

# BEAUMONT MIDDLE SCHOOL

## SCHOOL IMPROVEMENT PLAN

### DRAFT

#### SCHOOL ASSURANCE REVIEW

#### SCHOOL YEAR 2007-2009

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.

\_\_\_\_\_  
Chairperson, School Council

\_\_\_\_\_  
Date

**DRAFT**

**Plan Approved by the School Council:**

**Date**

**School Council Members:**


# 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, CTBS, 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 2005 were analyzed for our needs assessment. The needs assessment for SB-168 was completed in fall 2005 whereby gaps were identified and strategies developed to narrow the gap. During the summer of 2005, CTBS data was analyzed by the council and reported during the first faculty meeting of the year. In October 2006, when KCCT data were released, each team and department met to analyze each report by grade level and content area. By December of 2005, the needs assessment was complete. The 2006 KPR was analyzed by each department and a report was provided to the SBDM council in September 2006.

- 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 2006 meeting. All components were presented in March 2006. 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 2005 SBDM Council meeting. The SB 168 goals and targets were identified and approved at the January 2007 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 2005 and targets set by the SBDM Council at its December 2005 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 2006 meeting. Implementation and Impact checks of each component were completed and reported to the SBDM council during the 2006-2007 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 2006. Revisions of the SIP will be approved at the April 2007 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 A9 A11	A10	A5 A7 A12	A1 A3 A9		A4 A12	A9 A11	A1 A3 A7 A10	A5 A8	
		E7 E8 E9 E10 E11	E1 E2 E3	E5	E6 E9	E2 E3			E2 E3 E6	E1 E5	E2 E3 E4 E6 E10 E11	

	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:

<b>Priority Need</b>	<b>Goal</b>
Beaumont's 2006 CATS Index was 87.5 with 11.91 percent Novice.	A. By 2008, Beaumont's combined 07-08 Accountability Index will be greater than 88.4, and the percent of students scoring at the Novice level will be less than 10.

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<p>In 2006, 10% of our students scored novice on the KCCT in mathematics.</p> <p>In 2006, 13.7% of our students scored novice on the KCCT in science.</p> <p>In 2006, 11% of our students scored novice on the KCCT in social studies.</p> <p>In 2006, 17.9% of our students scored novice on the KCCT in arts/humanities.</p> <p>In 2006, 11.4% of our students scored novice on the KCCT in practical living/vocational studies.</p>	1. By 2008, 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.

<b>Priority Needs</b>	<b>Goal(s)</b>
Beaumont's 2006 KCCT total writing index is 60.40.	B. By 2009 Beaumont's KCCT total writing index will be greater than 70.

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Causes and Contributing Factors	Objectives
Beaumont's 2006 KCCT total writing index for: <ul style="list-style-type: none"> <li>Free/reduced lunch students is 42.95</li> <li>African American students is 47.94</li> <li>Hispanic students is 39.00</li> <li>students with disabilities is 44.00</li> </ul>	1. By 2009, Beaumont's total writing index for: <ul style="list-style-type: none"> <li>Free/reduced lunch students will be greater than 47</li> <li>African American students will be greater than 52</li> <li>Hispanic students will be greater than 44</li> <li>students with disabilities will be greater than 49</li> </ul>

**SBDM Council Reporting Timeline  
Academic Performance Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>Action Component Activity</b>	A4	A1 A2 A3 A4 A5	A4 A6 A9 A11	A10	A5 A7 A12	A1 A3 A9		A4 A12	A9 A11	A1 A3 A7 A10	A5 A8	

## 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><b><u>Implementation</u></b> At least one day per week, team meetings will be replaced with grade level meetings and 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. Six hours of professional development will be provided on curriculum, instruction including differentiation, and assessment development.</p> <p><b><u>Short Term Measure of Success</u></b> Classroom walkthrough data will show common curriculum coverage and the use of instructional strategies and reteaching based on student work analysis</p> <p><b><u>Long Term Measure of Success</u></b> Classroom walkthrough data will show common curriculum coverage and the use of instructional strategies and reteaching based on student work analysis</p>	Instructional coach, PD Chair, and administrators	8/06	5/09	\$0		

A2 Each teacher will develop long range plans (a timeline of units) for each course taught.	<p><b><u>Implementation</u></b> By the end of the first week of school, each teacher will develop year long range plans for each course taught and submit them to the appropriate subject area representative. The subject area representative will meet with the instructional coach so they can review the plans and provide feedback to each teacher by the end of the third week of school. When activities are changed, updates will be provided to the subject area representative.</p> <p><b><u>Short Term Measure of Success</u></b> Classroom walkthrough data will show common curriculum coverage</p> <p><b><u>Long Term Measure of Success</u></b> Classroom walkthrough data will show common curriculum coverage</p>	Subject area representatives, instructional coach, and administrators	8/06	5/09	\$0		
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	<p><b><u>Implementation</u></b> Teachers will work in grade-level/subject area teams to develop and/or revise common units of study. Each unit must include at least the following components:</p> <ul style="list-style-type: none"> <li>• Program of Studies concepts/Core content to be taught</li> </ul>	Principal and instructional coach	8/06	5/09	\$0		

<p>items.</p>	<ul style="list-style-type: none"> <li>• Essential question(s)</li> <li>• Critical Vocabulary</li> <li>• KCCT-like Assessment (including scoring guides)</li> </ul> <p>Units, including the cumulative assessment, must be developed prior to teaching the unit and posted on the teachers Q-drive and/or Sharepoint. Teachers will electronically submit weekly “lesson plan snapshots” to the principals and copied to the instructional coach and subject area representative by the end of the day on Friday before the lessons will be taught.</p>						
	<p><b><u>Short Term Measure of Success</u></b> Classroom walkthrough data will show common curriculum coverage focused on the Program of Studies and Core Content and the use of KCCT-like assessments</p>						
	<p><b><u>Long Term Measure of Success</u></b> Classroom walkthrough data will show common curriculum coverage focused on the Program of Studies and Core Content and the use of KCCT-like assessments</p>						
<p>A4 Continue training on differentiated instructional models</p>	<p><b><u>Implementation</u></b> During the school year, all teachers will receive training on differentiated instructional models.</p> <p><b><u>Short Term Measure of Success</u></b> Classroom walkthrough data will</p>	<p>PD chair and Instructional Coach</p>	<p>8/06</p>	<p>5/09</p>	<p>PD Funds per PD plan</p>		

	show use of differentiated instruction in classrooms.						
	<b><u>Long Term Measure of Success</u></b> Classroom walkthrough data will show use of differentiated instruction in classrooms.						
A5 Provide opportunities for staff to attend content conferences and workshops.	<b><u>Implementation</u></b> 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	8/06	5/09	PD Funds per PD plan		
	<b><u>Short Term Measure of Success</u></b> Lesson and unit plans will reflect strategies learned/knowledge gained at these workshops and conferences.						
	<b><u>Long Term Measure of Success</u></b> Lesson and unit plans will reflect strategies learned/knowledge gained at these workshops and conferences.						
A6 All subject area representatives, the instructional coach	<b><u>Implementation</u></b> All subject area representatives, the instructional coach and the principal will meet monthly for planning upcoming department	Subject area representatives, instructional coach and	8/06	5/09	\$0		

<p>and the principal will meet monthly.</p>	<p>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>	<p>principal</p>					
	<p><b><u>Short Term Measure of Success</u></b> Classroom walkthrough data will reflect aligned curriculum, common assessments and units of study and differentiated instruction</p>						
	<p><b><u>Long Term Measure of Success</u></b> Classroom walkthrough data will reflect aligned curriculum, common assessments and units of study and differentiated instruction</p>						
<p>A7 Test-taking and reading strategies, study skills, and core content activities will be incorporated into the 5<sup>th</sup> core class.</p>	<p><b><u>Implementation</u></b> Throughout the school year, the reading coach, in conjunction with the Curriculum and Instruction committee, will develop activities for teachers to implement during 5<sup>th</sup> core class. These activities will focus on testing-taking strategies, reading strategies, study skills, and core content. During faculty meetings, DSS, planning periods, and/or other settings, the reading coach will train the faculty on the implementation of these activities</p>	<p>Literacy Coach and Instructional Coach</p>	<p>8/06</p>	<p>5/09</p>	<p>\$2500 SCIF Funds</p>		

	<p><b><u>Short Term Measure of Success</u></b>  On the 2/07 learning checks, targeted students' reading scores will increase at least 15 percentage points from the 9/06 learning check.</p>						
	<p><b><u>Long Term Measure of Success</u></b>  On the 2/08 learning checks, targeted students' reading scores will increase at least 20 percentage points from the 9/07 learning check.</p>						
<p>A8  Continue vertical articulation regarding writing with our feeder schools</p>	<p><b><u>Implementation</u></b>  In the spring of each school year, Beaumont's literacy coach and at least one 6<sup>th</sup> grade LA teacher will meet with the 5<sup>th</sup> grade writing teachers from each of our main feeder schools to align the writing curriculum, providing a more efficient transition from elementary to middle school. During this visit, Beaumont's representatives will work with the 5<sup>th</sup> grade writing teachers to identify students who are likely to have Novice and Apprentice writing scores (On-Demand and portfolio). Before the</p>	Literacy coach	8/06	5/09	<p>\$260 --PD funds for subs</p> <p>Instructional coach will provide class coverage if needed</p>		

	<p>end of the same school year, the literacy coach and LA teacher will share information from the vertical articulation meeting with the other LA teachers during DSS and department meetings.</p>						
	<p><b><u>Short Term Measure of Success</u></b>  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. 2007, less than 40% of the 7<sup>th</sup> grade students from the following sub-groups will score novice: African-American, Hispanic, low-SES, and students with disabilities.</p>						
	<p><b><u>Long Term Measure of Success</u></b>  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. 2008, less than 30% of the 7<sup>th</sup> grade students from the following sub-groups will score novice: African-American,</p>						

	Hispanic, low-SES, and students with disabilities.						
A9 The literacy coach and content area teachers will collaborate to create and implement authentic, meaningful-to-students writing activities	<b><u>Implementation</u></b> The literacy coach and/or instructional coach will meet with content area teachers during DSS to develop authentic, meaningful-to-students writing activities. The literacy coach and/or instructional coach will be available to help content teachers teach these writing activities. Six hours of professional development will be provided to all staff on portfolio training and scoring.	Literacy coach, instructional coach, and PD Chair	8/06	5/09	\$0		
	<b><u>Short Term Measure of Success</u></b> Classroom walkthrough data will reflect students engaged in meaningful-to-students writing activities						

	<p>On the On-Demand learning check in Feb. 2007, more than 25% of the 7<sup>th</sup> grade students will score P or D.</p> <p>On the On-Demand learning check in Feb. 2007, less than 40% of the 7<sup>th</sup> grade students from the following sub-groups will score novice: African-American, Hispanic, low-SES, and students with disabilities.</p>						
	<p><b><u>Long Term Measure of Success</u></b>  Classroom walkthrough data will reflect students engaged in meaningful-to-students writing activities</p> <p>On the On-Demand learning check in Feb. 2008, more than 30% of the 7<sup>th</sup> grade students will score P or D.</p> <p>On the On-Demand learning check in Feb. 2008, less than 30% of the 7<sup>th</sup> 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 2008 Beaumont's index for free/reduced lunch students in reading will be 66% proficient/distinguished and in math 46% proficient/distinguished (SB 168).

Causes and Contributing Factors	Objectives
Beaumont's 2006 KCCT index for: <ul style="list-style-type: none"><li>• Free/Reduced lunch students is 56.7 and non-free/reduced lunch is 91.2</li><li>• African American students is 57.8</li><li>• Hispanic students is 50.5</li><li>• White students is 90.5</li><li>• students with disabilities is 59.9 and students without a disability is 87.6</li><li>• female students is 89.8 and male students is 80.9</li></ul>	1. By 2008, Beaumont's index for: <ul style="list-style-type: none"><li>• African American students will be greater than 62</li><li>• Hispanic students will be greater than 55</li><li>• students with disabilities will be greater than 65</li></ul>

**SBDM Council Reporting Timeline  
Equity Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		E7 E8 E9 E10 E11	E1 E2 E3	E5	E6 E9	E2 E3			E2 E3 E6	E1 E5	E2 E3 E4 E6 E10 E11	

## 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><b><u>Implementation</u></b> 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	8/06	5/09	\$0		
	<p><b><u>Short Term Measure of Success</u></b> On the May 2007 student survey, at least 98% of our students will report having an opportunity to access a computer for the purpose of writing at home or at school.</p>						
	<p><b><u>Long Term Measure of Success</u></b> On the May 2008 student survey, at least 98% of our students will report having an opportunity to access a computer for the purpose of writing at home or at school.</p>						
E2	<b><u>Implementation</u></b>						

<p>Target students who are struggling in the core content classes.</p>	<p>Each team leader will keep an up to date excel spreadsheet of all students on their team. The spreadsheet will reflect student 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><b><u>Short Term Measure of Success</u></b> On the February 2008 learning checks the number of students scoring P/D will increase by 10%</p> <p><b><u>Long Term Measure of Success</u></b> On the February 2009 learning checks the number of students scoring P/D will increase by 20%</p>	<p>Team leaders, instructional coach and administrators</p>	<p>8/06</p>	<p>5/09</p>	<p>\$0</p>		
<p>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>	<p><b><u>Implementation</u></b> By September 30<sup>th</sup> 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><b><u>Short Term Measure of Success</u></b> On the 2/08 learning checks, the index per subject area will be at least 10 points greater than that from the 9/06 learning check.</p> <p><b><u>Long Term Measure of Success</u></b> On the 2/09 learning checks, the index per subject area will be at</p>	<p>Team Leaders Principal</p>	<p>9-07</p>	<p>9-09</p>	<p>\$0</p>		

	least 15 points greater than that from the 9/07 learning check.						
E4 Minority, low-SES students and students with disabilities with potential to be successful in advanced classes will be identified	<p><b><u>Implementation</u></b> By May of each school year, 6<sup>th</sup> and 7<sup>th</sup> grade teams and counselors will identify minority, low-SES students and students with disabilities with 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>	Team Leaders, Counselors	8/06	5/09	\$0		
	<p><b><u>Short Term Measure of Success</u></b> 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 check.</p>						
E5 BMS will continue to actively participate in	<p><b><u>Implementation</u></b> To implement CHAMPS and a</p>	Team Leaders,	8-06	5-09	\$2,000		

<p>the Foundations program.</p>	<p>schoolwide discipline plan along with guidelines for success, staff will implement this initiative.</p> <p><b><u>Short Term Measure of Success</u></b> Surveys will be conducted annually to determine if students staff, and parents feel safe at BMS.</p> <p><b><u>Long Term Measure of Success</u></b> The Guidelines for Success, commonly known at the Colt Creed, will be imbedded into the school culture as a natural part of the school emphasis as measured by school culture survey in May 2009.</p>	<p>Principal, and Asst. Principal</p>			<p>SCIF funds</p>		
<p>E6 Celebrations of student success and good faith effort will be implemented at BMS.</p>	<p><b><u>Implementation</u></b> Celebrations of student success and good faith effort will occur to provide positive feedback and motivation to students.</p>	<p>Instructional Coach, Principal, and Asst. Principal</p>	<p>8-07</p>	<p>5-09</p>	<p>\$5,000 SCIF funds</p>		
	<p><b><u>Short Term Measure of Success</u></b> Students will complete a short survey to provide feedback on the effectiveness of the student celebrations.</p> <p><b><u>Long Term Measure of Success</u></b> 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</p>						

<p>E7 ESL Collaborative Model will be fully implemented at each grade level.</p>	<p>2009.</p> <p><b><u>Implementation</u></b> Students identified for LEP services will receive ESL services in a collaborative model for each grade level at BMS</p> <p><b><u>Short Term Measure of Success</u></b> 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.</p> <p><b><u>Long Term Measure of Success</u></b> The LEP results on state testing will improve by 20% by 5-08.</p>	<p>ESL Teacher</p>	<p>8-07</p>	<p>5-09</p>	<p>\$0</p>	
<p>E8 Camp Beaumont will be implemented to address the transition needs of incoming sixth graders.</p>	<p><b><u>Implementation</u></b> Students will feel comfortable and acclimated to BMS prior to the beginning of school by attending Camp Beaumont.</p> <p><b><u>Short Term Measure of Success</u></b> Surveys will be completed by the students, staff and parents to evaluate the effectiveness of Camp Beaumont annually.</p> <p><b><u>Long Term Measure of Success</u></b> The Camp Beaumont transition opportunities will help to improve the school culture for 6<sup>th</sup> graders as measured by school culture survey in May 2009.</p>	<p>6<sup>th</sup> Grade Team Leaders, Instructional Coach, Youth Service Center Coordinator, and Principals</p>	<p>8-07</p>	<p>8-09</p>	<p>\$5,000 SCIF Funds</p>	

<p>E9 The Youth Service Center will offer support in cross cultural activities for staff and school community.</p>	<p><b><u>Implementation</u></b> Staff and the school community will receive 12 hours professional development opportunities, training sessions, team building sessions and small group meetings to learn in-depth strategies on teaching all children with various backgrounds and learning needs and how to best communicate with parents who come from various backgrounds.</p> <p><b><u>Short Term Measure of Success</u></b> Student achievement and participation in school activities for students of various backgrounds will increase as measured by:  <ul style="list-style-type: none"> <li>• Incremental assessments</li> <li>• Extracurricular activity participation</li> </ul> </p> <p><b><u>Long Term Measure of Success</u></b> Decrease in the percentage of students from various backgrounds scoring below grade level by at least 25% in all areas by spring 2009.</p>	<p>PD Coordinator, YSC Coordinator, Social Worker, and Principal</p>	<p>8-07</p>	<p>8-09</p>	<p>\$5,000 PD funds \$2,000 SCIF Funds</p>		
<p>E10 Continue SRA reading class in 6<sup>th</sup> grade for low readers for low readers at all grades  Students identified in need of additional assistance in reading will be offered an additional reading</p>	<p><b><u>Implementation</u></b> 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 SRA reading program. During the first four weeks of school, the literacy coach, in conjunction with the reading</p>	<p>Literacy coach and 6<sup>th</sup> grade guidance counselor</p>	<p>8/06</p>	<p>5/09</p>	<p>\$2500 SCIF Funds</p>		

course using the Read 180 program.	teachers, will test the targeted students to determine the most appropriate reading placement. Those students demonstrating the most need will be enrolled in SRA reading				
	<b><u>Short Term Measure of Success</u></b> On the 2/08 learning checks, the index per subject area will be at least 10 points greater than that from the 9/06 learning check.				
	<b><u>Long Term Measure of Success</u></b> On the 2/09 learning checks, the index per subject area will be at least 15 points greater than that from the 9/07 learning check.				
E11 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.	<b><u>Implementation</u></b> 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.	Instructional Coach and Guidance Counselors	8-07	8-09	\$3,000 PD/SCIF Funds \$5,000 KETS/SCIF Funds
	<b><u>Short Term Measure of Success</u></b> On the 2/08 learning checks, targeted students' math scores will increase at least 15 percentage points from the 9/06 learning check.				

	<p><b><u>Long Term Measure of Success</u></b> On the 2/09 learning checks, targeted students' math scores will increase at least 20 percentage points from the 9/07 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:

<b>Priority Need</b>	<b>Goals</b>
Beaumont's 2006 CATS Index was 87.5 with 11.91 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 2009, Beaumont's combined 07-08 Accountability Index will be greater than 88.4, and the percent of students scoring at the Novice level will be less than 10.

<b>Causes and Contributing Factors</b>	<b>Objectives</b>
<ul style="list-style-type: none"><li>• In 2006, 10% of our students scored novice on the KCCT in mathematics.</li><li>• In 2006, 13.7% of our students scored novice on the KCCT in science.</li><li>• In 2006, 11% of our students scored novice on the KCCT in social studies.</li><li>• In 2006, 17.9% of our students scored novice on the KCCT in arts/humanities.</li><li>• In 2006, 11.4% of our students scored novice on the KCCT in practical living/vocational studies.</li></ul>	1. Increased communication with all parents will lead to increased student achievement. Therefore, by 2009, 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**

<b>Objective #: 1</b>							
<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>	<b>I, P, N</b>	<b>Progress Statement</b>
P1 Multiple modes of communication will be used to reach our parents/families	<p><b><u>Implementation</u></b>            The use of e-mail, the Internet, staff voice mail, homework hotline, telephone calls, monthly PTSA newsletter, team newsletters, face-to-face communications, FM 102.9, and WebPages will be used to promote purposeful school-to-home communications.</p>	Staff, PTSA	8/06	5/09	\$0		
	<p><b><u>Short Term Measure of Success</u></b>            Parent participation in the academic and social life of the student will increase as measured by:</p> <ul style="list-style-type: none"> <li>• Parent/teacher conference summaries/logs</li> <li>• # of parental visits to school</li> <li>• # of hits to website</li> </ul> <p>Student achievement and participation in school activities will increase as measured by:</p> <ul style="list-style-type: none"> <li>• Incremental assessments</li> <li>• Extracurricular activity rosters</li> </ul>						
	<p><b><u>Long Term Measure of Success</u></b>            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 2008.						
P2 More effective communications for those parents able to access the Internet	<p><b><u>Implementation</u></b> 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	8/06	5/09	\$600 Counselors’ and Instructional coaches budget		

	<p>The school website will be updated regularly to include timely school announcements, upcoming events, etc.</p>						
	<p><b><u>Short Term Measure of Success</u></b>  Parent participation in the academic and social life of the student will increase as measured by:</p> <ul style="list-style-type: none"> <li>• Parent/teacher conference summaries/logs</li> <li>• # of parental visits to school</li> <li>• # of hits to website</li> </ul> <p>Student achievement and participation in school activities will increase as measured by:</p> <ul style="list-style-type: none"> <li>• Incremental assessments</li> <li>• Extracurricular activity rosters</li> </ul>						
	<p><b><u>Long Term Measure of Success</u></b>  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 2008.</p>						
<p>P3 All parents/families</p>	<p><b><u>Implementation</u></b> Beaumont will continue to offer</p>	<p>Principal,</p>	<p>8/06</p>	<p>5/09</p>	<p>\$50,000 Student</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>Achievement Funds/SCIF Funds/General Funds</p> <p>Cost of translations</p>		
	<p><b><u>Short Term Measure of Success</u></b>  Parent participation in the academic and social life of the student will increase as measured by:</p> <ul style="list-style-type: none"> <li>• Parent/teacher conference summaries/logs</li> <li>• # of parental visits to school</li> <li>• # of hits to website</li> </ul> <p>Student achievement and participation in school activities will increase as measured by:</p> <ul style="list-style-type: none"> <li>• Incremental assessments</li> <li>• Extracurricular activity rosters</li> </ul>						
	<p><b><u>Long Term Measure of Success</u></b>  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 2008.						
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><b><u>Implementation</u></b> 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	8/06	5/09			
	<p><b><u>Short Term Measure of Success</u></b> Parent participation in the academic and social life of the student will increase as measured by:</p> <ul style="list-style-type: none"> <li>• Parent/teacher conference summaries/logs</li> <li>• # of parental visits to school</li> <li>• # of hits to website</li> </ul> <p>Student achievement and participation in school activities will increase as measured by:</p> <p>Incremental assessments</p> <ul style="list-style-type: none"> <li>• Extracurricular activity rosters</li> </ul>						

	<p><b><u>Long Term Measure of Success</u></b>  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 2008.</p>						
<p>P5  All school forms and other important communications will be available in English and Spanish.</p>	<p><b><u>Implementation</u></b>  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> <hr/> <p><b><u>Short Term Measure of Success</u></b>  Parent participation in the academic and social life of the targeted students will increase as measured by:</p> <ul style="list-style-type: none"> <li>• Parent/teacher conference summaries/logs</li> <li>• # of parental visits to school</li> <li>• # of hits to website</li> </ul> <p>Student achievement and participation in school activities (for the targeted students) will increase as measured by:</p>	<p>Principal; ESL teachers; team leaders</p>	<p>8/06</p>	<p>5/09</p>	<p>Section 6 Funds   Cost of translations</p>		

	<ul style="list-style-type: none"> <li>• Incremental assessments</li> <li>• Extracurricular activity rosters</li> </ul>						
	<p><b><u>Long Term Measure of Success</u></b>  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 2008.</p>						
<p>P6  Important school communications will be translated and posted in a neighborhood center.</p>	<p><b><u>Implementation</u></b>  Important school communications will be translated into Spanish and hard copies placed in a neighborhood central to our Spanish speaking populations.</p>	Social worker	8/06	5/09	Section 6 Funds  Cost of translations		
	<p><b><u>Short Term Measure of Success</u></b>  Parent participation in the academic and social life of the targeted students will increase as measured by:</p> <ul style="list-style-type: none"> <li>• Parent/teacher conference summaries/logs</li> <li>• # of parental visits to school</li> <li>• # of hits to website</li> </ul> <p>Student achievement and participation in school activities (for the targeted students) will increase as measured by:</p> <ul style="list-style-type: none"> <li>• Incremental assessments</li> <li>• Extracurricular activity</li> </ul>						

	rosters							
	<p><b><u>Long Term Measure of Success</u></b> 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 2008.</p>							