

CLAYS MILL ELEMENTARY

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

Edwina G. Smith/Principal
Chairperson, School Council

Vivian H. Fleming/PSA
Chairperson, Planning Committee

School Council Members:

Julie Blyth/Parent

Judi Jones-Toleman/Parent

Vicki Duffy/Classified Representative

Grant Davis/Instructional Coach

Meg Jones/Teacher

Gayla Cook/Teacher

PLAN APPROVED BY THE SCHOOL COUNCIL: FEBRUARY 2, 2011

REVISED JUNE, 2011

REVISED JANUARY , 2012 –SBDM Approved 1-3-12

REVISED MARCH , 2012 – SBDM Approved 4-10-12

MISSION STATEMENT: The mission of Clays Mill Elementary school is to educate all students at high levels through differentiated instruction and foster an ongoing partnership with parents and community.

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY:

PLAN SUMMARY

The plan focuses on implementing the strategies and activities as outlined in the Student Achievement, Equity and Parent Involvement components. Recent data reviews indicate that through the implementation of a strong RTI structure, clear and intentional alignment of instructional planning to common core standards, and an analysis of both formative and summative data, the ultimate goal of 100% proficiency for all students will be attained.

In the interim, intentional focus of the activities outlined in this plan will provide for the learning needs of all students so that through MAP assessments three times a year. Individual progress will be measured by attaining the 50th percentile or above and achieving one year of growth.

PROCESS SUMMARY

- Mission Statement Development and Review: The teaching staff reviewed the mission statement January 25, 2011. No revisions were recommended.
- Grade level teaching teams met with the principal and instructional coach on November 9th, 2010 to develop Plans for Success in the areas of Reading, Math, Social Studies and Science. These Plans for Success were referred to when revising activities for the CSIP. The district suggested these guiding questions for each subject area: (1.) Based on fall assessment data, how will you determine the end of year target for each child? (2.) How are you monitoring progress (daily, weekly, monthly) to achieve these targets? (3.) How are you (the classroom teacher) accelerating learning for students currently performing below grade level? (4.) How many students performing below grade level are in the following subpopulations? (5.) How are you differentiating for students currently performing above grade level?
- Achievement gaps are reviewed annually. SB 168 targets are reviewed and activities are revised as needed to close achievement gaps between sub-groups.
- The CSIP was reviewed by SACS Committees in January 2011. Strategies and activities were edited, revised or deleted to reflect current practices. The Principal, PSA and RTI/Instructional coach revised the activities to reflect committee recommendations. The revised plan was then reviewed by the Leadership Team prior to the presentation of the CSIP to SBDM. Further revisions were completed upon the council's recommendation. The CSIP was officially approved by SBDM on February 2, 2011.
- The plan will be reviewed and revised monthly by SBDM council as indicated on the reporting timeline.

2010-2011- SACS Committees

Technology: Beth Carrico, Ariana Dowd, April Sowers, Cathy Pleasants, Laura Rosier, Abby Ames, Bev Bauer, Stephanie Gibson, Carrie Spivey, Cathi Harman, Gayla Webb, Sarabeth Pollom/Felicia Durham, Cindy VanDyke, Kakie Hester, Kelley Cruse (parent)

School Climate: Vivian Fleming, Carol Fosson, Sharon Turner (parent), Melissa Hatfield, Kelly Connelley (parent), Gayla Cook, Jennifer Cook, Angie Berryman, Erika Johnson, Maria Harrington, LaQuida Taylor, Jill Klinker

Curriculum/Instruction: Grant Davis, Amanda Bathalon, Lori Graham, Melissa McDaniel (parent), Laura Rosier, Alyssa McSpadden (parent), Karen Berry, Tanya Carlin, Scott Sheets (parent), Andrea Pickard (parent), Meg Jones

Leadership Team 2010-2011

Edwina Smith
Vivian Fleming
Carol Fosson
Grant Davis
Amanda Bathalon
Cathy Pleasants
Alyssa McSpadden
Karen Berry
Cathi Harman
Scott Sheets
Jill Klinker
Andrea Childress-Pickard

Leadership Team 2011-2012

Edwina Smith
Vivian Fleming
Carol Fosson
Grant Davis
Kelly Connelley
Cathy Pleasants
Melissa McDaniel
Karen Berry
Angie Berryman
Scott Sheets
Beth Carrico
Andrea Childress-Pickard

Action Component: STUDENT ACHIEVEMENT

District Name: Fayette County Public Schools

Component Manager: Grant Davis

School Name: Clays Mill Elementary

Date: January 2011

Priority Need																		Goal (Addresses the Priority Need)																	
In order to perform at Proficient/Distinguished levels in all core content areas, writing portfolios, and on-demand, students must receive daily instruction that is aligned to the Core Content Standards through Spring 2011 and Kentucky Core Standards beginning Fall 2011 as approved by SBDM.																		100% of students will reach proficiency by 2014.																	
Causes and Contributing Factors																		Objectives with Measures of Success																	
Fall/Winter/ Spring MAP Data 2010-2011 KINDERGARTEN																																			
Math- All Students			Math- Non-Low SES			Math - Low SES			Reading- All Students			Reading-Non-Low SES			Reading- Low SES																				
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile																				
Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr																		
54/103	60/107	71/107	48/79	51/76	56/72	6/24	9/30	15/35	61/103	67/107	81/107	54/79	53/77	61/72	7/24	14/30	20/35																		
52%	56%	66%	61%	67%	78%	25%	30%	43%	59%	63%	76%	68%	69%	85%	29%	47%	57%																		
FIRST																																			
Math- All Students			Math- Non-Low SES			Math - Low SES			Reading- All Students			Reading-Non-Low SES			Reading- Low SES																				
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile																				
Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr																		
80/113	78/113	87/116	61/81	59/80	64/78	19/32	19/33	23/38	87/113	89/113	103/116	70/81	66/80	75/78	17/32	23/33	28/38																		
71%	69%	75%	75%	74%	82%	60%	58%	61%	77%	79%	89%	86%	83%	96%	53%	70%	74%																		

SECOND

Math- All Students			Math- Non-Low SES			Math - Low SES			Reading- All Students			Reading-Non-Low SES			Reading- Low SES		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr
80/119	74/113	89/112	63/84	57/78	69/77	17/35	17/35	20/35	81/119	78/113	88/112	65/84	60/78	66/77	16/35	18/35	22/35
67%	65%	80%	75%	73%	90%	49%	49%	57%	68%	69%	79%	77%	77%	88%	46%	51%	63%

THIRD

Math- All Students			Math- Non-Low SES			Math - Low SES			Reading- All Students			Reading-Non-Low SES			Reading- Low SES		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr
77/101	75/102	80/103	60/72	59/72	59/71	17/29	16/30	21/32	75/101	83/102	80/103	60/72	63/72	63/71	15/29	20/30	17/32
76%	74%	78%	83%	82%	83%	59%	53%	65%	74%	81%	78%	83%	88%	89%	52%	67%	53%

FOURTH

Math- All Students			Math- Non-Low SES			Math - Low SES			Reading- All Students			Reading-Non-Low SES			Reading- Low SES		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr
86/114	83/118	91/115	63/78	62/78	64/77	23/36	21/40	27/38	79/114	89/118	92/115	57/78	62/78	66/76	22/36	27/40	26/39
75%	70%	79%	81%	79%	83%	64%	53%	74%	69%	75%	80%	73%	79%	86%	61%	68%	67%

FIFTH

Math- All Students			Math- Non-Low SES			Math - Low SES			Reading- All Students			Reading-Non-Low SES			Reading- Low SES		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr
72/106	69/108	73/106	57/83	57/84	56/80	15/23	12/24	17/26	77/106	80/108	76/105	62/83	65/85	63/80	15/23	15/23	13/25
68%	64%	68%	69%	68%	70%	65%	50%	65%	73%	74%	72%	75%	76%	79%	65%	65%	52%

School-wide Totals

Math- All Students			Math- Non-Low SES			Math - Low SES			Reading- All Students			Reading-Non-Low SES			Reading- Low SES		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr
449/656	439/661	491/659	352/477	345/468	368/455	97/179	94/192	123/204	460/656	486/661	520/658	368/477	369/470	394/444	92/179	117/191	126/204
68%	66%	75%	74%	74%	81%	54%	49%	60%	70%	74%	79%	77%	79%	89%	51%	61%	62%

Fall/Winter/Spring MAP Data 2011-2012

SECOND

Math- All Students			Math- Non-Low SES			Math - Low SES			Reading- All Students			Reading-Non-Low SES			Reading- Low SES		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spring
63/102			50/78			13/24			70/101			56/77			14/24		
62%			64%			54%			69%			73%			58%		
Gap						10%						Gap			15%		

THIRD

Math- All Students			Math- Non-Low SES			Math - Low SES			Reading- All Students			Reading-Non-Low SES			Reading- Low SES		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spring
69/102			57/75			12/27			70/102			55/75			15/27		
68%			76%			44%			69%			73%			56%		
Gap						32%						Gap			17%		

FOURTH

Math- All Students			Math- Non-Low SES			Math - Low SES			Reading- All Students			Reading-Non-Low SES			Reading- Low SES		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spring
67/90			53/65			14/25			70/90			56/65			14/25		
74%			82%			56%			78%			86%			56%		
Gap						26%						Gap			30%		

FIFTH

Math- All Students			Math- Non-Low SES			Math - Low SES			Reading- All Students			Reading-Non-Low SES			Reading- Low SES		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spring
77/112			61/73			16/39			82/112			60/73			22/39		
69%			84%			41%			73%			82%			56%		
Gap			Gap			43%			Gap			Gap			26%		

School-wide Totals

Math- All Students			Math- Non-Low SES			Math - Low SES			Reading- All Students			Reading-Non-Low SES			Reading- Low SES		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spring
276/406			221/291			55/115			292/405			227/290			65/115		
68%			76%			48%			72%			78%			57%		
Gap			Gap			28%			Gap			Gap			21%		

3rd, 4th and 5th Grade Totals

Math- All Students			Math- Non-Low SES			Math - Low SES			Reading- All Students			Reading-Non-Low SES			Reading- Low SES		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spring
213/304			171/213			42/91			222/304			171/213			51/91		
70%			80%			46%			73%			80%			56%		
Gap			Gap			34%			Gap			Gap			24%		



***Fall Gap Group - Revised to show Gap Group as of Jan. '12**

Fall/Winter/Spring MAP Data 2011-2012

SECOND

Winter and Spring Gap Group - Low SES, Hispanic, African American, LEP, Special Ed.

Math- All Students			Math- Non-Gap			Math - Gap Group			Reading- All Students			Reading-Non Gap			Reading- Gap Group		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing
63/102	74/103		48/70	57/69		15/32	17/34		70/101	79/102		53/71	60/69		17/30	19/33	
62%	72%		69%	83%		47%	50%		69%	77%		75%	87%		57%	58%	
Gap						22%	33%					Gap			18%	29%	

THIRD

* Updated to new gap list

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Math- All Students			Math- Non-Gap			Math - Gap Group			Reading- All Students			Reading-Non Gap			Reading- Gap Group		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing
69/102	66/96		57/72	50/65		12/30	16/31		70/102	71/96		56/72	55/65		14/30	16/31	
68%	69%		79%	77%		40%	52%		69%	74%		77%	85%		47%	52%	
Gap						39%	25%					Gap			30%	33%	

FOURTH

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Math- All Students			Math- Non-Gap			Math - Gap Group			Reading- All Students			Reading-Non Gap			Reading- Gap Group		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing
67/90	61/89		49/63	45/61		18/27	16/28		70/90	69/89		56/63	53/61		14/27	16/28	
74%	69%		78%	74%		67%	57%		78%	78%		89%	87%		52%	57%	
Gap						11%	17%					Gap			37%	30%	

FIFTH

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Math- All Students			Math- Non-Gap			Math - Gap Group			Reading- All Students			Reading-Non Gap			Reading- Gap Group		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing	Fall	Win ter	Spr ing
77/112	80/111		56/71	55/70		21/41	25/41		82/112	81/111		61/71	59/70		21/41	22/41	

69%	72%		79%	79%		51%	61%		73%	73%		86%	84%		51%	54%	
			Gap			28%	18%					Gap			35%	30%	

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School-wide Totals (2nd-5th)

Math- All Students			Math- Non-Gap			Math - Gap Group			Reading- All Students			Reading-Non Gap			Reading- Gap Group		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win ter	Spri ng	Fall	Win ter	Spri ng	Fall	Win ter	Spri ng	Fall	Win ter	Spri ng	Fall	Win ter	Spri ng	Fall	Win ter	Spri ng
276/406	281/399		210 / 276	207/265		66/130	74/134		292/405	300/398		226 / 277	227/265		66/128	73/133	
68%	70%		76%	78%		51%	55%		72%	75%		82%	86%		52%	55%	
			Gap			25%	23%					Gap			30%	31%	

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3rd, 4th and 5th Grade Totals

Math- All Students			Math- Non-Gap			Math - Gap Group			Reading- All Students			Reading-Non Gap			Reading- Gap Group		
On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile		
Fall	Win ter	Spri ng	Fall	Win ter	Spri ng	Fall	Win ter	Spri ng	Fall	Win ter	Spri ng	Fall	Win ter	Spri ng	Fall	Win ter	Spri ng
213/304	207/296		162 / 206	150/196		51/98	57/100		222/304	221/296		173 / 206	167/196		49/98	54/100	
70%	70%		79%	77%		52%	57%		73%	75%		84%	85%		50%	54%	
			Gap			27%	20%					Gap			34%	31%	

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Student Achievement Component

and

Implementation & Impact Form

2010-2011 School Year

Component Leader: Grant Davis *Report to SBDM

Objective #A:

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A.1. Continue scheduling and classroom placement procedures.	Implementation: Classroom placement will be done systematically looking at all students needs for differentiation and/or accommodations.	Principal PSA Teachers Leadership Team	May 2011	N/A	N/A	I	Master scheduling with Leadership Team – May 11, 2011
	Short-Term Measures of Success: Students will receive instruction at the point of need resulting in an increase in the number of K-5 students scoring at the 50 th %ile or above on MAP, reading and math assessments.						Teaching Teams met with administrative staff for placement meeting – May 26, 2011
	Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50 th %ile on MAP reading and math will increase from fall to spring. The number of students demonstrating one year’s growth on MAP reading and math will increase.						2010-2011 MAP Math - % of students scoring at or above the 50 th %ile in the Fall=68%, Winter=66%, Spring=75% MAP Reading- % of students scoring at or above the 50 th %ile in the Fall=70%, Winter=74%, Spring=79% 2011-2012 -2 nd – 5 th grades MAP Math - % of students scoring at or above the 50 th %ile in the Fall=68%, Winter= 70%, Spring= % MAP Reading- % of students scoring at or above the 50 th %ile in the Fall=72%, Winter= 75%, Spring= % Placement meetings scheduled for April 19, 24 th
A. 2. Continue implementation of the Accelerated Reading program. Prizes provided quarterly as students earn AR points.	Implementation: All students will have an opportunity to read and take assessments to earn points and prizes.	Media specialist Instructional/ Curriculum Coach	Fall 2010			I	100% of students taking quizzes on accelerated reading books they have read.
	Short-Term Measures of Success: All students in program will progress according to MAP.						March 2, 2012 – AR Palooza and Book Character Dress-up Day. 100% student participation -

	<p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50thile on MAP reading and Math will increase from fall to spring. The number of students demonstrating one year's growth on MAP reading and math will increase.</p>	<p>Teachers Principal PSA</p>				<p>2010-2011 MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter=66%, Spring=75% MAP Reading- % of students scoring at or above the 50thile in the Fall=70%, Winter=74%, Spring=79% 2011-2012 -2nd – 5th grades MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter= 70 %, Spring= % MAP Reading- % of students scoring at or above the 50th%ile in the Fall=72%, Winter= 75%, Spring= %</p>
<p>A.3. Eighteen of the required twenty-four professional development hours in Summer '11 to allow teaching teams time to participate in training of new common core standards for long – range planning. Outside resources will be utilized when appropriate.</p>	<p>Implementation: Daily instruction will be planned before the school year begins in order to ensure thorough coverage of KCAS and provide all grade levels with common unit assessments.</p> <p>Short-Term Measures of Success: Teaching teams will review/revise curriculum units in grade level meetings to align with the new common core standards.</p> <p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50thile on MAP reading and Math will increase from fall to spring. The number of students demonstrating one year's growth on MAP reading and math will increase.</p>	<p>Student Achievement Component Managers, Instructional/ Curriculum Coach Teachers Principal PSA</p>			<p>P</p>	<p>June 9, 10th, 2011- Professional Development for Math standards training and team planning. 2010-2011 MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter=66%, Spring=75% MAP Reading- % of students scoring at or above the 50thile in the Fall=70%, Winter=74%, Spring=79% 2011-2012 -2nd – 5th grades MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter= %, Spring= 70% MAP Reading- % of students scoring at or above the 50th%ile in the Fall=72%, Winter= 75%, Spring= %</p>
<p>A.4. Teachers will receive professional development from the Writing Cluster Leaders/ District Literacy Coaches in the new writing standards .</p>	<p>Implementation: Daily writing instruction will follow guidelines in the new CME writing plan as approved by SBDM.</p> <p>Short-Term Measures of Success: Students will demonstrate learning as outlined in the CME writing plan.</p>				<p>I</p>	<p>March 20, 2012 - Writing Cluster Leader-presented how to incorporate technology (flip cameras, movie maker, sound recording) with literacy instruction.</p>

	<p>Long-Term Measure of Success: Proficiency on On-Demand writing will increase while also obtaining positive feedback from the writing program review.</p>						
<p>A.5. The Master Schedule will allow for common grade level planning times.</p> <p>Instructional/Curriculum Coach will facilitate planning with grade level teams once a week to ensure that all students will receive Core Content instruction in all subject areas according to timelines on the curriculum map.</p>	<p>Implementation: Teaching teams will review content and plan instruction based on common core standards. Formative and summative assessments will be analyzed weekly.</p> <p>Short-Term Measures of Success: The Performance Calculator will be used to show increases in sub-group achievement.</p> <p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50thile on MAP reading and Math will increase from fall to spring. The number of students demonstrating one year's growth on MAP reading and math will increase.</p>	<p>Instructional/ Curriculum Coach Teachers</p>				<p>I</p> <p>Master scheduling with Leadership Team – May 11, 2011</p> <p>2010-2011 MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter=66%, Spring=75% MAP Reading- % of students scoring at or above the 50thile in the Fall=70%, Winter=74%, Spring=79%</p> <p>2011-2012 -2nd – 5th grades MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter= 70 %, Spring= % MAP Reading- % of students scoring at or above the 50th%ile in the Fall=72%, Winter= 75%, Spring= %</p> <p>Master Schedule planning meeting set for May 1& 2, 2012.</p>	
<p>A.6. RTI/Curriculum Coach will monitor and facilitate Tier 1, Tier 2 and Tier 3 instruction throughout the year.</p> <p>Students that fall within achievement gap areas will receive Tier 2 Intervention instruction 2-3 times per week, while gap students who fall</p>	<p>Implementation: RTI/Curriculum Coach will coordinate school-wide RTI program, facilitate weekly team meetings, school-wide data analysis, and will provide on-going support for teachers with core standard implementation in classrooms. Provide data and input on Student Assistance Team.</p> <p>Short-Term Measures of Success: The number of K-5 students receiving Tier 2 and Tier 3 intervention will decrease.</p>	<p>Principal PSA RTI Coach Intervention Teachers</p>			I	<p>64 K-5 students are receiving reading instruction (RtI) 132 K-5 students are receiving math instruction (RtI)</p>	

<p>within Tier 3 will receive intervention instruction 5 times per week. Gap students (low SES) will meet with the Principal, PSA, RTI Coach, or intervention teachers to set weekly improvement goals.</p> <p>Senate Bill 168 Activity</p>	<p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50thile on MAP reading and Math will increase from fall to spring. The number of students demonstrating one year's growth on MAP reading and math will increase.</p>				<p>2010-2011 MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter=66%, Spring=75% MAP Reading- % of students scoring at or above the 50thile in the Fall=70%, Winter=74%, Spring=79% 2011-2012 -2nd – 5th grades MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter= 70 %, Spring= % MAP Reading- % of students scoring at or above the 50th%ile in the Fall=72%, Winter= 75%, Spring= %</p>
<p>A. 7. K-5 students will take common assessments at the end of every unit.</p>	<p>Implementation: Common grade level assessments aligned to the common core standards will be administered at the end of each instructional unit.</p> <p>Short-Term Measures of Success: The number of K-5 students scoring Proficient or Distinguished on KCCT-like assessments will increase as documented on the Performance Calculators.</p> <p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50th %ile on MAP reading and Math will increase from fall to spring. The number of students demonstrating one year's growth on MAP reading and math will increase.</p>	<p>Teachers, Instructional/ Curriculum Coach PSA</p>			<p>Teaching teams K-5 meeting with the Instructional Coach, PSA or Principal on a weekly basis for the purpose of analyzing student work. Students who score below 80% on unit assessments are placed on a watch list. Those students who score below 80% consistently are referred for a Student Assistance Team (SAT) meeting.</p> <p>2010-2011 MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter=66%, Spring=75% MAP Reading- % of students scoring at or above the 50thile in the Fall=70%, Winter=74%, Spring=79% 2011-2012 -2nd – 5th grades MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter= 70 %, Spring= % MAP Reading- % of students scoring at or above the 50th%ile in the Fall=72%, Winter= 75%, Spring= %</p>
<p>A. 8. All students will self-monitor MAP assessment results.</p> <p>Gap students (low SES) will meet with the Principal, PSA or RTI Coach to set improvement goals</p>	<p>Implementation: Students will set goals according to MAP goal projections and track progress three times/year.</p> <p>Short-Term Measures of Success: Students will set mid-year goals.</p>	<p>Teachers Principal PSA</p>			<p>I 100% of students have set goals for winter MAP testing.</p>

<p>prior to MAP testing in Jan., May.</p> <p>Senate Bill 168 Activity</p>	<p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50thile on MAP reading and Math will increase from fall to spring. The number of students demonstrating one year's growth on MAP reading and math will increase.</p>	<p>RTI Coach</p> <p>Students</p>			<p>2010-2011</p> <p>MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter=66%, Spring=75%</p> <p>MAP Reading- % of students scoring at or above the 50thile in the Fall=70%, Winter=74%, Spring=79%</p> <p>2011-2012 -2nd – 5th grades</p> <p>MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter= 70%, Spring= %</p> <p>MAP Reading- % of students scoring at or above the 50th%ile in the Fall=72%, Winter= 75%, Spring= %</p>
<p>A. 9. School-wide RTI implementation for reading and math.</p>	<p>Implementation: All K-5 students will participate in AIMSweb benchmarking three times/year. Students will receive RTI services based on RTI Team recommendations.</p> <p>Short-Term Measures of Success: The number of K-5 students receiving Tier 2 and Tier 3 intervention will decrease.</p> <p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50th %ile on MAP reading and Math will increase from fall to spring. The number of students demonstrating one year's growth on MAP reading and math will increase.</p>	<p>Teachers</p> <p>Students</p>			<p>64 K-5 students are receiving reading instruction (RtI)</p> <p>132 K-5 students are receiving math instruction (RtI)</p> <p>2010-2011</p> <p>MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter=66%, Spring=75%</p> <p>MAP Reading- % of students scoring at or above the 50thile in the Fall=70%, Winter=74%, Spring=79%</p> <p>2011-2012 -2nd – 5th grades</p> <p>MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter= 70 %, Spring= %</p> <p>MAP Reading- % of students scoring at or above the 50th%ile in the Fall=72%, Winter= 75 %, Spring= %</p>

Action Component: EQUITY

District Name: Fayette County Public Schools

School Name: Clays Mill Elementary

Component Manager: Vivian Fleming

Date: January 2011

Priority Need	Goal (Addresses the Priority Need)
<p>Barriers to learning (behavioral, lack of extended learning opportunities outside the regular day, academic) will need to be decreased so that all students will be able to perform at Proficient and Distinguished levels. Intentional recognition of student achievement. One planning per week is needed for teachers to analyze student work and share strategies for re-teaching.</p>	<p>A. Students on Free or Reduced lunch will achieve Annual Yearly Progress in reading and math</p> <p>B. 100% of students will reach proficiency by 2014.</p>
Causes and Contributing Factors	Objectives with Measures of Success
	<ol style="list-style-type: none"> 1. 100% of students will reach proficiency or the 50th percentile as measured by MAP. 2. All students will make one year of growth as measured by Spring MAP Reports. 3. 2012 state assessment scores will indicate an increase of 17.03% in reading and 13.94% in math for low socio-economic students (SES).

Equity Component

and

Implementation & Impact Form

2010-2011 School Year

Component Leader: Vivian Fleming

Objective # B: % of ESS students scoring Proficient/Distinguished will increase.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B.1. Provide ESS for those students scoring below grade level on reading, and math as recommended by classroom teachers.	Implementation: Teachers will recommend students for the ESS program based on class performance or assessment data that indicates below grade level achievement in reading/math.	ESS Coordinator Teachers				I	February 2011 – 65 K-5 students receiving Math or Reading services for 1hr. or more per week. 2010-2011 MAP Math - % of students scoring at or above the 50 th %ile in the Fall=68%, Winter=66%, Spring=75% MAP Reading- % of students scoring at or above the 50 th %ile in the Fall=70%, Winter=74%, Spring=79% 2011-2012 -2 nd – 5 th grades MAP Math - % of students scoring at or above the 50 th %ile in the Fall=68%, Winter= 70%, Spring= % MAP Reading- % of students scoring at or above the 50 th %ile in the Fall=72%, Winter= 75 %, Spring= %
	Short-Term Measures of Success: Students in program will progress according to class performance, assessments data.						
	Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50 th %ile on MAP reading and Math will increase from fall to spring. The number of students demonstrating one year’s growth on MAP reading and math will increase.						
B.2. Quarterly recognitions/ celebrations will highlight classroom and individual student achievement.	Implementation: Quarterly celebrations will be held for students K-2 and 3-5. Teachers will highlight achievements of their classes and individual students.	Principal PSA Instructional Coach				I	October 28, 2011 – Celebrations November 21, 22 - GFE April 9, 2012 - Celebrations

	<p>Short-Term Measures of Success: Student achievement will increase as indicated in assessment data.</p>	<p>Teachers</p>				<p>2010-2011 MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter=66%, Spring=75% MAP Reading- % of students scoring at or above the 50th%ile in the Fall=70%, Winter=74%, Spring=79% 2011-2012 -2nd – 5th grades MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter= 70 %, Spring= % MAP Reading- % of students scoring at or above the 50th%ile in the Fall=72%, Winter= 75%, Spring= %</p>
<p>B. 3. One planning per week is designated to analyze student work for the purpose of ensuring that gap students (Low SES) will meet AYP. Senate Bill 168 Activity</p>	<p>Implementation: Grade level teaching teams will meet weekly to discuss strategies for re-teaching, skills that need to be reviewed in the classroom and ESS and students in RTI program who are being progress monitored.</p>	<p>Principal PSA Instructional Coach Teachers</p>				<p>I Teaching teams K-5 meeting with the Instructional Coach, PSA or Principal on a weekly basis for the purpose of analyzing student work. Students who score below 80% on unit assessments are placed on a watch list. Those students who score below 80% consistently are referred for a Student Assistance Team (SAT) meeting. 2010-2011 MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter=66%, Spring=75% MAP Reading- % of students scoring at or above the 50th%ile in the Fall=70%, Winter=74%, Spring=79% 2011-2012 -2nd – 5th grades MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter= 70 %, Spring= % MAP Reading- % of students scoring at or above the 50th%ile in the Fall=72%, Winter= 75 %, Spring= %</p>
<p>Short-Term Measures of Success: RTI students will show progress as indicated by weekly progress monitoring.</p>	<p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50th%ile on MAP reading and Math will increase from fall to spring. The number of students demonstrating one year’s growth on MAP reading and math will increase.</p>					

<p>B. 4. Continuation of the CME Behavior Monitoring Plan will provide support for those students whose behavior interferes with academic and social progress. Gap students who fall within the Red level, as described in the CME Behavior Monitoring Plan, will receive daily mentoring and replacement behavior instruction with the Guidance Counselor or PSA.</p> <p>Senate Bill 168 Activity</p>	<p>Implementation: Students receiving two or more discipline referrals will be placed on the Behavior Monitoring Plan. Other students may be referred for behavioral intervention and monitoring if the teacher and PSA deem it appropriate.</p>	<p>PSA Guidance Counselor</p>				<p>I</p>	<p>December, 2011 – 4 students meeting with PSA on a daily basis to review success on achieving goals on target behaviors.</p> <p>March, 2012 – 7 students meeting with PSA on a daily basis to review success on achieving goals on target behaviors.</p> <p>2010-2011 MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter=66%, Spring=75% MAP Reading- % of students scoring at or above the 50th%ile in the Fall=70%, Winter=74%, Spring=79%</p> <p>2011-2012 -2nd – 5th grades MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter= 70%, Spring= % MAP Reading- % of students scoring at or above the 50th%ile in the Fall=72%, Winter= 75%, Spring= %</p>
<p>B. 5. Continued implementation of CHAMPs for consistent, school-wide behavioral expectations.</p>	<p>Implementation: Students will be taught consistent expectations for all common areas. Teachers will instruct students on expectations for instructional activities using CHAMPS.</p>	<p>CME Faculty and Staff</p>				<p>I</p>	<p>Dec. 2011 - 100% of students receiving CHAMPs instruction throughout the day.</p> <p>2010-2011 MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter=66%, Spring=75% MAP Reading- % of students scoring at or above the 50th%ile in the Fall=70%, Winter=74%, Spring=79%</p>
<p>Short-Term Measures of Success: Success will be determined individually. Behaviors are no longer interfering with student's academic and social progress when they have been extinguished or the frequency/duration has substantially diminished.</p>	<p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50th %ile on MAP reading and Math will increase from fall to spring. The number of students demonstrating one year's growth on MAP reading and math will increase.</p>	<p>Short-Term Measures of Success: Time on task will increase therefore an increase in student achievement will be evidenced on MAP.</p>					

	<p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50th %ile on MAP reading and Math will increase from fall to spring. The number of students demonstrating one year's growth on MAP reading and math will increase.</p>					<p>2011-2012 -2nd – 5th grades MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter= 70 %, Spring= % MAP Reading- % of students scoring at or above the 50th%ile in the Fall=72%, Winter= 75%, Spring= %</p>																																																						
<p>B.6. The Read to Achieve Grant funded teacher and intervention specialists will provide direct instruction to students based on AIMSweb benchmark data.</p>	<p>Implementation: Teachers will use assessment results to determine students' instructional needs.</p> <p>Short-Term Measures of Success: Primary students in program will progress according to AIMSweb and MAP.</p> <p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50th %ile on MAP reading and Math will increase from fall to spring. The number of students demonstrating one year's growth on MAP reading and math will increase.</p>	<p>Read To Achieve Teacher</p>			<p>I</p>	<p>30 K-3 Students receiving instruction from the Read to Achieve teacher.</p> <p>2010-2011 MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter=66%, Spring=75% MAP Reading- % of students scoring at or above the 50th%ile in the Fall=70%, Winter=74%, Spring=79%</p> <p>2011-2012 -2nd – 5th grades MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter= 70 %, Spring= % MAP Reading- % of students scoring at or above the 50th%ile in the Fall=72%, Winter= 75%, Spring= %</p>																																																						
<p>B.7. Weekly analysis of student work will provide instructional information to ensure all students (whether below, on or above) will achieve one year's progress in reading and math as determined on an individual basis by MAP.</p>	<p>Implementation: Grade level teaching teams will meet bi-weekly to discuss strategies for re-teaching, skills that need to be reviewed in the classroom and ESS and students in RTI program who are being progress monitored.</p> <p>Short-Term Measures of Success: All students will show progress as indicated by weekly progress monitoring.</p>					<table border="1" data-bbox="1339 1105 2064 1279"> <thead> <tr> <th colspan="3">Math- All Students</th> <th colspan="3">Math- Non-Low SES</th> <th colspan="3">Math - Low SES</th> </tr> <tr> <th colspan="3">On or above 50th%ile</th> <th colspan="3">On or above 50th%ile</th> <th colspan="3">On or above 50th%ile</th> </tr> <tr> <th>Fall</th> <th>Winter</th> <th>Spr</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>449/</td> <td>439/</td> <td>491</td> <td>352/</td> <td>345/</td> <td>368/</td> <td>97/</td> <td>94/</td> <td>123/</td> </tr> <tr> <td>656</td> <td>661</td> <td>/659</td> <td>477</td> <td>468</td> <td>455</td> <td>179</td> <td>192</td> <td>204</td> </tr> <tr> <td>68%</td> <td>66%</td> <td>75%</td> <td>74%</td> <td>74%</td> <td>81%</td> <td>54%</td> <td>49%</td> <td>60%</td> </tr> </tbody> </table> <p>Teaching teams K-5 meeting with the Instructional Coach, PSA or Principal on a weekly basis for the purpose of analyzing student work. Students who score below 80% on unit assessments are placed on a watch list. Those students who score below 80% consistently are referred for a Student Assistance Team (SAT) meeting.</p>	Math- All Students			Math- Non-Low SES			Math - Low SES			On or above 50th%ile			On or above 50th%ile			On or above 50th%ile			Fall	Winter	Spr	Fall	Winter	Spring	Fall	Winter	Spring	449/	439/	491	352/	345/	368/	97/	94/	123/	656	661	/659	477	468	455	179	192	204	68%	66%	75%	74%	74%	81%	54%	49%	60%
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Action Component: PARENT INVOLVEMENT

District Name: Fayette County Public Schools

Component Manager: Carol Fosson

School Name: Clays Mill Elementary

Date : January 2011

Priority Need	Goal (Addresses the Priority Need)
	<p>A. 100% of students will reach proficiency by 2014.</p>

Causes and Contributing Factors	Objectives with Measures of Success
	<ol style="list-style-type: none"> 1. 100% of students will reach proficiency or the 50th percentile as measured by MAP. 2. All students will make one year of growth as measured by Spring MAP Reports. 3. 2012 state assessment scores will indicate an increase of 17.03% in reading and 13.94% in math for low socio-economic students (SES). 4. Increase parent involvement on SACS committees.

Parent Involvement Component And Implementation & Impact Form

2010-2011 School Year

Component Leader: Carol Fosson

Objective #__:

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C.1. The CME Mission Statement will be communicated to stakeholders on all printed correspondence.	Implementation: Mission Statement will be printed on classroom newsletters, PTA newsletters and CME Letterhead. It will also be displayed in classrooms and throughout common areas in a variety of media.	Principal PSA Teachers				I	100% of classroom teachers include the mission statement in their newsletters.
	Short-Term Measures of Success: Activity is successful when implementation is complete.						
	Long-Term Measures of Success: Survey results will indicate a broader knowledge of the Mission Statement.						
C.2. Intentional measures will be taken to invite parents to participate in PTA activities.	Implementation: During Open House and Kindergarten Buddy Day, parents will be given information which outlines how they can be involved in their child's education through PTA participation.	Principal PTA Executive Board				I	<i>As of February 2011, PTA Membership is 236.</i>
	Short-Term Measures of Success: Activity is successful when implementation is complete.						
	Long-Term Measures of Success: An increase in the percentage of parent respondents agreeing that they participate in the school's PTA.						
C.3. In order to have parents participating in school decision - making, parents will be recruited to serve on school committees.	Implementation: Intentional process to recruit/enlist parents for their participation on school decision-making committees.	Principal PSA PTA Executive Board					
	Short-Term Measures of Success: When process is facilitated.						

	<p>Long-Term Measures of Success: When one or more parents are serving on each school committee: Curriculum and Instruction, School Climate, and Technology.</p>	<p>Committee Chairpersons</p>					
<p>C.4. Continue to publicize MAP growth goal to community.</p>	<p>Implementation: Continue to intentionally publicize goal to all stakeholders.</p>						
	<p>Short-Term Measures of Success: When process is facilitated.</p>						
	<p>Long-Term Measures of Success: An increase in the percentage of parent respondents who understand the meaning of the goal.</p>						
<p>C.5. Literacy/Math Workshops for parents. Parents of Gap students will receive a mailed invitation to Literacy/Math Workshops. Senate Bill 168 Activity</p>	<p>Implementation: Literacy and Math Workshops will be held in the evenings for parents.</p>					<p>P</p>	<p><i>February 17, 2011 – Math in Focus Parent Night attendance: Kindergarten – 2, 1st – 12, 2nd – 11, 3rd – 4, 4th – , 5th – 7.</i></p> <p>2010-2011 MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter=66%, Spring=75%</p> <p>MAP Reading- % of students scoring at or above the 50th%ile in the Fall=70%, Winter=74%, Spring=79%</p> <p>2011-2012 -2nd – 5th grades MAP Math - % of students scoring at or above the 50th %ile in the Fall=68%, Winter= 70 %, Spring= %</p> <p>MAP Reading- % of students scoring at or above the 50th%ile in the Fall=72%, Winter= 75%, Spring= %</p> <p><i>October 19, 2011 – Math in Focus Parent night attendance – Total=54</i></p> <p><i>November 3, 2011 – Math Night K-5/Book Fair Parent attendance – 43(w/o 3rd)</i></p>
<p>Short-Term Measures of Success: Parents will gain the knowledge needed to support their children in the areas of literacy and math.</p>							
<p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2011 KCCT will increase as compared to the 2010 KCCT. The number of students scoring at or above the 50th %ile on MAP reading and Math will increase from fall to spring. The number of students demonstrating one year’s growth on MAP reading and math will increase.</p>							

SBDM Council Reporting Timeline

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activities	A.1 classroom placement B.6 Read to Achieve Data	A.3 18 hrs. of summer P.D. A. 5 Master Schedule	A.6 RTI Coach monitoring facilitating RTI program	A.8 student assessment self-monitoring B.3 student work analysis meetings C. 2 PTA participation	A.7 unit tests C.4 publicize goal	A.4 Writing Coach C.3 Parents on committees A.2 Accelerated Reading	A.9 Pre-post-test B.4 Behavior Monitoring System	C.1 Mission Statement C.5 Literacy/ Math Workshops	B.5 CHAMPs instruction	B.2 Celebrations B.1 ESS		A.4 Writing Cluster Leaders A.9 School-wide RTI in reading and math B.7 One year's progress for all students