</p>	<p>8/09</p>	<p>5/11</p>	<p>\$0</p>		
	<p><u>Short Term Measure of Success</u> Classroom walkthrough data will reflect students engaged in meaningful-to-students writing activities</p> <p>On the On-Demand learning check in Feb. 2009, more than 25% of the 8th grade students will score P or D.</p> <p>On the On-Demand learning</p>						

	<p>check in Feb. 2009, less than 40% of the 8th grade students from the following sub-groups will score novice: African-American, Hispanic, low-SES, and students with disabilities.</p>						
	<p><u>Long Term Measure of Success</u> Classroom walkthrough data will reflect students engaged in meaningful-to-students writing activities On the On-Demand learning check in Feb. 2010, more than 30% of the 8th grade students will score P or D. On the On-Demand learning check in Feb. 2010, less than 30% of the 8th grade students from the following sub-groups will score novice: African-American, Hispanic, low-SES, and students with disabilities.</p>						

Action Component: Equity

District Name: Fayette
School Name: Beaumont Middle School

Component Manager: Principal
Date:

Priority Needs	Goal(s)
An achievement gap exists between gender, ethnicity, income, and disabled students at Beaumont Middle School.	By 2010 Beaumont's index for free/reduced lunch students in reading will be 66% proficient/distinguished and in math 60% proficient/distinguished (SB 168).

Causes and Contributing Factors	Objectives
Beaumont's 2008 KCCT index for: <ul style="list-style-type: none">• Free/Reduced lunch students is 80.2 and non-free/reduced lunch is 103.6• African American students is 75.7• Hispanic students is 74.8• White students is 103.9• students with disabilities is 63.5 and students without a disability is 102• female students is 101.9 and male students is 96.2	1. By 2010, Beaumont's index for: <ul style="list-style-type: none">• African American students will be greater than 80• Hispanic students will be greater than 80• students with disabilities will be greater than 69

**SBDM Council Reporting Timeline
Equity Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		E6 E7 E8 E9 E10	E1 E2 E3		E5 E8	E2 E3			E2 E3 E5	E1	E2 E3 E4 E5 E9 E10	

Equity Component And Implementation & Impact Form

Objective #1							
Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs	I, P, N	Progress Statement
E1 Implement the Computers After-School Program (CAP)	<p><u>Implementation</u> So that all students have adequate access to a computer for writing and other school assignments, the computer lab will be available to students after school until 5:30pm on average two days a week.</p>	Business/Computer Education Teacher	8/09	5/11	\$0		
	<p><u>Short Term Measure of Success</u> On the May 2009 student survey, at least 99% of our students will report having an opportunity to access a computer for the purpose of writing at home or at school.</p>						
	<p><u>Long Term Measure of Success</u> On the May 2009 student survey, at least 99% of our students will report having an opportunity to access a computer for the purpose of writing at home or at school.</p>						
E2 Target students who are struggling in the core content classes.	<p><u>Implementation</u> Each team leader will keep an up to date excel spreadsheet of all students on their team. The spreadsheet will reflect student</p>	Team leaders, instructional coach, literacy	8/09	5/11	\$0		

	<p>demographics (race, gender, SES, LEP, IEP, GSSP, etc.) and current test scores (KCCT, PAS, SRI, Learning Checks, Explore, etc.) Team leaders will review their updated spreadsheet with their team and the principals/instructional coach at least one each nine-weeks.</p> <p><u>Short Term Measure of Success</u> On the February 2009 learning checks the number of students scoring P/D will increase by 10% over 2008.</p> <p><u>Long Term Measure of Success</u> On the February 2010 learning checks the number of students scoring P/D will increase by 20% over 2009.</p>	coach, guidance counselors, microcomputer specialist, and administrators					
E3 Team leaders will develop a watch list of students, analyze the student work, and implement strategies to address the needs of those who are struggling academically on their teams in the core classes.	<p><u>Implementation</u> By September 30th of each school year, team leaders will have their watch lists created and strategies will be implemented to assist the students in need of academic support.</p> <p><u>Short Term Measure of Success</u> On the 2/09 learning checks, the index per subject area will be at least 10 points greater than that from the 9/07 learning check.</p> <p><u>Long Term Measure of Success</u> On the 2/10 learning checks, the index per subject area will be at least 15 points greater than that from the 9/08 learning check.</p>	Team Leaders Principal	9-09	9-11	\$0		
E4 Minority, low-SES students and students with	<p><u>Implementation</u> By May of each school year, 6th and 7th grade teams and counselors will identify minority, low-SES students and students with disabilities with</p>				\$0		

<p>disabilities with potential to be successful in advanced classes will be identified</p>	<p>potential to be successful in advanced classes. Various data sources will be used to identify these students (e.g. learning checks, PAS, SRI, STAR math, class assessments, work samples, class grades, teacher observation, etc.). Teams and counselors will meet to determine what support, if any, is needed for the identified students to be enrolled in advanced classes. Counselors will communicate this information to the appropriate team at the beginning of the following year.</p> <p>Three hours of professional development will be given to special education and core content teachers on implementing effective co-teaching and collaboration in the classroom OR three hours of professional development will be provided to elective teachers on implementing students' IEP's and 504's.</p> <p>Six hours of professional development cultural diversity training will be provided to staff to improve cultural awareness and learn strategies to provide culturally diverse instruction.</p> <p><u>Short Term Measure of Success</u> On the February learning check, the number of minority, low-SES students and students with disabilities scoring novice in any area will decrease at least 10 percentage points from the September learning</p>						
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	check.						
E5 Celebrations of student success and good faith effort will be implemented at BMS.	<u>Implementation</u> Celebrations of student success and good faith effort will occur to provide positive feedback and motivation to students.	Instructional Coach, Principal, and Asst. Principal	8-09	5-11	\$1,500 SCIF funds		
E6 ESL Collaborative Model will be fully implemented at each grade level.	<u>Short Term Measure of Success</u> Students will complete a short survey to provide feedback on the effectiveness of the student celebrations. <u>Long Term Measure of Success</u> The Student Celebrations will be imbedded into the school culture as a natural part of the school emphasis as measured by school culture survey in May 2010. <u>Implementation</u> Students identified for LEP services will receive ESL services in a collaborative model for each grade level at BMS <u>Short Term Measure of Success</u> The results of the PAS Test and Learning Checks of LEP students will have a 20% improvement rate from August to May each school year. <u>Long Term Measure of Success</u> The LEP results on state testing will improve by 20% by 5-10.	ESL Teacher	8-09	5-11	\$0		

<p>E7 Camp Beaumont will be implemented to address the transition needs of incoming sixth graders.</p>	<p><u>Implementation</u> Students will feel comfortable and acclimated to BMS prior to the beginning of school by attending Camp Beaumont.</p> <p><u>Short Term Measure of Success</u> Surveys will be completed by the students, staff and parents to evaluate the effectiveness of Camp Beaumont annually.</p> <p><u>Long Term Measure of Success</u> The Camp Beaumont transition opportunities will help to improve the school culture for 6th graders as measured by school culture survey in May 2009.</p>	<p>6th Grade Team Leaders, Instructional Coach, Youth Service Center Coordinator, and Principals</p>	<p>8-09</p>	<p>8-11</p>	<p>\$4,000 SCIF Funds</p>		
<p>E8 The Youth Service Center will offer support in cross cultural activities for staff and school community.</p>	<p><u>Implementation</u> Staff and students will participate in activities / strategies that will allow all children with various backgrounds and learning needs to be successful. Teachers will communicate with parents who come from various backgrounds.</p> <p><u>Short Term Measure of Success</u> Student achievement and participation in school activities for students of various backgrounds will increase as measured by:</p> <ul style="list-style-type: none"> • Incremental assessments • Extracurricular activity rosters 	<p>PD Coordinator, YSC Coordinator, Social Worker, and Principal</p>	<p>8-09</p>	<p>8-11</p>	<p>\$1,000 SCIF Funds</p>		

	<p><u>Long Term Measure of Success</u> Decrease in the percentage of students from various backgrounds scoring novice by at least 25% in all areas by spring 2009.</p>						
<p>E9 Continue Read 180 reading class in all grades for low readers.</p> <p>Students identified in need of additional assistance in reading will be offered an additional reading course using the Read 180 program.</p>	<p><u>Implementation</u> The literacy coach and guidance counselor will work with our feeder elementary schools to identify students whose reading skills are below grade level. Those students most in need will be targeted for participation in the Read 180 reading program. During the first four weeks of school, the literacy coach, in conjunction with the reading teachers, will test the targeted students to determine the most appropriate reading placement.</p>	<p>Literacy Coach and guidance counselors</p>	<p>8/09</p>	<p>5/11</p>	<p>\$2,000 SCIF Funds</p>		
	<p><u>Short Term Measure of Success</u> On the 2/09 learning checks, the index per subject area will be at least 10 points greater than that from the 9/07 learning check.</p>						
	<p><u>Long Term Measure of Success</u> On the 2/10 learning checks, the index per subject area will be at least 15 points greater than that from the 9/08 learning check.</p>						

<p>E10 Students identified in need of additional assistance in mathematics will be offered an additional mathematics class using hands-on strategies to strengthen the math skills of students.</p>	<p><u>Implementation</u> The instructional coach and guidance counselors will work together to identify students whose math skills are below grade level. Those students most in need will be targeted for participation in the additional math class.</p>	<p>Instructional Coach and Guidance Counselors</p>	<p>8-09</p>	<p>8-11</p>	
	<p><u>Short Term Measure of Success</u> On the 2/09 learning checks, targeted students' math scores will increase at least 15 percentage points from the 9/08 learning check.</p>				
	<p><u>Long Term Measure of Success</u> On the 2/10 learning checks, targeted students' math scores will increase at least 20 percentage points from the 9/09 learning check.</p>				

Action Component: Parent/Family Involvement

District Name: Fayette County

Component Manager: School Social Worker and Youth Service Center Coordinator

School Name: Beaumont Middle School

Date:

Priority Need	Goals
Beaumont's 2008 CATS Index was 95.6 with 5.74 percent Novice.	A. Beaumont Middle School will provide opportunities for parents/families to be a part of the educational process of their children leading to increased student achievement. Therefore, by 2010, Beaumont's combined 08-09 Accountability Index will be greater than 100, and the percent of students scoring at the Novice level will be less than 5.

Causes and Contributing Factors	Objectives
<p>In 2008, 6.83% of our students scored novice on the KCCT in mathematics.</p> <p>In 2008, 6.88% of our students scored novice on the KCCT in science.</p> <p>In 2008, 6.36% of our students scored novice on the KCCT in social studies.</p> <p>In 2008, 8.39% of our students scored novice on the KCCT in arts/humanities.</p> <p>In 2008, 8.76% of our students scored novice on the KCCT in practical living/vocational studies.</p>	1. Increased communication with all parents will lead to increased student achievement. Therefore, by 2010, our percentage of novice students will decrease by at least three percentage points in the areas of mathematics, science, social studies, arts/humanities, and practical living/vocational studies.

**SBDM Council Reporting Timeline
Parent and Family Involvement Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity	P1 P3	P2 P5 P6		P4		P1 P3	P2 P5	P6				

Parent and Family Involvement Component And Implementation & Impact Form

Objective #: 1							
Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs	I, P, N	Progress Statement
P1 Multiple modes of communication will be used to reach our parents/families	<p><u>Implementation</u> The use of e-mail, the Internet, staff voice mail, homework hotline, telephone calls, monthly PTSA newsletter, team newsletters, face-to-face communications, and WebPages will be used to promote purposeful school-to-home communications.</p>	Staff, PTSA	8/09	5/11	\$0		
	<p><u>Short Term Measure of Success</u> Parent participation in the academic and social life of the student will increase as measured by:</p> <ul style="list-style-type: none"> • Parent/teacher conference summaries/logs • # of parental visits to school • # of hits to website <p>Student achievement and participation in school activities will increase as measured by:</p> <ul style="list-style-type: none"> • Incremental assessments • Extracurricular activity rosters 						
	<p><u>Long Term Measure of Success</u> Increased parental participation in the overall school program will</p>						

	lead to a decrease in the percentage of students scoring novice by at least three percentage points in the areas of mathematics, science, social studies, arts/humanities, and practical living/vocational studies by spring 2009.						
P2 More effective communications for those parents able to access the Internet	<p><u>Implementation</u> Information about parenting tips, weekly quizzes, articles on timely topics and a database of 1,000 articles will be provided to parents through “The School Success Web Content Service”. A link will be posted on the school website. This information will be available in English and Spanish.</p> <p>A monthly newsletter entitled, “Helping Students Learn”, will be available on the school’s website. This newsletter provides practical ways for parents to help their middle school student to study and learn.</p> <p>The counselors will ensure that the above resources will be publicized in the PTSA newsletter, via e-mail from teams or the principal, and in a flyer sent home to all students at the beginning of each school year. These links will also be publicized in the student-parent handbook that is distributed at the beginning of each school year.</p>	Counselors; school webmaster	8/09	5/11	\$600 SCIF Funds		

	<p>The school website will be updated regularly to include timely school announcements, upcoming events, etc.</p>						
	<p><u>Short Term Measure of Success</u> Parent participation in the academic and social life of the student will increase as measured by:</p> <ul style="list-style-type: none"> • Parent/teacher conference summaries/logs • # of parental visits to school • # of hits to website <p>Student achievement and participation in school activities will increase as measured by:</p> <ul style="list-style-type: none"> • Incremental assessments • Extracurricular activity rosters 						
	<p><u>Long Term Measure of Success</u> Increased parental participation in the overall school program will lead to a decrease in the percentage of students scoring novice by at least three percentage points in the areas of mathematics, science, social studies, arts/humanities, and practical living/vocational studies by spring 2009.</p>						
<p>P3 All parents/families</p>	<p><u>Implementation</u> Beaumont will continue to offer</p>	<p>Principal,</p>	<p>8/09</p>	<p>5/11</p>	<p>Cost of translations</p>		

<p>will have the opportunity to meet with staff and learn about Beaumont School Programs.</p>	<p>flexible meeting times for families that are convenient and informative about the school program and the availability of parent/family involvement. This may include orientations, extended nights, etc.</p> <p>The school social worker will arrange parent seminars for our Spanish speaking parents held in the community to publicize school programs and resources.</p>	<p>Social Worker</p>						
	<p><u>Short Term Measure of Success</u> Parent participation in the academic and social life of the student will increase as measured by:</p> <ul style="list-style-type: none"> • Parent/teacher conference summaries/logs • # of parental visits to school • # of hits to website <p>Student achievement and participation in school activities will increase as measured by:</p> <ul style="list-style-type: none"> • Incremental assessments • Extracurricular activity rosters 							
	<p><u>Long Term Measure of Success</u> Increased parental participation in the overall school program will lead to a decrease in the percentage of students scoring novice by at least three percentage points in the areas of mathematics, science, social</p>							

	studies, arts/humanities, and practical living/vocational studies by spring 2009.						
P4 Ensure that all families without computer access are provided a hard copy of the PTSA newsletter and other information that is distributed electronically.	<p><u>Implementation</u> By the end of Sept. of each year, teams will identify those families without an e-mail address. These names will be submitted to PTSA so that a copy of the PTSA newsletter may be mailed to these families.</p> <p>Hard copies of the “Helping Students Learn” newsletter will be distributed to those families without computer access and placed in the parent resource area of the front office.</p>	Team leaders, PTSA; counselors	8/09	5/11			
	<p><u>Short Term Measure of Success</u> Parent participation in the academic and social life of the student will increase as measured by:</p> <ul style="list-style-type: none"> • Parent/teacher conference summaries/logs • # of parental visits to school • # of hits to website <p>Student achievement and participation in school activities will increase as measured by:</p> <p>Incremental assessments</p> <ul style="list-style-type: none"> • Extracurricular activity rosters 						

	<p><u>Long Term Measure of Success</u> Increased parental participation in the overall school program will lead to a decrease in the percentage of students scoring novice by at least three percentage points in the areas of mathematics, science, social studies, arts/humanities, and practical living/vocational studies by spring 2009.</p>						
<p>P5 All school forms and other important communications will be available in English and Spanish.</p>	<p><u>Implementation</u> The ESL teachers, in conjunction with teams, will identify those parents/guardians who are non-English-speakers. All school forms and other important communications will be available in English and Spanish (and other languages as needed/available) for those families.</p>	<p>Principal; ESL teachers; team leaders</p>	<p>8/09</p>	<p>5/11</p>	<p>Section 6 Funds Cost of translations</p>		
	<p><u>Short Term Measure of Success</u> Parent participation in the academic and social life of the targeted students will increase as measured by:</p> <ul style="list-style-type: none"> • Parent/teacher conference summaries/logs • # of parental visits to school • # of hits to website <p>Student achievement and participation in school activities (for the targeted students) will increase as measured by:</p>						

	<ul style="list-style-type: none"> • Incremental assessments • Extracurricular activity rosters 						
	<p><u>Long Term Measure of Success</u> Increased parental participation in the overall school program will lead to a decrease in the percentage of the targeted students scoring novice by at least 25% in all areas by spring 2009.</p>						
P6 Important school communications will be translated and posted in a neighborhood center.	<p><u>Implementation</u> Important school communications will be translated into Spanish and hard copies placed in a neighborhood central to our Spanish speaking populations.</p>	Social worker	8/09	5/11	Section 6 Funds Cost of translations		
	<p><u>Short Term Measure of Success</u> Parent participation in the academic and social life of the targeted students will increase as measured by:</p> <ul style="list-style-type: none"> • Parent/teacher conference summaries/logs • # of parental visits to school • # of hits to website <p>Student achievement and participation in school activities (for the targeted students) will increase as measured by:</p> <ul style="list-style-type: none"> • Incremental assessments • Extracurricular activity 						

	rosters						
	<p><u>Long Term Measure of Success</u> Increased parental participation in the overall school program will lead to a decrease in the percentage of the targeted students scoring novice by at least 25% in all areas by spring 2009.</p>						