

CLAYS MILL ELEMENTARY

COMPREHENSIVE **SCHOOL** **IMPROVEMENT PLAN**

Edwina G. Smith/Principal
Chairperson, School Council

Vivian C. Hammons/PSA
Chairperson, Planning Committee

School Council Members:

Karen Irving/Parent

Jim Hampton/Parent

Aminata Cairo /Parent

Jennifer Cook/Teacher

Beth Carrico/Teacher

Lora Graves/Classified Assistant

Maria Harrington/Teacher

PLAN APPROVED BY THE SCHOOL COUNCIL: FEBRUARY 6, 2008

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 to increase students' achievement and mastery of the core content. The goal is to demonstrate proficiency by reaching an Overall Accountability Index of 105 in 2008. If we are to reach this goal, students must be able to communicate in writing the knowledge they have acquired during their elementary school experience. Professional Development activities are designed to enhance the teachers' instructional skills so that all students are proficient writers and communicators of the knowledge they have attained.

PROCESS SUMMARY

- Mission Statement Development and Review: January 2008, the Leadership Team reviewed the Mission Statement and approved revision as written above.
- The Leadership Team analyzed the 2007 KCCT scores using the KPR data on October 11, and October 25, 2007. Leadership Team members led vertical teaching teams through further analysis on November 6, 2007. Subject area data was analyzed to determine what we did to cause an increase in student achievement and therefore needs to continue, and what we need to consider changing to bring about an even greater increase in student achievement. Grade level teams then reviewed the findings on November 11, 2007 and discussed strategies and activities for their individual grade level.
- The CME faculty developed norms according to the following Big 4 Questions: What do we expect our kids to learn? How will we know when they have learned it? How will we respond when they haven't? How will we respond when they have? The responses to these questions have helped us determine our goals and objectives.
- A SACS review was conducted on November 13, and 14, 2007 and findings from the committee were also used to determine next steps.
- January 2008, faculty completed surveys to provide Instruction/Curriculum Coach feedback on training/professional development needs for instructional practices.
- January 2008, SACS Committees evaluated our performance according to the Parent Involvement standards set forth by the state. The Leadership Team determined three activities to implement to improve our performance in this area.
- 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 the Leadership Team January 2008. The revised plan was then reviewed by the faculty 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 6, 2008.
- The plan will be reviewed and revised monthly by SBDM council as indicated on the reporting timeline.

2007-2008- SACS Committees

Professional Development Committee: Angie Berryman, Sarabeth Pollom, Devon Roxberry, Ariana Dowd, Lori Graham, Andrea Childress-Pickard, Carol Fosson, Jill Klinker, Abby Florence, Becky Russell

Communication/Technology: Grant Davis, Bev Bauer (parent), Cindy VanDyke, Kellie Wiggs (parent), Cathy Pleasants, Beth Carrico, David Page, Gayla Webb,

School Climate: Dawn Drummond, Vivian Hammons, Sharon Turner (parent), Erika Johnson, Melissa Hatfield, LaQuida Brashear, Alyssa McSpadden, Kelly Connelley, Maria Harrington, Brenda Nally

Curriculum/Instruction: Shawna Mitchell, Karen Berry, Scott Sheets (parent), Tanya Carlin, Melissa McDaniel, April Sowers; Jennifer Cook, Laura Rosier, Kakie Hester,

Leadership Team

Edwina Smith
Vivian Hammons
Shawna Mitchell
Carol Fosson
April Sowers
David Page
Andrea Childress-Pickard
Sharon Turner
Cathy Pleasants
Jennifer Cook
Becky Russell
Karen Berry
Tanya Carlin
Dawn Drummond
Grant Davis

Action Component: STUDENT ACHIEVEMENT

District Name: Fayette County Public Schools

Component Manager: Shawna Mitchell

School Name: Clays Mill Elementary

Date: January 2008

Priority Need	Goal (Addresses the Priority Need)
<p>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 and Program of Studies as approved by SBDM.</p>	<p>The Accountability Index on the 2008 KCCT will be 105 or above.</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p>2007 KCCT Kentucky Performance Report Data Analysis – 11-06-07 SUBJECT: MATH WHAT are the scores:</p> <ul style="list-style-type: none"> • Strong performance on the MULTIPLE CHOICE (MC) • Increase scores on Open Response Questions (Many 0,1 + 2) <p>SO WHAT are we doing that we need to continue?</p> <ul style="list-style-type: none"> • Keep Teaching Math CCA + POS • Flashbacks in Math • Pre- and Post-testing EVERY STRAND • Hands on Learning – Resource: Marilyn Burns • Exit Slips for IMMEDIATE feedback to inform instruction <p>THEN WHAT changes are needed to increase these scores?</p> <ul style="list-style-type: none"> • Incorporate more real world problems/ word problems • Include more practice on <i>choosing</i> the correct operation • Group discussion of open response questions prior to answering independently • Use SHOW + TELL • More practice with EXPLAINing in Math • Use of MST 3 times per year to track cumulative data • Adding CUMULATIVE items onto assessments – <i>based upon what students commonly miss(ed)</i> 	<p>A. The number of students scoring proficient and distinguished on the 2008 KCCT will increase as compared to the 2007 KCCT. (Kentucky Core Content Test)</p>

SUBJECT: SCIENCE**WHAT** are the scores:

- **OPEN RESPONSES:** 46 – 57% students scoring **BELOW** Proficient
- Biological Change is lowest = 4: 4%, 3: 31%, 2-1-0: 65%
- Multiple Choice strong: 85% **CORRECT**

SO WHAT are we doing that we need to continue?

- Flashbacks in Science
- Exit Slips for **IMMEDIATE** feedback
- Science Notebooks in every strand
- Hands-on Teaching
- Setting Personal Goals and reflecting on **HOW** you are going to accomplish this goal?

THEN WHAT changes are needed to increase these scores?

- Using **VOCABULARY RINGS** for students to determine what the definition is / means to them. Use **EXAMPLES** and **NON-EXAMPLES**
- Fill out the **VOCABULARY STAR 1st** on the Do / What
- Need for **CUMULATIVE ASSESSMENT(S)** in Science K-5
- Flashback Open Responses on 1st half of the year
- Intentional Spending of Science Adoption Money: **AIMS, GEMS**, etc.

SUBJECT: READING

WHAT are the scores:

- 3rd: ORQ: 63% scored a 2 or below – MC: INTERPRETING TEXT **lowest** with 69%
- 4th: ORQ: 69% scored a 2 or below – MC: CRITICAL STANCE **lowest** with 78%
- 5th: ORQ: 74% scored a 2 or below – MC: FORMING A FOUNDATION **lowest** with 76%; CRITICAL STANCE **next lowest** with 77%

SO WHAT are we doing that we need to continue?

- Be intentional on planning grid Primary: The Big 5! Intermediate: Use the KDE language – (i.e. Critical Stance, Interpreting text, Forming a Foundation, etc.)
- Write ALL ORQ as a team. Write 4's for ALL Open Responses!
- Write and incorporate *abstract questions* into Literacy.
- PROVE EXAMPLES FROM TEXT
- Dirty 4 all Reading Open Responses
- Practice QAR, SCAN + RUN, etc.
- Use Exit Slips for IMMEDIATE feedback
- Incorporate PAS examples for Review
- Regular Read Alouds
- Continue reflections on Text to Text, Text to Self, Text to World
- Reading Flashbacks

THEN WHAT changes are needed to increase the scores?

- 5th has increased time in Reading block
- K-2 intentional focus on Interpreting Text
- 3rd intentional focus on Critical Stance
- More DOK 2 and above – Use different strategies to increase DOK rigor.
- Discussion groups and Writing Journals to reflect on what they've read.
- Incorporate THINK ALOUDS with Read Alouds

SUBJECT: SOCIAL STUDIES**WHAT** are the scores:

- **GOVERNMENT: Formation of Government**
MC: 41% Correct
ORQ: 0: 25%; 1: 43%; 2: 25%; 3: 7%; 4: 0%
(93% SCORED A 2 OR BELOW!)
- **Constitutional Principles** MC: 68% Correct
ORQ: 0: 31%; 1: 54%; 2: 15%; 3: 0%; 4: 0%
(100% SCORED A 2 OR BELOW!)
- **Right + Responsibilities** MC: 80% Correct
ORQ: 0: 23%; 1: 21%; 2: 34%; 3: 22%; 4: 1%
(75% SCORED A 2 OR BELOW!)
- **GEOGRAPHY: USE OF GRAPHIC TOOLS**
MC: 65% Correct
ORQ: 0: 7%; 1: 13%; 2: 53%; 3: 20%; 4: 7%
(75% SCORED A 2 OR BELOW!)
- **REGIONS** 65% **No Open Responses**
- **PATTERNS OF SETTLEMENT** 57% **No Open Responses**
- **HUMAN + ENVIRONMENTAL INTERACTION** 60%
ORQ: 0: 3%; 1: 18%; 2: 52%; 3: 24%; 4: 3%
(75% SCORED A 2 OR BELOW!)

SO WHAT are we doing that we need to continue?

- Write ALL ORQ as a team. Write 4's for ALL Open Responses!
- Continuing the REGULAR / CONSISTENT Development and revision of ALL Social Studies units.
- Referring to the most current version on CCA + POS (i.e. 4.1)
- Use newly adopted Social Studies Items
- Use authentic pictures, videos, artwork and documents as much as possible in instruction!
- Social Studies Flashbacks

THEN WHAT changes are needed to increase these scores?

- Design Social Studies MC to ensure more use of content within the questions.
- Creation of uniform vocabulary across grade levels
- Create CONSTITUTION Units of Study
- Incorporate the content of the **US Constitution @5th and the KY Constitution @4th**
- Create HALL OF DOCUMENTS / TIMELINES / AMERICAN SYMBOLS / VISUAL DISPLAYS for public viewing in building.
- Consider a 5th grade trip to WASHINGTON DC to *bring all to life!*
- Creation of congruent units on GOVERNMENT Focusing on:
 - BRANCHES vs. LEVELS of GOV.
 - RULES vs. LAWS – and why
 - TAXES and the SERVICES they PROVIDE
 - BASIC PURPOSES of GOVERNMENT (establish order, provide security, common goals.
 - PRINCIPLES OF DEMOCRACY (justice, equality, freedom, liberty, responsibility, rights)
 - COMPARING CITY, COUNTY, STATE and NATIONAL Government
 - STUDYING PATTERNS OF SETTLEMENT based on factors of climate, landform and bodies of water.

Writing Goal for 2007-2008 KCCT
Writing

Portfolio		# of students	
Distinguished	140	6	840
Proficient	100	80	8000
Apprentice High	80	8	640
Apprentice Medium	60		
Apprentice Low	40		
Novice High	26		
Novice Medium	13		
Novice Nonperforming	0		

Total students 94
Accountability Index 100.85

On-Demand			
Distinguished	140	10	1400
Proficient	100	54	5400
Apprentice High	80	20	1600
Apprentice Medium	60	20	1200
Apprentice Low	40		
Novice High	26		
Novice Medium	13		
Novice Nonperforming	0		

Total students 104
Accountability Index 92.308

Student Achievement Component

and

Implementation & Impact Form

2007-2008, 2008-2009 School Years

Component Leader: Shawna Mitchell

***Report to SBDM**

Objective #A: The number of students scoring proficient and distinguished on the 2008 KCCT will increase as compared to the 2007 KCCT.

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	April 2008/ July 2009				*July 2008
	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 Proficient or Distinguished on KCCT-like assessments as documented on the Learning Check Calculator.						
	Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2008 KCCT will increase as compared to the 2007 KCCT.						
A. 2. Continue implementation of the Reading Counts program. Provide prizes during monthly celebrations to K-5 students as determined by accumulated Reading Counts points.	Implementation: All students will have an opportunity to read and take assessments to earn points and prizes.	Media specialist Instructional/ Curriculum Coach Teachers Principal PSA	February 2008/ July 2009	\$2000	Read to Achieve Grant		*September 2008
	Short-Term Measures of Success: Primary students in program will progress according to Predictive Assessment System (PAS), DRA, Literacy First Assessments.						
	Long-Term Measures of Success: An increase in the number of students on grade level as determined by comparing Sept. 2007 and May 2008 assessment data.						

<p>A.3. Eighteen of the required twenty-four professional development hours in Summer '08 to allow teaching teams time to participate in deconstructing standards for long-range planning to ensure congruency of core content. Grade level common assessments will also be revised/written using the KCCT template.</p> <p>Outside resources will be utilized when appropriate.</p> <p>Senate Bill 168 Activity</p>	<p>Implementation: Daily instruction will be planned before the school year begins in order to ensure thorough coverage of core content and provide all grade levels with common unit assessments (using the KCCT assessment template).</p> <p>Short-Term Measures of Success: Teaching teams will review/revise curriculum maps in grade level meetings. Planning grids will document content taught in all core content areas.</p> <p>Long-Term Measures of Success: Decrease in novice and apprentice % on 2008 KCCT.</p>	<p>Student Achievement Component Managers, Writing Coach, Instructional/ Curriculum Coach Teachers Principal PSA</p>	<p>February 2008/ July 2009</p>		<p>District</p>	<p>*August 2008</p>
<p>A. 4. Teachers will receive job-embedded professional development from the Writing Coach.</p>	<p>Implementation The Writing Coach will plan with teachers once a week to assist in implementing the CME Writing Plan. On non-planning days the coach will model writing lessons, and facilitate writing instruction in the classroom.</p> <p>Short-Term Measures of Success: Students will create writing pieces as outlined in the CME Writing Plan.</p> <p>Long-Term Measures of Success: See page 9 – Writing Goal 2007-2008 KCCT</p>	<p>Writing Coach Teachers</p>	<p>February 2008/ July 2009</p>			<p>*December 2008 and June 2009</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 curriculum maps in grade level meetings to insure that all content is covered. Planning KCCT-like assessments, instructional “best practice” strategies, differentiation techniques to address the need of all learners will be the primary focus of planning meetings.</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 Learning Check Calculator at the end of each unit.</p>	<p>Instructional/ Curriculum Coach Teachers</p>	<p>February 2008/ July 2009</p>			<p>*August 2008</p>

A.5 continued	<p>Long-Term Measures of Success: Decrease in novice and apprentice % on 2008 KCCT.</p>					
<p>A. 6. Instructional/Curriculum Coach will facilitate job embedded professional development as indicated on the Needs Survey completed by teaching staff.</p>	<p>Implementation: Instructional Curriculum Coach will provide P.D. in 1.) Great Leaps Math, 2.) rigorous, oral, high level questioning, 3.) QAR</p>	<p>Instructional/ Curriculum Coach Teachers</p>	<p>February 2008/ July 2009</p>			<p>* September 2008</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 Learning Check Calculators.</p>	<p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2008 KCCT will increase as compared to the 2007 KCCT.</p>					
<p>A. 7. K-5 students will take KCCT-like assessments at the end of every unit. Senate Bill 168 Activity</p>	<p>Implementation: Common grade level assessments will be administered at the end of each instructional unit</p>			<p>Teachers, Writing Coach, Instructional/ Curriculum Coach PSA</p>	<p>February 2008/ July 2009</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 Learning Check Calculators.</p>	<p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2008 KCCT will increase as compared to the 2007 KCCT.</p>					

<p>A. 8. Students will self-monitor assessment results.</p>	<p>Implementation: Students will graph assessment results to track progress.</p>	<p>Teachers Students</p>	<p>February 2008/ July 2009</p>				<p>*October 2008</p>
<p>A. 9. Pre- and post-testing each math strand K-5</p>	<p>Implementation: Teachers will assess students prior to introduction of math strand. Assessment results will be used to differentiate math instruction. Post-testing will be used to re-teach skills not mastered.</p>	<p>Teachers Students</p>	<p>February 2008/ July 2009</p>				<p>*January 2009</p>
	<p>Short-Term Measures of Success: Individual performance levels and Classroom Academic Indices will improve.</p>						
	<p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2008 KCCT will increase as compared to the 2007 KCCT.</p>						
	<p>Short-Term Measures of Success: Individual performance levels and Classroom Academic Indices will improve.</p>						
	<p>Long-Term Measures of Success: The number of students scoring proficient and distinguished on the 2008 KCCT will increase as compared to the 2007 KCCT.</p>						

<p>12% Distinguished</p> <p>4th – 41% Proficient</p> <p>29% Distinguished</p> <p>5th – 17% Proficient</p> <p>0 % Distinguished</p>	
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Equity Component

and

Implementation & Impact Form

2007-2008, 2008-2009 School Years

Component Leader: Vivian Hammons

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
<p>B. 1. Provide ESS for those students scoring below grade level on Reading, Math, or Writing assessments.</p>	<p>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 or writing.</p>	<p>ESS Coordinator</p> <p>Teachers</p>	<p>February 2008/ July 2009</p>	<p>\$13,500</p>	<p>District</p>		<p>*February 2009</p>
	<p>Short-Term Measures of Success: Students in program will progress according to class performance, assessments and Successmaker data.</p>						
	<p>Long-Term Measures of Success: The number of students on grade level as determined by comparing Sept. 2006 and May 2007 assessment data will increase.</p> <p>% of ESS students scoring Proficient/Distinguished on 2008 KCCT will increase.</p>						

<p>B.2. Monthly celebrations will highlight classroom and individual student achievement.</p>	<p>Implementation: One Friday a month will be designated for celebrations. Two separate celebrations will be held for students K-2 and 3-5. Teachers will highlight achievements of their classes and individual students.</p>	<p>Principal PSA Instructional Coach Teachers</p>	<p>February 2008/ July 2009</p>	<p>\$0</p>		<p>*March 2009</p>
<p>B. 3. One planning per week is designated to analyze student work. Discussions centered around sharing strategies for re-teaching, skills that need to be reviewed in the classroom and ESS, progress of students on Watch List. SB 168</p>	<p>Implementation: Grade level teaching teams will meet weekly on Wednesdays to determine consistency in the quality of student work.</p>	<p>Principal PSA Instructional Coach Teachers</p>	<p>February 2008/ July 2009</p>	<p>\$0</p>		<p>*October 2009</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.</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</p>	<p>February 2008/ July 2009</p>	<p>\$0</p>		<p>* January 2009 and June 2009</p>
	<p>Short-Term Measures of Success: Student achievement will increase as indicated in student work analysis.</p>					
	<p>Long-Term Measures of Success: The Accountability Index on the 2007 KCCT will be 105 or above.</p>					
	<p>Short-Term Measures of Success: Watch list students will show progress as indicated by student work analysis.</p>					
	<p>Long-Term Measures of Success: Achievement gaps in reading and math between low and non-low socioeconomic subgroups will decrease.</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 accountability index goal of 105 in 2008 will be achieved.</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>February 2008/ July 2009</p>	<p>\$200</p>			<p>*March 2009</p>
<p>B. 6. The Read to Achieve Grant will provide direct instruction to primary students scoring a stanine of 3 or below on the fall GRADE</p>	<p>Implementation: Teachers will use assessment results to determine students' instructional needs.</p>	<p>Read To Achieve Teacher</p>	<p>February 2008/ July 2009</p>	<p>\$75,000</p>			<p>*July 2009</p>
	<p>Short-Term Measures of Success: Time on task will increase therefore an increase student achievement will be evidenced on PAS, DRA, GRADE, GMADE or classroom assessments</p>						
	<p>Long-Term Measures of Success: The Accountability Index on the 2007 KCCT will be 105 or above.</p>						
	<p>Short-Term Measures of Success: Primary students in program will progress according to Predictive Assessment System (PAS), DRA, Literacy First Assessments, and GRADE.</p>						
	<p>Long-Term Measures of Success: Students in program will progress according to GRADE and teacher-administered assessments.</p>						

Action Component: PARENT INVOLVEMENT

District Name: Fayette County Public Schools

Component Manager: Carol Fosson

School Name: Clays Mill Elementary

Date : January 2008

Priority Need	Goal (Addresses the Priority Need)
<p>According to 2007 Parent Learning Climate Survey 49% of parent respondents agreed that they participated in the school’s parent group (PTA).</p> <p>According to the staff evaluation of the Family and Community Involvement Objectives, CME is at the Novice Level for “informing the community more than once a year about student achievement”.</p>	<p>The Accountability Index on the 2007 KCCT will be 105 or above.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>According to random interviews, parents, students, and staff were not able to restate (verbatim) the CME Mission Statement.</p> <p>According to the 2007 Parent Learning Climate Survey 85% of parent respondents agreed that “the school’s mission statement is reflected in its practices”.</p> <p>According to the 2007 Parent Learning Climate Survey 74% of parent respondents “understand the 96 goal statement”.</p>	<p>C. Increase parent involvement on SACS committees as compared to 2006-2007.</p>

Parent Involvement Component And Implementation & Impact Form

2007-2008, 2008-2009 School Years

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	February 2008/ July 2009				*November 2009
	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	May 2008/ July 2009				*October 2009
	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.						

<p>C.3. In order to have parents participating in school decision - making, parents will be recruited to serve on school committees.</p>	<p>Implementation: Intentional process to recruit/enlist parents for their participation on school decision-making committees.</p>	<p>Principal PSA PTA Executive Board Committee Chairpersons</p>	<p>August 2008/ July 2009</p>				<p>*December 2009</p>
<p>C.4. Continue to publicize new goal of 105.</p>	<p>Implementation: Continue to intentionally publicize goal to all stakeholders.</p>						<p>*July 2008</p>
	<p>Short-Term Measures of Success: When process is facilitated.</p>						
	<p>Long-Term Measures of Success: When one or more parents are serving on each school committee: Curriculum and Instruction, School Climate, Technology, Professional Development.</p>						
	<p>Long-Term Measures of Success: An increase in the percentage of parent respondents who understand the meaning of the goal.</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 C.4 publicize goal	A.3 18 hrs. of summer P.D. A. 5 Master Schedule	A.6 P.D. by I.C. Coach A.2 Reading Counts	A.8 student assessment monitoring B.3 student work analysis meetings C. 2 PTA participation	A.7 unit tests C.1 mission statement	A.4 Writing Coach C.3 Parents on committees	A.9 Pre-post-test B.4 Behavior Monitoring System	B.1 ESS	B.5 CHAMPs instruction	B.2 Celebrations		A.4 Writing Coach