

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN AND FUNDING APPLICATION

MORTON MIDDLE SCHOOL
SCHOOL

RONDA RUNYON
PRINCIPAL

1225 TATES CREEK RD.
ADDRESS

Lexington Fayette
CITY COUNTY

859-381-3533
TELEPHONE

859-381-3536
FAX

Kentucky Department of Education
Capital Plaza Tower
500 Mero Street
Frankfort, Kentucky 40601

Assurance Certification

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the ***Kentucky Comprehensive Planning Guidebook***. It is understood that this application constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

MORTON MIDDLE SCHOOL

School

RONDA RUNYON

Principal

Date

EXECUTIVE SUMMARY

School: MORTON MIDDLE SCHOOL

MISSION STATEMENT

The mission of Morton Middle School, a school dedicated to academic excellence, children and community, is to educate all students to demonstrate proficiently the knowledge and skills essential for lifelong learning, social well-being, and active responsible citizenship. Morton's motto speaks of our direction:

Exemplary Learning: No Excuses...No Exceptions
Work Hard, Play Fair and Take Care of Each Other

PROCESS OF DEVELOPING THE COMPREHENSIVE PLAN

How Planning and Needs Assessment Teams Were Organized:

Planning and needs assessment teams were organized by Principal recommendation and department representative status, and freedom of membership.

Members/Representative Groups Who Served on Planning and Needs Assessment Teams:

Jennifer Andrews, LA teacher, internal facilitator
Lisa Owens, Instructional Coach/Academic Dean
Dana Boarman, SS teacher
Wesley Clark, science teacher
Martha Shannon, SE teacher
Rick Queen, SBDM Council
Morton Teacher Surveys
Morton FRC Surveys (student and parent)

Ronda Ruynon, Principal
Twanjua Gentry, Assoc. Principal
Debbie Shelton, music teacher
Neva Christensen,
Karen Ziegler, Literary Specialist
Jill Blackman, Dir FRYSC
Content Department Surveys
Morton Team Surveys

How the Needs of the School or District Were Determined:

The needs of the school were determined by analyzing the most recent CATS assessment scores, the most recent S.A.F.E. data, written staff, parent, and student surveys, narrative Scholastic Audit evaluations by all departments, the current 2006-2008 Comprehensive School Improvement Plan, district reading and math assessments (reading PAS and math PAS 2007, reading PAS Reading and Math 2008), KDE audit results for Morton, and the Needs Assessment Process guide.

How Goals and Strategies Were Decided Upon:

Goals were identified during on-going sessions with the Needs Assessment team with our internal facilitator. Strategies were determined by presenting the department representatives with the goals, and requiring them to determine how their department could meet those goals. Each

department representative met with their department and discussed strategies/activities and submitted them to the internal facilitator.

What implementation of the plan is expected to achieve:

Implementation of Morton's Comprehensive School Improvement Plan will lead to increased assessment levels in all content areas, thereby increasing our overall score to 103.0 in the 2008-2009 academic year, and 106.00 by the 2009-2010 academic years.

What Process was used for internal review of the plan:

Internal review of the plan was an on-going process with the Needs Assessment team.

How Public Comment was secured and what response was made:

Public comment on the draft of the plan was taken at SBDM council meetings, bi-monthly faculty meetings, monthly department meeting, written surveys, and an annual public meeting to present and discuss Morton's Gap Reduction Plan.

How Comprehensive Planning will be ensured in the Future:

The comprehensive planning process will be continued in the future via Implementation/Impact checks, revision at the mid-cycle point, and monitoring via the Needs Assessments team, as well as, department representative. Additionally, the internal facilitator will be in charge of all this, under the direction of the principal.

COMMUNICATION PLAN

How will the Comprehensive Improvement Plan and Other Important Information Be Shared with Stakeholders?

This plan will be shared with stakeholders at faculty meetings, grade level meetings, team meetings, department representative meetings, SBDM council meetings, and will be housed in the library, counseling offices, and the principals' offices on display for all.

How will Input Continue to be gathered from Stakeholders?

A page will be included in public copies that state the appropriate e-mail addresses and telephone numbers of the administrators and the internal facilitator so viewers can comment on the plan.

ACTION COMPONENT CURRICULUM

District Name: Fayette
 School Name (if app.): Morton Middle School

School X
 District
 Preliminary
 Revised
 Component Manager: Ronda Runyon
 Current Date: April 2008
 Public X
 Private, Non-Profit

Instructions: Enter the information in the boxes just below the words "Priority Need", "Goal", etc. The boxes will expand as you type.

I.

Priority Need	Goal <i>(A Goal addresses a Priority Need)</i>
According to the 2007 CATS Assessment, 61% to 81% of students scored at or above the proficient level in all content areas. (Reading-81%; Math-71%; Science-74%; Social Studies-76%; Writing Portfolios-61%; On-demand Writing-65%; A/H-81%; PL/VS-80%.	A. To increase each student's achievement level in all content areas by 2% on the 2008-2010 CATS assessment.

II.

Cause(s)/Contributing Factors: <i>(both positive and negative, based on needs analysis)</i>	Objective(s) with Measures of Success: <i>(Begin with #A1)</i>
According to the 2007 CATS assessment, content area indices showed a range of 93.46-109.86. District reading and math assessments indicate similar ranges. PAS Reading and Math Assessment indicate 74% of our students scoring at or above the proficient rating in Reading and 70% in Math.	By 2010, all students in all content areas will receive daily instruction aligned with the core content, as measured by department reports indicating alignment of content, samples of teacher lesson plans, and principal observation.

Revised

ACTION COMPONENT: Curriculum

District Name: Fayette
 School Name (if app.): Morton Middle School

School X
 District
 Preliminary
 Revised
 Component Manager: Jock Gum
 Current Date: April 2006
 Public X
 Private, Non-Profit

III. Strategies/Activities [activity or strategic sequence of activities to achieve objective(s)]

Typing instructions: Enter the information in the boxes below. The boxes will expand as needed to fit the information you enter. Press tab to go from one box to the next. In the last box on the right, press tab, and a whole new row of boxes will be created. This will enable you to keep related information in the rows lined up. Also, the headings will automatically appear at the top of each page of Strategies/Activities.

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
A1	All departments will receive PD in mapping out long range plans and core content including standards-based units of study	Insure effective coverage of curriculum per subject per grade level.	PD chair; Department Representatives	July 2008	July 2010	\$0 (PD hours)	N/A
A2	Writing Portfolio Cluster Leader will provide strategies on 8 th grade on-demand writing.	Students will receive instruction aligned with effective on-demand writing prompts to increase student proficiency by 3%.	Writing Cluster Leader	July 2008	July 2010	\$0(PD hours)	N/A
A3	Writing Portfolio Cluster Leader will provide professional development in the development of 7 th grade writing portfolio.	Increase student proficiency 3%. Decrease novice performance by 3%.	Writing Cluster Leader	July 2008	July 2010	\$0(PD hours)	N/A
A4	Writing Portfolio Cluster Leader will provide PD in the area of scoring writing assessment portfolios.	LA Teachers will receive instruction in the analytical scoring of assessment portfolios.	Writing Cluster Leader	July 2008	July 2010	Stipend	PD Funds

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
A5	Maintain Writing Progression Program where students maintain working writing portfolio from 6 th through 8 th grade. Working portfolio then goes with student to feeder high school.	Increase writing motivation through student awareness of progressive writing progress and increase writing proficiency by 3%.	Language Arts Department	July 2008	July 2010	\$0	N/A
A6	Provide reading elective course for students with special needs.	Increase reading proficiency by 5% in students with special needs.	RCS; Special Education Representative	July 2008	July 2010	Teacher salary/staffing allotment.	District
A7	Science elective course (7 th grade-Beginning Anatomy) and IMMEX problem solving class offered to all students.	Increase student proficiency 5%.	Science Department Representative	July 2008	July 2010	Teacher's salary staffing allotment	N/A
A8	Science lab course offered to all 6 th grade students for one semester.	Increase student achievement by 5%.	PD Chair; Science Department Representative	July 2008	July 2010	teacher's salary/ staffing allotment	Eisenhower /Title II Grant
A9	Provide professional development shadowing experience for all departments' members.	Increase assessment levels by giving professional development summaries to departments upon return that will enhance teaching methods.	PD Chair; Department Representative	July 2008	July 2010	substitute teacher's salary	PD Funds
A10	Qualifying 6 th grade math students will be placed in a one-year high school algebra course based on Math Placement	Increase math assessment levels on CATS assessment by 5%	Math Department Representative	July 2008	July 2010	\$300 (1 teacher, 2 days)	Eisenhower /Title II Grant

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
A11	Guidelines passed by SBDM. Math Lab course offered to all 6 th grade students for one semester.	Increase student achievement by 5%.	Math Department Representative	July 2008	July 2010	Teacher's Salary/ Staffing Allotment	District Funds
A12	Every math student will complete 4 open response questions (1 from each math strand) from county math assurance prompts at each grade level.	Increase familiarity and motivation with CATS assessment.	Math Department Representative	July 2008	July 2010	\$0	N/A
A13	Maintain elective format that requires students to take each elective at least one semester in middle school.	Increase A/H, P/L, V/S assessment levels by 3%.	Department Representative	July 2008	July 2010	\$0	N/A
A14	Academic Leadership class will be devoted to CATS preparation and character development.	Increase motivation and understanding of best practices in meeting proficiency on CATS assessment.	Principal; Instructional Coach; AL Teachers	July 2008	July 2010	\$0	N/A
A15	Provide 2 CATS learning	Increase assessment levels by 5%.	Principal; Instructional	July	July		N/A

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
	checks per year.		Coach	2008	2010	\$0	
A16	Provide Saturday School and summer program: PLATO for failure grade recovery.	Provide sustained academic opportunity to eliminate student failure.	Principal; ESS Coordinator	July 2008	July 2010	Teachers' Salaries	ESS Funds
A17	Provide ESS services during the academic year to students who qualify (teacher recommendation; parent request).	Increase academic success for those in need of remediation.	ESS Coordinator	July 2008	July 2010	Teachers' Salaries	ESS Funds
A18	Increase technological literacy applications through the modernization of modules.	Increase content to support a wider range of core content. Provide students with a broader ranager of understanding in all areas of technological literacy and application.	Technology Teacher	July 2008	July 2010	Based on KETS prices	KETS Funds
A19	Expand access to wireless laptop lab by increasing number of laptops in cart.	Increase school wide wireless lab access for students.	TRT; Teachers	July 2008	July 2010	Based on KETS prices	KET Funds
A20	Increase number of student computers in classrooms.	Increase availability of STC in technology for use by students in classrooms.	TRT	July 2008	July 2010	Based on KETS prices	KET Funds
A21	Aim to increase the number of "Smart" classrooms as funds become available.	Computers in classroom, plus wireless lab, will better connect core content and technology which will increase limited use of technology resources.	TRT and classroom teachers	July 2008	July 2010	\$750.00 per classroom	KETS Funds as available
A22		Teachers given better access to PD	TRT and classroom	July	July		PD Funds

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
A23	Teachers participate in variety of approaches (Individualized PD, Online PD, study groups, large group PD, classroom visitation, TRT's modeling) to PD in technology, focused on instructional needs. Provide a technology resource teacher for the school.	which is personally suited to their schedule, learning style, and individual needs. Assistance provided for teachers in incorporating technology into their instruction. Improvement in teacher evaluations in the area of technology. Improved student achievement related to instruction with technology.	teachers District Trainers, TRT	2008 July 2008	2010 July 2010	Varies Salary plus extended employment	as needed District Funds
A24	Increase software and web-based resources that have been proven to increase student achievement, and support instructional practices that ensure higher gains in student achievement.	Increase proficiency in technology skills by 5%.	TRT and Classroom Teachers	July 2008	July 2010	\$0	N/A
A25	Continue partnership with Fayette County Vocational Schools through student and speaker exchange.	Provide alternative 12 day placement for at-risk students to increase maintenance of educational success.	Tech Ed/Voc Teacher (middle school and high school).	July 2008	July 2010	Substitute Teacher salary	Perkins Funds
A26	Continue 8 th grade participation in the	Increase understanding of becoming a contributing, responsible citizen.	Principal, 8 th grade teachers	July 2008	July 2010	\$0	N/A

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
A27	Reality Store. Provide Read 180 class for any 6 th or 7 th grade student 2+ years below grade level.	Increase in PAS scores by 10%.	RCS	July 2008	July 2010	Teacher salary/ Staffing allocation	District Funds
A28	Reading development class offered for any 7 th grade student reading 1-2 levels below grade range.	Increase PAS scores by 10%.	RCS	July 2008	July 2010	Teacher salary	District Funds
A29	Provide full time Instructional Coach/Academic Dean as requested by Principal and SBDM Council.	Increase student proficiency by 5% on CATS assessment.	Principal	July 2008	July 2010	Teacher salary	District Funds
A30	Maintain READ, WRITE, GOLD on all special education computer stations.	Increase reading proficiency by 5%.	STC; Special Education Representative.	July 2008	July 2010	Based on KETS prices	KETS Funds
A31	PD to include reading strategies and lesson planning for all staff members across all content areas.	Increase teacher proficiency in teaching reading.	RCS	July 2008	July 2010	\$0	N/A

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)

ACTION COMPONENT: Equity

District Name: Fayette
 School Name (if app.): Morton Middle School

School X District Preliminary Revised
 Component Manager: Ronda Runyon
 Current Date: April 2008
 Public X Private, Non-Profit

Instructions: Enter the information in the boxes just below the words "Priority Need", "Goal", etc. The boxes will expand as you type.

I.

Priority Need	Goal <i>(A Goal addresses a Priority Need)</i>
<p>According to data collected from student, parent, and staff surveys in January 2008, participants indicated: a disproportionate percentage of minority students were being referred for SAFE.</p> <p>According to test data (CATS, 2007 scores, Reading and Math 2008 PAS scores) a gap continues to exist between the student performance levels of free or reduced lunch students and non-free and reduced lunch students.</p>	<p>A. To increase cultural sensitivity of teachers, administrators, and students in and out of the classroom by as indicated by surveys.</p> <p>B. To increase on grade level performance levels of free and reduced lunch students on CATS assessment, PAS math and reading assessments by 15% by 2010.</p> <p>C. To implement non-cognitive elements to increase the number or reduced fee lunch students on grade level by 15% as indicated by CATS assessment, PAS math and reading assessments by 2010.</p>

II.

Cause(s)/Contributing Factors: <i>(both positive and negative, based on needs analysis)</i>	Objective(s) with Measures of Success: <i>(Begin with #A1)</i>
<p>Being a contributing member of an 800+ community, fitting in, and being treated fairly is a high priority challenge. Morton's community demands that no student be left behind.</p> <p>According to PAS assessments, 30% of our free or reduced lunch students are below grade level in math and 26% are below grade level in reading.</p> <p>SAFE data indicates a disproportionate number of African American referrals.</p>	<p>A. In student, parent and staff surveys completed in February of each year, students, parents, staff and administrators will report an increase in cultural sensitivity toward all students by 60%.</p> <p>B. By May 2010, on-grade level performance levels of minority students on CATS assessment, PAS math and reading assessments will increase by 15%.</p> <p>C. By June 2010, there will be a decrease in SAFE referrals as a consequence for academic underperformance.</p>

	C2. By June 2010, there will be a decrease of 10% of suspensions and SAFE assignment for minority students.

Revised

ACTION COMPONENT: Equity

District Name: Fayette
 School Name (if app.): Morton Middle School

School X
 District
 Preliminary
 Revised
 Component Manager: Ronda Runyon
 Current Date: April 2008
 Public X
 Private, Non-Profit

III. Strategies/Activities [activity or strategic sequence of activities to achieve objective(s)]

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Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
A1	Maintain school policy to have teachers assign seats, reassign seats throughout the year to increase interaction among all students.	Students will increase their interaction with diverse number of students, thereby removing cultural barriers.	Principal	July 2008	July 2010	\$0	N/A
A2	School policy to have teachers assigned hall duty outside their classroom between classes.	Maintain feeling of safety among all students in the hallways between classes.	Principal	July 2008	July 2010	\$0	N/A
A3	Live our mission statement: Exemplary Learning: No Excuses: No Exceptions as well as our motto, "Work hard, play fair, and take care of each other."	Increase motivation and academic achievement by 5% of all marginalized students.	Principal; Staff	July 2008	July 2010	\$0	N/A

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
A5	Purchase textbooks, books, and non-print media that focus on diversity.	All students will Students become aware of the strengths of a diverse population.	Media Specialist	July 2008	July 2010	\$0	SCIF
A6	Maintain a committee to look at methods of providing appropriate services for gifted students.	Increase achievement among gifted students 3% on CATS assessment.	Principal; Counselor	July 2008	July 2010	\$0	SCIF, textbook funds
A7	Continue the employment and retention of minority staff members.	Provide diversity in staff.	Principal	July 2008	July 2010	\$0	N/A
A8	Maintain SBDM Council committee arrangement on which each staff member will participate.	Engage entire staff in functioning of school.	Principal; SBDM Council	July 2008	July 2010	\$0	N/A
A9	Principal, counselor, and Academic Leadership teacher will hold student achievement conferences with targeted students.	Reach high-end performing students to enhance knowledge of current CATS scores and motivate proficient performance on 2008CATS	Principal; Counselor; Academic Leadership Teacher; Instructional Coach	July 2008	July 2010	\$0	N/A

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
A10	Student PAS scores will be distributed to all staff at the start of the school year for early implementation of diversity plans with each classroom. PD in reading will include PAS information and how it can drive instruction. PAS alert lists will be distributed to all elective teachers three times throughout the school year.	assessment. Teacher will have early assess to all PAS information to be used ASAP for conferencing, referrals for class placements, and more individualized classroom instruction, which will be measured through observations, teacher questionnaires, and student assessment.	RCS; Language Arts teachers	July 2008	July 2010	\$0	N/A
A11	Implement school-wide activities: *Book Club *Everybody Carries a Book *Bi-Monthly Reading Activities(AL classes) *Print rich area in every classroom *Focus on reading strategies and use of Literacy Observation Guide *Summer reading lists for all grade levels/provide books for at risk students over the summer through MMS library *Summer Campaigns: Magazine and newspaper subscriptions for struggling readers	Increase proficiency by 5% in all content areas.	RCS; Language Arts teachers	July 2008	July 2010	\$0	N/A

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
A12	*Teacher correspondence through postcards to students FRYSC will implement a transition program for incoming 6 th graders and exiting 8 th graders.	Increase student achievement by 3%.	FRYSC	July 2008	July 2010	\$500.00	FRYSC grant
A13	FRYSC will have available school supplies for those students in need.	Increase student achievement by 3%.	FRYSC	July 2008	July 2010	\$1,000.00	FRYSC
B1	Identify at risk students and implement activities to address needs: *EEE Brunch Bunch *Student Recognition Assembly *Student Mentor Program *Family Contacts *Attendance *MAP/RAP Conferences	Increase proficiency by 5% in all content areas.	RCS; Principal; FYRSC	July 2008	July 2010	\$0	N/A
B2	FRYSC will maintain JUMP, a monthly support group for students with emphasis on risky behaviors (drug, alcohol abuse).	Increase abstention from risky behaviors by 10%.	FYRSC	July 2008	July 2010	\$0	N/A
B3	FRYSC will provide job shadowing opportunities to 10 students through the Junior Achievement Job Shadow day.	Motivation increased for career planning by 10%.	FYRSC	July 2008	July 2010	\$0	N/A
B4	Provide teacher to have structured environment support skills class for non-Special Education students; class max 12.	Increase academic performance of serviced students by 10%.	Principal	July 2008	July 2010	Teacher Salary	RFP

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
C1	Best practice to curtail SAFE referrals for academic underperformance.	Provide alternative discipline responsibility of team teachers in motivating students to complete all assignments.	Principal; Team Leaders	July 2008	July 2010	\$500	Magazine sales
C2	Create an equity committee to address the needs of minority students and monitor SAFE assignments.	Provide alternative motivation measures to decrease SAFE placement of minority students by 10%.	Principal	July 2008	July 2010	\$0	N/A
C3	Follow Discipline Code Matrix to ensure fair and equitable discipline measures.	Provide equitable discipline for all students.	Principal, Associate Principal, Teachers	July 2008	July 2010	\$0	N/A
C4	Maintain Student Assistance Team.	Provide assistance in creating alternative educational plans for students in need of assistance for academic success,	Principal; Counselor Special Education Facilitator Teachers	July 2008	July 2010	\$0	N/A

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
C5	Provide Saturday School opportunity for students needing tutorial work in content areas. PLATO for grade recovery will be a part of the Saturday program.	<p>behavior modification, and review of students referred for possible special education services.</p> <p>Provide alternative tutor times for students unable to attend weekly provided ESS tutorial services.</p>	ESS Coordinator	July 2008	July 2010	Teacher Stipend	ESS Funds

ACTION COMPONENT: PARENT INVOLVEMENT

District Name: Fayette
 School Name (if app.): Morton Middle School

School X
 District
 Preliminary
 Revised
 Component Manager: Ronda Runyon/Jill Blackman
 Current Date: April 2008
 Public
 Private, Non-Profit

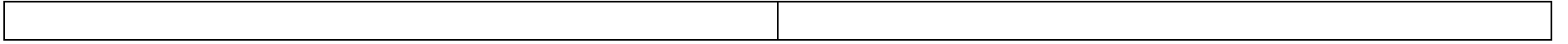
Instructions: Enter the information in the boxes just below the words "Priority Need", "Goal", etc. The boxes will expand as you type.

I.

Priority Need	Goal <i>(A Goal addresses a Priority Need)</i>
<p>According to the FRYSC needs assessment 72% of parents indicated interest in attending school activities which support their students' education.</p> <p>According to the FRYSC needs assessment, 30% of parents indicate that it is hard or sometimes hard to meet the basic needs of their family. 26% of youth surveyed indicated they are concerned about the basic needs of their family being met.</p>	<p>A. Increase parent communication concerning school activities.</p> <p>B. Provide necessary referrals and resources to families and assistance so student achievement will not be compromised due to the basic needs being met.</p> <p>Implementation of programs and services through the FRYSC which assist students in overcoming obstacles to academic achievement. To identify and coordinate resources that will successfully address social and emotional issues affecting students and their families.</p> <p>C. Increase parent involvement in the Student Assistance Team and SBDM Council.</p>

II.

Cause(s)/Contributing Factors: <i>(both positive and negative, based on needs analysis)</i>	Objective(s) with Measures of Success: <i>(Begin with #A1)</i>
<p>According to 2008 FRYSC needs assessment survey, parents need assistance with resources to help them become self-sufficient, which will allow them more time to focus on their child's educational needs.</p> <p>Parents need to be informed about services offered by the FRYSC.</p> <p>Parent participation in the Student Assistance (SAT) will reduce barriers to education.</p>	<p>A1. The FRYSC will offer activities and information to parents to increase involvement during the 2008-2010 school years. Participation will be measured by the FRYSC's daily contact log and sign-in sheet.</p> <p>B1. The FRYSC will offer resources to parents and students that can address issues affecting their families.</p> <p>C1. FRYSC and staff will include parents to be involved in SAT team meeting when necessary.</p>



Revised

ACTION COMPONENT: Parent Involvement

District Name: Fayette
 School Name (if app.): Morton Middle School

School X District Preliminary Revised
 Component Manager: Ronda Runyon
 Current Date: April 2008
 Public X Private, Non-Profit

IV. Strategies/Activities [activity or strategic sequence of activities to achieve objective(s)]

Typing instructions: Enter the information in the boxes below. The boxes will expand as needed to fit the information you enter. Press tab to go from one box to the next. In the last box on the right, press tab, and a whole new row of boxes will be created. This will enable you to keep related information in the rows lined up. Also, the headings will automatically appear at the top of each page of Strategies/Activities.

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
A1	The FRYSC will provide referrals, information and assistance to 200 families during the 2008-2010 school years as measured by the daily contact log.	Students and families in need of assistance will increase their knowledge of community resources to meet their basic needs measured by contact log.	FRYSC, community agencies	July 2008	July 2010	\$200.00	FRYSC Grant
A2	FRYSC will provide information in newsletters, weekly memos, flyers/brochures to inform families and community about programs offered.	Increased parental involvement in students' education and other school-based activities by 3%.	FRYSC/PTSA	July 2008	July 2010	\$0	N/A
A3	Include parents on all SBDM Committees	Increased parent involvement in decision making.	Principal; SBDM	July 2008	July 2010	\$0	N/A

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
B1	FRYSC Coordinator will conduct home visits for students identified by school personnel throughout the school year.	Assistance when identified.	FRYSC; SAT; school Social Worker	July 2008	July 2010	\$0	N/A
B2	FRYSC Coordinator will provide financial assistance, clothing, and other basic need items upon request of students or families throughout the year.	Assistance when identified.	FRYSC; Clothing Center, Community Agencies	July 2008	July 2010	\$1,000.00	FRYSC grant
B3	FRYSC will provide a minimum of 8 educational seminars for 100 parents interested in assisting their student in school.	Increase student achievement by 3% through Increased parental involvement in students' education.	FRYSC	July 2008	July 2010	\$1,000.00	FRYSC
B4	FRYSC will provide 100 families transportation assistance to school functions and parent-teacher meetings.	Increase parent involvement.	FRYSC	July 2008	July 2010	\$500.00	FRYSC grant
B5	FRYSC will collaborate with other FRC to provide support for 20, non-biological, parents/guardian of students through support groups.	Increase non-biological parent/guardian involvement in students' education.	FRYSC	July 2008	July 2010	\$1,000.00	FRYSC grant
B6	FRYSC will provide information and resources for 200 families and students regarding drug and alcohol counseling and educational materials during a Drug Awareness Week each fall.	Decrease chance of drug or alcohol usages in student population.	FRYSC; PTSA	July 2008	July 2010	\$800.00 \$100.00	FRYSC PTSA

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
B7	FRYSC will provide information and refer families/students for mental health and family crisis assistance.	Increase families ability to prevent or intervene before crisis occurs.	FRYSC; Community Agencies; school personnel; Comprehensive Care; University of Kentucky	July 2008	July 2010	\$0	N/A
C1	Parent participation with Student Assistance Team	Provide assistance in areas of poor academic performance and behavior problems thus becoming more involved in the education process of their child.	FRYSC, Faculty, Principal, Counselors, Guidance Specialist	July 2008	July 2010	\$0	N/A