

DIXIE MAGNET ELEMENTARY SCHOOL

IMPROVEMENT PLAN



SCHOOL YEAR 2011-2012

Chairperson, School Council: Tara Isaacs

Plan Approved by the SBDM Council: March 10, 2011

SCHOOL COUNCIL MEMBERS:

Tara Isaacs	Principal
Amy Crowe	Teacher
Katie Grigsby	Teacher
Janice Shelton	Teacher
Kristy Johnson	Parent
Gordon Meads	Parent
Hazel Compton	Classified Representative

Our Vision

Dixie Elementary Magnet School strives to positively impact the future by preparing our students to be confident, hardworking, and goal-oriented individuals. Our vision is to strengthen our students' abilities to live healthy, balanced lives in which they both fulfill their responsibilities and use their compassion and creativity to make a positive difference in the world.

Our Mission

Excellence in Intellect, Creativity, and Character

Our Beliefs

We believe...

Students' learning needs should be the primary focus of all decisions impacting the work of the school.

The responsibility for educating a child is a partnership involving the family, school and community.

Each child is unique and differs from other individuals in their capabilities, interests, needs and rate of physical, intellectual, emotional and social growth; therefore, diversity is accepted, appreciated, and encouraged.

School should be a safe environment where all children can be successful learners, performing according to their abilities and where the needs of all children are accommodated.

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

PLAN SUMMARY

Dixie Elementary School has a Principal's Advisory Committee team comprised of the principal, PSA, curriculum coach, technology coordinator, classified representative, head custodian, media specialist, child guidance specialist and FRC coordinator. This team guides Dixie Elementary School toward proficiency, by supporting the school initiatives of reducing barriers to learning. The Lead Teacher team comprised of grade level teachers and a special area lead teacher has been created to foster leadership and serve as leaders throughout the school. The Instructional Leadership Team is the principal's instructional cabinet comprised of the PSA, Curriculum Coach, Math Coach, Read to Achieve Coach, guidance specialist and FRC coordinator. This team focuses on working to identify and eliminate achievement gaps as well as focusing on curriculum needs in order to determine appropriate instructional practices and assessment trends. Together these teams worked to develop the SIP, which reviewed the previous plan and continues as a living document throughout the 2010-2012 school years. Implementation and Impact checks were conducted to address the progress of the plan. These leadership teams along with classroom teachers and staff prioritized needs, and then a draft went to SBDM for approval.

CONTINUE WITH A PROCESS SUMMARY

The legal requirements for Planning involve how you developed the Plan as well as what you put in the Components, and this Process section shows that you are in compliance on those issues. In the Process Summary, include information regarding the following:

School Administrators: Tara Isaacs, Principal
Cheri Presley, PSA

Leadership Teams: Principal's Advisory Council, Lead Teachers, Instructional Leadership Team, Committee Members, Student Advisory Committee

Standing Committees: SBDM; Curriculum, Assessment, Accountability and Special Needs; Communications Family Involvement; Planning, Evaluation and Budget; Technology; Professional Development; Climate, Equity and Safety and Family Resource Center Advisory Board

How the Needs of the School or District Were Determined:

The above-mentioned teams used information gathered from the 2011 IPR data analysis in order to address strengths and weaknesses in Reading and Mathematics and followed the recommendations as stated in the report. Leadership used the results of staff feedback that was collected at periodic staff meetings and professional development activities. Research-Based Best Practices in Classroom Instruction along with staff surveys were used to gather information and recommendations for school improvement. Parents and public also gave information regarding needs of school through the following:

- SBDM Parent committee representatives

How Goals and Strategies Were Decided Upon:

The PAC, ILT, SBDM Committees and Lead Teacher Team reviewed the 2011 IPR, and district and school assessment data, in order to prioritize the greatest needs of the school instructional program. Leadership teams, teachers and SBDM analyzed test results and identified targeted sub-populations in order to close the achievement gaps between all students.

What Implementation of the Plan is expected to achieve:

By using a NCLB Gap Monitoring Tool, goals were set and are discussed on a weekly basis in grade level team meetings to close the achievement gap by 2010-2012 bi-ennium and to promote all students to proficiency by 2014.

Expectations from the implementation of the plan are:

- Improved instruction, curriculum and assessment
- Improved student performance in all targeted gap populations
- Gap reduction for special education and English Language Learners (ELL) students in reading and math
- Improved collaboration between teachers
- Improved monitoring of student outcomes through the analysis of student work
- Improved parent involvement and understanding of academic and behavioral expectations

What Process was used for Internal Review of the Plan:
Standing Committees reviewed the following documents:

- 2008-2011 School Improvement Plan
- 2011 IPR in order to see trends in performance
- Reading and Math MAP data in order to see trends in performance
- Current School Structures for Success

Those committees generated strategies and actions to improve teacher practices and student achievement in order to make revisions for the 2010-12 SIP. Leadership reviewed additional district and school assessment data in reading and mathematics and worked to formalize the revised plan.

An ad-hoc committee, designated by council, reviewed the plan and made additional revisions and changes which went to SBDM Council for final review of the plan.

How public comment will be secured and what response was made:

All staff received a copy of the plan with directions to notify ad-hoc committee members with any questions, concerns or ideas for further revision.

How Comprehensive Planning will be Ensured in the Future:

The school improvement plan will be implemented during the 2010-2012 school year. School committees, assigned responsible persons, and different component managers will monitor implementation of the plan and continue to collect data that is essential for the re-evaluation of the plan to assure that goals are being met and that strategies are working.

Action Component Student Achievement
 District Name Fayette County
 School Name Dixie Magnet Elementary School

Component Manager Tara Isaacs

Priority Need	Goal (Addresses the Priority Need)
<p>READING All Students 08-09 A. According to the 2009 IPR report, 16.47% of students scored below Proficient/ Distinguished in Reading in 3rd grade. 16.87% of students scored below Proficient/ Distinguished in Reading in 4th grade. 10.81% of students scored below Proficient/ Distinguished in Reading in 5th grade.</p> <p>READING All Students 09-10 A. According to the 2010 IPR report, 11.43% of students scored below Proficient/ Distinguished in Reading in 3rd grade. 10.71% of students scored below Proficient/ Distinguished in Reading in 4th grade. 7.87% of students scored below Proficient/ Distinguished in Reading in 5th grade.</p> <p>MATH All Students 08-09 B. According to the 2009 IPR report, 5.88% of students scored below Proficient/ Distinguished in Math in 3rd grade. 12.5% of students scored below Proficient/ Distinguished in Math in 4th grade. 8.11% of students scored below Proficient/ Distinguished in Math in 5th grade.</p> <p>MATH All Students 09-10 B. According to the 2010 IPR report, 3.81% of students scored below Proficient/ Distinguished in Math in 3rd grade. 9.52% of students scored below Proficient/ Distinguished in Math in</p>	<p>READING All Students A. In the area of reading, the number of students scoring below the level of Proficient/Distinguished will decrease by at least 2% points.</p> <div data-bbox="1066 505 1940 654" style="background-color: #c6e0b4; border: 1px solid black; padding: 5px;"> <p>Progress Statement according to 2010-2011 IPR 3rd grade- <u>8%</u> of the students scored below P/D in reading 4th grade- <u>12%</u> of the students scored below P/D in reading 5th grade- <u>11%</u> of the students scored below P/D in reading</p> </div> <p>MATH All Students B. In the area of math, the number of students scoring below the level of Proficient/Distinguished will decrease by at least 2% points.</p> <div data-bbox="1066 841 1940 990" style="background-color: #c6e0b4; border: 1px solid black; padding: 5px;"> <p>Progress Statement according to 2010-2011 IPR 3rd grade- <u>8%</u> of the students scored below P/D in reading 4th grade- <u>14%</u> of the students scored below P/D in reading 5th grade- <u>9%</u> of the students scored below P/D in reading</p> </div> <p>ON-DEMAND WRITING All Students C. In the area of On-Demand Writing, the number of students scoring below the level of Proficient/Distinguished will decrease by at least 2% points.</p> <div data-bbox="1066 1157 1940 1268" style="background-color: #c6e0b4; border: 1px solid black; padding: 5px;"> <p>Progress Statement according to 2010-2011 IPR 5th grade- <u>25%</u> of the students scored below P/D in on-demand writing</p> </div>

<p>4th grade. 8.99% of students scored below Proficient/ Distinguished in Math in 5th grade.</p> <p>ON-DEMAND WRITING All Students 08-09 C. According to the 2009 IPR report, 17.57% of students scored below Proficient/Distinguished in On-Demand Writing in 5th grade.</p> <p>ON-DEMAND WRITING All Students 09-10 C. According to the 2010 IPR report, 16.85% students scored below Proficient/Distinguished in On-Demand Writing in 5th grade.</p>	
Causes and Contributing Factors	Objectives with Measures of Success

<p>1.) Based on K-PREP data analysis, not all students mastered the goals and objectives set by the state Program of Studies.</p> <p>2.) Based on K-PREP and MAP data analysis, not all subpopulation students achieved proficiency in on-demand writing reading and/or math.</p>	<p>1A.) All staff will participate in weekly team meetings to ensure curriculum is aligned to state standards.</p> <p>1B.) All staff will participate in monthly Professional Development sessions called <i>Tune-Up Tuesdays</i> to increase student achievement.</p> <p>1C.) All teachers will participate in professional learning communities to increase student achievement.</p> <p>2A.) Teachers will develop watch list to identify those students that need interventions or services during their team meetings.</p> <p>2B.) Teachers will analyze common assessments to measure progress toward meeting grade level goals in the area of math and reading (science in 4th, social studies in 5th).</p> <p>2C.) Teachers will utilize additional staff to instruct targeted gaps in instruction (i.e. ESL, Rtl, Special Education, Free/Reduced, African-American).</p> <p>2D.) Teachers will implement various technology programs: Lexia, Skills Tutor, Dreambox and Successmaker as well as incorporating more opportunities for individual student technology assignments using iPod Touches, iPad applications and mini computers.</p> <p>2E.) K-5 teachers will implement a school-wide writing plan.</p>
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*Dixie Magnet Elementary School
 Student Achievement Component
 And
 Implementation & Impact
 (2010-2012)*

Component Leader: Tara Isaacs, Principal

Student Achievement- To increase student performance in the area of reading and math.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1A. All staff will participate in weekly team meetings to ensure curriculum is aligned to state standards.	Implementation: Teachers will submit long range plans to curriculum coach. Long range plans will be posted outside of complex. Plans will be reviewed at team meeting.	Principal, literacy coach and math coach	August– May weekly			I	<p>Teachers met and worked to align the curriculum. Teams monitored implementation during weekly team meetings throughout the school year.</p> <p>In December 2011, K-5 teachers submitted grade level binders containing, unit plans, assessments and agendas/minutes from grade level team meetings from August-December 2011.</p> <p>Principal and literacy coaches review small group reading plans for grades K-1 in October-December 2011 and grade 2 in January 2012.</p>
	Short-Term Measures of Success: Monthly learning checks will be written according to long range plans. Monthly learning check data will be used to monitor alignment of curriculum.						
	Long-Term Measures of Success: Long-term success of this activity will be measured through annual review of K-PREP data.						
1B. All staff will participate in monthly Professional	Implementation: Teams will identify areas of needs for professional development.	Principal, literacy	August – May			I	Monthly learning checks have been given in all assessed areas.

<p>Development sessions called <i>Tune-up Tuesdays</i> to increase student achievement.</p>	<p>Monthly PD will be planned to address these needs.</p> <p>Short-Term Measures of Success: Students will score at the proficient/distinguished levels on unit assessments increase based on monthly learning checks and other classroom assessments.</p> <p>Long-Term Measures of Success: Long-term success of this activity will be measured through annual review of K-PREP data.</p>	<p>coaches professional development coordinator and math coach</p>	<p>monthly</p>			<p>Progress has been monitored on the school-wide score boards and by council at monthly meetings. Tune-up Tuesdays have been held at the end of each month.</p> <p>August – Culturally Responsive Teaching and Learning</p> <p>September- Program Review for Writing, Arts and Humanities and Practical Living and Vocational Studies</p> <p>November- Formative/Writing Assessments K-2 and Reading Instruction for 3-5</p> <p>December- On-Demand Writing and Reading Planning for grades 3-5 and Phonemic Awareness for grades K-2</p>
<p>1C. Teachers will meet in professional learning communities to analyze students achievement data, develop lesson plans and common assessments.</p>	<p>Implementation: Data will be used to monitor student progress. Lesson plans will be developed by the team to address learning needs of individual students.</p> <p>Short-Term Measures of Success: Data will be collected from weekly open response questions, monthly learning checks, PAS data, DRA assessments, MST, and other assessments used by the teaching staff.</p>	<p>Principal, team leader and math coach</p>	<p>August 2010 – May 2012 weekly team meetings</p>		<p>1</p>	<p>Common assessments have been developed by all teams to assess the POS and CC 4.1 for science and social studies. Data has been collected by team leaders, math specialist and analyzed by teams. Teachers are now working on common assessments for the Common Core State Standards.</p> <p>Fayette County Public Schools provides Dixie K-5 teachers with monthly Professional Learning Community trainings and work</p>

	Long-Term Measures of Success: K-PREP data will be used to monitor long term success along with end of the year data collected on each grade level.						<p>sessions. Dixie is paired with other schools with similar reading approaches and/or materials. PLC time is used to further deconstruct standards, make plans and create assessments.</p> <p>12/2011- K-5 Team Binders collected and given to principal for review, Data Day held on 12/8/11 to review all math and reading RTI students based on Winter MAP scores.</p>
2A. Teachers will meet weekly in grade level teams to design watch list and decide on the appropriate intervention to address the needs of the students.	Implementation: Teachers will maintain an active watch-list of at-risk students. Interventions will be developed and monitored by the team.	Principal, literacy coach, Response to Intervention coordinator and math coach	August-May weekly team meetings			I	<p>Weekly grade level meetings were held by all grade levels. Watch-lists were developed and monitored at each meeting. Interventions were developed for students not performing on-level. Monthly learning checks have been given in all assessed areas. Progress has been monitored on the school-wide score boards and by council at monthly meetings.</p> <p>Data Day held on 12/8/11 to review all math and reading RTI students based on Winter MAP scores.</p> <p>Weekly Team Meetings</p> <p>12/2011- K-5 Team binders collected and given to principal for review,</p>
	Short-Term Measures of Success: Success will be monitored by school-wide testing schedule. (DRA, MAP, PAST, and Learning Checks)						
	Long-Term Measures of Success: Long-term success of this activity will be measured through annual review of K-PREP data.						
2B. Teachers will meet in grade level meetings to	Implementation: Results from unit tests will be in K-PREP	Homeroom	August -			I	Monthly learning checks have been given in all assessed areas.

analyze unit tests to identify Core Content not mastered.	format and results will be recorded and then analyzed using the CATS calculator.	teachers	May weekly team meetings				Progress has been monitored on the school-wide score boards and by council at monthly meetings. Weekly Team Meetings
2C. Teachers will utilize additional staff to instruct targeted gaps in instruction (i.e. ESL, Rtl, Special Education, Free/Reduced, African-American).	Implementation: Additional staff will work with identified watch students in the areas of reading and writing.	Homeroom teachers, support staff and assistants	August – May weekly team meetings			I	Teachers, support staff and assistants are working on a daily basis with identified watch list students to improve their reading and writing skills. Fall, Winter and Spring MAP data is reviewed and analyzed with teachers with an intentional comparison of gap groups.
	Short-Term Measures of Success: Analyzing MAP and Learning Check data.						
	Long-Term Measures of Success: Long-term success of this activity will be measured through annual review of MAP scores and K-PREP data.						
2D.) Teachers will implement various technology programs: Lexia, Skills Tutor, DreamBox and Successmaker as well as incorporating more opportunities for individual student technology assignments using iPod Touches, iPad applications and mini computers.	Implementation: Students work daily on technology programs to improve reading, writing, and math skills.	Homeroom teachers, classroom assistants	August– May weekly team			I	Math and Reading Coaches are monitoring student participation and achievement in the technology programs and communicating with teachers monthly.
	Short-Term Measures of Success: Data collected from the technology programs.						
	Long-Term Measures of Success: Long-term success of this activity will be measured through annual review of MAP scores and K-PREP data.						
2E.) K-5 teachers will implement a school-wide writing plan.	Implementation: Teachers work at implementing the SPAT method with homeroom.	Homeroom teachers,	August – May 2012			I	During the 2011-2012 school year, teachers began school-wide implementing the Common

	<p>Short-Term Measures of Success: Data collected from the Writing Program Review checkpoints</p>	<p>Writing Program Review Committee</p>					<p>Core State Writing Standards and writing policy.</p>
	<p>Long-Term Measures of Success: Long-term success of this activity will be measured through annual review of K-PREP data and work sample analysis.</p>						

Action Component Culture and Climate
 District Name Fayette County
 School Name Dixie Magnet Elementary School

Component Manager Cheri Presely, PSA

Priority Need	Goal (Addresses the Priority Need)
<p>DISCIPLINE</p> <p>A. By providing a safe, civil, and productive environment, all students will have the opportunity to enhance their academic successes.</p> <p>B. By providing collaboration to teachers needing additional strategies for disruptive students, teachers will feel supported with the knowledge that there is a comprehensive plan for creating and maintaining a safe school environment.</p> <p>SCHOOL CLIMATE</p> <p>A. According to 2010-2011 Level 2 and 3 behavior referrals, our building needs a review and update of structured, consistent procedures for the classroom and all common areas.</p>	<p>DISCIPLINE</p> <p>A. To reduce the number of Level 2 and 3 behavior referrals by 5%.</p> <p>B. To reduce the number of behavior plans by 5%.</p> <p>C. To provide yearly training with updates for behavior management strategies.</p> <p>SCHOOL CLIMATE</p> <p>A. To review and update procedures for all common areas (cafeteria, playground, bathroom, hallways, etc.) in our building.</p> <p>B. To review and update lesson plans for all common areas (cafeteria, playground, bathroom, hallways, etc.) in our building.</p> <p>C. To review and update a school-wide video of expected behaviors for common areas.</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p>1.) Based on staff surveys and behavior data instructional time is compromised due to disruptive and repetitive behaviors in the classroom.</p> <p>2.) Based on staff surveys and behavior data new staff are not fully knowledgeable of the CHAMPs program.</p> <p>3.) Based on staff surveys and behavior data there are not consistent procedures identified for common areas in the school building.</p>	<p>1A.) To reduce the number of disruptive behaviors occurring in the school, resulting in fewer office referrals.</p> <p>2A.) To develop a safe, civil and productive school environment.</p>

*Dixie Magnet Elementary School
 Culture and Climate Component
 And
 Implementation & Impact
 (2010-2012 School Years)*

Component Leader: Cheri Presley

Culture and climate- To reduce the number of disruptive behaviors occurring in the school.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1A. Develop individualized behavior plans for identified students	Implementation: Behavior Intervention Plans are developed & utilized. Short-Term Measures of Success: 1) Teachers will participate with the PSA or designee in the design of plans to learn how to develop these plans. 2) Student demonstrates buy-in by being responsible for behavior chart throughout the day. 3) Student can articulate behavioral goals & plan	PSA, classroom teachers & SAFE assistant	August - May			I	Individualized behavior plans and charts were developed for students with multiple referrals. Plans/charts were developed in collaboration with classroom teacher. Student input was included in development of plan and/or chart in the establishment of goals and understanding of objectives.

	<p>Long-Term Measures of Success:</p> <p>The number of individualized behavior intervention plans designed by the PSA or designee will decrease.</p>						
1A. Model techniques in dealing with individual and classroom reinforcement strategies	<p>Implementation:</p> <p>Model strategies/techniques at faculty meetings</p>	PSA, Behavior Interventionist and SAFE assistant				I, P	<p>Strategies were modeled for specific classrooms upon request.</p> <p>A behavior data wall was created to display behavior data from 2010-2011 school year to 2011-2012. A star on the new data is in recognition for improvement from the previous year to this year.</p> <p>Students will be recognized individually for good behavior with incentive programs.</p>
	<p>Short-Term Measures of Success:</p> <ol style="list-style-type: none"> 1) Model or arrange for presentation of one technique/strategy at each faculty meeting 2) Teachers will utilize strategies presented during faculty meetings & share successes at faculty meetings 						
	<p>Long-Term Measures of Success:</p> <p>As a result of increased amount of time within the classroom, identified students' academic achievement scores will increase within the areas of reading & math.</p>						

Action Component Equity
 District Name Fayette County
 School Name Dixie Elementary Magnet School

Component Manager Tara Isaacs, Principal

Priority Need	Goal (Addresses the Priority Need)
<p>READING All African American Students A. According to the 2008-2009 IPR report, 23.81% of African American Students scored below Proficient/Distinguished in Reading 3rd grade. 21.5% of African American Students scored below Proficient/Distinguished in Reading 4th Grade. 7.14% of African American Students scored below Proficient/Distinguished in Reading 5th Grade.</p> <p>READING All African American Students A. According to the 2009-2010 IPR report, 14.81% of African American Students scored below Proficient/Distinguished in Reading 3rd grade. 12% of African American Students scored below Proficient/Distinguished in Reading 4th Grade. 10% of African American Students scored below Proficient/Distinguished in Reading 5th Grade.</p> <p>READING Free and Reduced Lunch Students B. According to the 2008-2009 IPR report, 25.64% of free/reduced students scored below Proficient/Distinguished in Reading 3rd grade. 25% of free/reduced students scored below Proficient/Distinguished in Reading 4th grade. 20.69% of free/reduced students scored below Proficient/Distinguished in Reading 5th grade.</p> <p>READING Free and Reduced Lunch Students B. According to the 2009-2010 IPR report, 20% of free/reduced students scored below Proficient/Distinguished in Reading 3rd grade. 17.50% of free/reduced students scored below</p>	<p>READING All Students A. In the area of reading, the number of African American Students scoring below the level of Proficiency will decrease by 5% points.</p> <div data-bbox="1102 535 1921 755" style="border: 1px solid black; background-color: #d9ead3; padding: 5px;"> <p>According to the 2010-2011 IPR report, 12% of African American Students scored below Proficient/Distinguished in Reading 3rd grade. 30% of African American Students scored below Proficient/Distinguished in Reading 4th Grade. 17% of African American Students scored below Proficient/Distinguished in Reading 5th Grade.</p> </div> <p>B. In the area of reading, the number of Free and Reduced Lunch Students scoring below the level of Proficiency will decrease by 7%.</p> <div data-bbox="1102 966 1921 1193" style="border: 1px solid black; background-color: #d9ead3; padding: 5px;"> <p>According to the 2010-2011 IPR report, 20% of free/reduced students scored below Proficient/Distinguished in Reading 3rd grade. 25% of free/reduced students scored below Proficient/Distinguished in Reading 4th grade. 15% of free/reduced students scored below Proficient/Distinguished in Reading 5th grade.</p> </div>

<p>Proficient/Distinguished in Reading 4th grade. 9.30% of free/reduced students scored below Proficient/Distinguished in Reading 5th grade</p>	
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Causes and Contributing Factors	Objectives with Measures of Success
<p>1.) Based on K-PREP and MAP data analysis, not all subpopulation students achieved proficiency in reading and/or math.</p>	<p>1A.) Teachers will analyze previous K-PREP test results and current MAP data, and put students in flexible groups to target the tier 2 and tier 3 at-risk students. In addition, K-5 teachers will complete a CheckPoint folder twice a month indicating the specific Des Cartes skills addressed through intervention groups for ESL, Special Education, Free/Reduced and African-American students</p> <p>1B.) ESS funds will be used to provide additional instruction after school in reading and mathematics to reduce academic gaps for "at-risk" students.</p> <p>1C.) Title 1 math coach will provide additional teacher coaching and assist with planning instruction and/or providing appropriate materials for students performing below grade level.</p> <p>1D.) The Read To Achieve Grant will enable at-risk students to receive an additional 30-45 minutes of direct instruction in the area of reading</p>

*Dixie Magnet Elementary School
 Equity Component
 And
 Implementation & Impact
 (2010-2012 School Years)*

Component Leader: Tara Isaacs, Principal

Equity- To increase at-risk students performance in the area of reading and math.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1A. Teachers will analyze previous K-PREP test results and current MAP data, and put students in flexible groups to target the tier 2 and tier 3 at-risk students. 2nd-5 th grade teachers will run Des Cartes small groups to focus on specific gaps in student learning.	Implementation: Teachers will continue to flexibly group on a regular basis as MAP, Learning Check, and K-PREP data is available.	Homeroom teachers	August - May weekly team meetings			I	Teachers are instructing identified students on a daily basis in flexible groups. Des Cartes small groups are implemented daily/weekly in both reading and math to differentiate instruction to meet the individualized needs of students.
	Short-Term Measures of Success: Flexible groups will change based on individual student need.						
	Long-Term Measures of Success: Long-term success of this activity will be measured through annual review of MAP scores and K-PREP data.						
1B. ESS funds will be used to provide additional instruction after school in reading and mathematics to reduce academic	Implementation: Results from unit tests will be in K-PREP format and results will be recorded and then analyzed using the CATS calculator.	ESS Coordinator, Classroom	August-May		District ESS Funding	I,P	One ESS session will be provided for students (in April 2012) leading up to the assessment window. At-risk students are targeted for

gaps for "at-risk" students.	Short-Term Measures of Success: Students will score at the proficient/distinguished levels on unit assessments.	teachers, instructional assistants					additional practice.
	Long-Term Measures of Success: Long-term success of this activity will be measured through annual review of K-PREP data.						
1C. Title 1 math coach will provide additional teacher coaching and assist with planning instruction and/or providing appropriate materials for students performing below grade level.	Implementation: Results from unit tests will be in K-PREP format and results will be recorded and then analyzed using the CATS calculator.	Math specialist			Title I Funding	I	Math specialist has provided one-on-one coaching to homeroom teachers as well as materials for intervention and enrichment student groups.
	Short-Term Measures of Success: Students will score at the proficient/distinguished levels on unit assessments.						
	Long-Term Measures of Success: Long-term success of this activity will be measured through annual review of K-PREP data.						
1D. The Read To Achieve Grant will enable at-risk students to receive an additional 30-45 minutes of direct instruction in the area of reading	Implementation: Results from unit tests will be in K-PREP format and results will be recorded and then analyzed using the CATS calculator.	Reading intervention teachers			Read to Achieve Funding	I	Read to Achieve teacher provided small group instruction for students identified for reading.
	Short-Term Measures of Success: Students will score at the proficient/distinguished levels on unit assessments.						

	Long-Term Measures of Success: Long-term success of this activity will be measured through annual review of K-PREP data.						
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Action Component Parent Involvement
 District Name Fayette County
 School Name Dixie Elementary Magnet School

Component Manager Nicole Love, FRC Coordinator

Priority Need	Goal (Addresses the Priority Need)
<p>School: Dixie Magnet Elementary logged 3,747 volunteer hours during the 2010-2011 academic year. In addition, membership in the Dixie PTA is up significantly from last year.</p> <p>FRYSC: Responses to a survey conducted by the Dixie FRC during the 2011-2012 academic year indicated that 97% of responding parents strongly believed it was important to be involved with their children's education, 76% indicated that they strongly agreed they knew how to engage their child in educational activities and regularly did so, 76-81% felt confident in their ability to help their child with their schoolwork and 46% indicated an interest in volunteering to help through the PTA or the Family Resource Center.</p>	<p>To promote parents' interest in their child's education and provide opportunities for parental involvement through school-based activities and reduce barriers to parental involvement in their child's school/educational experience</p> <p>The Dixie FRC will coordinate and promote activities to encourage parental participation in their child's education and engagement with their child's classroom teacher(s). Each year a total of at least 1500 parent/guardian contacts will be achieved through these events, as measured by data collected through event registration sheets.</p> <p>The FRC and PTA will host activities designed to provide an opportunity for parents & students to visit the school and engage in positive, fun activities. A minimum of 100 families will participate in these events, as measured by event sign-in sheets.</p> <p>To improve two-way communication between the home and school.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> 1. FRC survey indicated that 62% of responding parents were employed full-time with 18% employed part-time. 2. ESL population has grown 	<p>1A.) From August 2010-May 2012 the FRC will collaborate with classroom teachers to provide parent involvement events designed to meet the needs of the individual complex. These will be scheduled in August of each year (2011 and 2012) and promoted for one month prior to each event.</p>

1B.) The FRC will collaborate with school staff and the PTA to provide an Orientation to the school's curriculum for all Dixie families. This event will occur August 2010, August 2011 and again in August 2012.

1C.) Between Fall 2010-Spring, the FRC will host "Breakfast with Your Best Man" for which students will be encouraged to bring their fathers, grandfathers, etc. to visit their school

1D.) The Dixie FRC will work with the PTA to organize, promote, & host a Fall Open House between Sept. 1 and October each year. Title I host a Title I information session to discuss school-wide program, NCLB and budget.

1E. The FRC will host a BINGO BASH in April encourage family literacy and healthy recreational activities over the summer break.

2A. Provide Professional Development for teachers to develop, update, and refine classroom web pages; set up e-delivery distribution lists.

2B. Each teacher will communicate with parents via a classroom newsletter at least once a month. Teachers will be encouraged to post newsletters on classroom websites, with links emailed to parents through class distribution lists. Title I staff also maintains a website with parent forms and information.

2C. Title 1 will host 3 parent meetings to describe all school programs and family involvement initiatives.

- 1.) Fall Open House
- 2.) Parent Advisory Council in Fall
- 3.) Parent Advisory Spring

2D. Each grade level or team will create an information packet of expectations and policies that will be reviewed with parents at a parent information night/meeting to be held at the beginning of each school year.

2E. Dixie Magnet Elementary has created an information pamphlet

and website for parents on extra- curricular activities and the grade levels at which students can be involved in these activities.

2F. The Communications and Parent Involvement Committee will develop and distribute a parent survey every year that measures parent satisfaction with the Dixie Program.

2G. Each teacher will schedule and facilitate at least 2 parent/guardian conferences with each student family per year. Information regarding total phone calls, contacts and compacts signed is also received. In addition, homeroom teachers will conduct home visits to each student during July/August.

2H. Title I and/or ESL funds provide language interpreters and translators for maximizing parent understanding in conference forms and meetings.

2I. Title I funds provide the services of Title I Social worker to assist in home visits and to serve as a liaison between home and school.

*Dixie Magnet Elementary School
Parent Involvement Component
And
Implementation & Impact
(2010-2012 School Years)*

Component Leader: Nicole Love

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1A. From August 2010-May 2012 the FRC will collaborate with classroom teachers to provide parent involvement events	Implementation: Parents will demonstrate increased involvement in their child's education. A minimum of 50 parents will participate in these activities each academic year.	Classroom teachers.		\$300	Fiscal year from FRC grant to cover promotional costs, food,	I	August – K Kick-off, 4 th Grade Parent Orientation, Home Visits, Boo Hoo Breakfast September –Grandparents Day, Open House October – Breakfast with Your

<p>designed to meet the needs of the individual complex. These will be scheduled in August of each year (2011 and 2012) and promoted for one month prior to each event.</p>	<p>Short-Term Measures of Success: Minimum of one event per month will be scheduled and implemented.</p>				<p>materials, and the purchase of door prizes.</p>		<p>Best Man November – Science Fair Information Night December – Family Wellness Night January – Science Fair Help Night, Science Fair, Bed Time Stories with Early Start February – History Fair, 3rd grade Breakfast with Mom April – Arts Night, Family Literacy Night, Bingo Bash</p>
<p>1B. The FRC will collaborate with school staff and the PTA to provide an Orientation to the school's curriculum for all Dixie families. This event will occur in August.</p>	<p>Implementation: Parents will grow more families with the school's schedule, curriculum, & expectations. A minimum of 375 parents will attend, as measured by classroom sign-in sheets. As a result of this familiarity, parents will increase communication with their child's teachers.</p>	<p>Dixie PTA, Dixie staff and Title I</p>			<p>N/A</p>	<p>1</p>	<p>372 parents attended in August</p>
<td data-bbox="443 958 875 1170"> <p>Short-Term Measures of Success: Parents will have opportunity to communicate with child's teacher before school starts.</p> </td> <td data-bbox="879 958 1052 1170"></td> <td data-bbox="1056 958 1194 1170"></td> <td data-bbox="1199 958 1299 1170"></td> <td data-bbox="1304 958 1488 1170"></td> <td data-bbox="1493 958 1583 1170"></td> <td data-bbox="1587 958 2005 1170"></td>	<p>Short-Term Measures of Success: Parents will have opportunity to communicate with child's teacher before school starts.</p>						
	<p>Long-Term Measures of Success: Parents will continue relationship with teachers as demonstrated by Parent contact Logs and Parent-</p>						

	Teacher conference statistics.						
1C.) Between Fall and Spring, the FRC will host "Breakfast with Your Best Man" for which students will be encouraged to bring their fathers, grandfathers, etc. to visit their school.	Implementation: A minimum of 300 fathers/uncles/grandfathers/etc. will attend, as measured by the event pre-registration forms.	FRC Coordinat or		\$600	PTA	I	During the 2010-2011 school year, 202 "best men" pre-registered for the event. Due to the size of the crowd, on-site event registration was not possible. Estimates are that approximately 325 men were in attendance.
	Short-Term Measures of Success: Fathers and other male family members will become familiar with child's school environment.						
	Long-Term Measures of Success: Increased participation in the lives of adult male parental figures.						
1D. The Dixie FRC will work with the PTA to organize, promote, & host a Fall Open House between Sept. 1 and October each year. Title I host a Title I information session to discuss school-wide program, NCLB and budget.	Implementation: Each academic year a minimum of 300 parents will gain access to their child's teacher, academic progress, & classroom environment.	Dixie PTA, Dixie staff, FRC and Title I		\$50	FRC	I	During the school year, 316 parents attended this event. The event was designed as a "Kid Conference Night" in which students discussed their academic progress with their parents. Title I Lead Teacher shared PowerPoint focusing on budget and how it was distributed throughout the school. Our district math representative provided an overview of the new math
	Short-Term Measures of Success: Parents will grow more familiar with curriculum and academic expectations. Additional knowledge about Title I activities at school level.						

	<p>Long-Term Measures of Success: Parents will be vested in their child's academic endeavors as exhibited by homework completion. Students academic goals are better met and parents are active participants in understanding title I program and benefits.</p>						<p>curriculum.</p>
<p>1E. The FRC will host a BINGO BASH in April to encourage family literacy and healthy recreational activities over the summer break.</p>	<p>Implementation: Parents & students will be provided with books & materials to continue reading activities during the school's summer break. A minimum of 25 families will participate in this event each year.</p>	<p>FRC</p>		<p>\$600</p>	<p>Expenses shared between FRC and PTA</p>	<p>I</p>	
	<p>Short-Term Measures of Success: Families will engage in positive family fun in a safe environment.</p>						
	<p>Long-Term Measures of Success: Literacy at home will be enhanced through the</p>						

	awarded prizes.						
	Short-Term Measures of Success: Families will engage in fun together at school.						
	Long-Term Measures of Success: Parents will feel more comfortable visiting and volunteering at school as measured by visitor and volunteer logs.						
2A. Provide Professional Development for teachers to develop, update, and refine classroom web pages; set up e-delivery distribution lists.	Implementation: Teachers webpages will be up to date with events and activities in either complexes.	School web master, principal's designee (for e-delivery database is Cheri Presley)				I	Teachers will meet monthly to update school web pages. E-delivery is in place for the electronic distribution of information to parents. The principal monitors the school websites.
	Short-Term Measures of Success: Parents accessing school web page will increase. (Counter on web page) Parents awareness of curricular program and classroom activities will increase.						
	Long-Term Measures of Success: Parents attending school events will increase.						
2B. Each teacher will communicate with parents via a classroom newsletter at least once a	Implementation: Teachers meet during common planning time to design monthly newsletter. Title I lead updates	Title I Lead Teacher, Homeroom Teachers,				I	Classroom newsletters were sent home to families at least once a month. Documentation is kept in a

<p>month. Newsletters will be posted on teacher websites, with links emailed to parents through class distribution lists. Title I staff also maintains a website with parent forms and information.</p>	<p>monthly.</p> <p>Short-Term Measures of Success: Parents awareness of curricular program and classroom activities will increase. Additional updates regarding Title I schools and programs.</p> <p>Long-Term Measures of Success: Parents will be more actively engage in their child's schoolwork. Additional care of access to necessary forms and policies.</p>	<p>Principal</p>					<p>notebook in the front office for each teacher's communication with classroom parents.</p>
<p>2C. Title 1 will host 3 parent meetings to describe all school programs and family involvement initiatives.</p> <p>4.) Fall Open House 5.) Parent Advisory Council in Fall 6.) Parent Advisory Spring</p>	<p>Implementation: Meetings will be scheduled in the evening to facilitate parent information.</p> <p>Short-Term Measures of Success: Parental involvement in the school will increase. Knowledge about title I budget and school wide program .</p> <p>Long-Term Measures of Success: Parents awareness of curricular program and classroom activities will increase. Parent Involvement in decision making about budget and policies relating to Title I</p>	<p>SBDM and Lead Teacher Title 1 coordinator</p>			<p>Title I</p>	<p>I</p>	<p>Meetings were held. Parent sign-in sheets were collected and filed in the Title I evidence box.</p> <p>Fall Open House – September 13, 2011</p> <p>Parent Advisory Council in Fall – November 14, 2011</p> <p>Parent Advisory Spring</p>

	funds.						
2D. Each grade level or team will create an information packet of expectations and policies that will be reviewed with parents at a parent information night/meeting to be held at the beginning of each school year.	Implementation: Parent nights will inform parents of programs within the school.	Teachers				I	Each grade level held an informational meeting at the beginning of each school year. Information was distributed to parents at this time.
	Short-Term Measures of Success: Increase awareness of curricular program and classroom activities						
	Long-Term Measures of Success: Parents awareness of curricular program and classroom activities will increase.						
2E. Dixie Magnet Elementary has created an information pamphlet and website for parents on extra- curricular activities and the grade levels at which students can be involved in these activities. This pamphlet was given out on Magnet Night and has been available in the front office.	Implementation: Pamphlets are distributed to parents during various school events.	Mary Anne Turner				I	Pamphlet distributed to parents informing them of extra-curricular activities offered in grades 3-5. This pamphlet was given out on Magnet Night and has been available in the front office.
	Short-Term Measures of Success: Increase awareness of total school program						
	Long-Term Measures of Success: Parents awareness of classroom activities will increase.						
2F. The FRC Committee will develop and distribute a parent survey every year that measures	Implementation: Survey will be created and distributed to parents.	FRC Committee				I	A parent survey was distributed in January of the 2010-2011 academic school

<p>parent satisfaction with the Dixie Program.</p>	<p>Short-Term Measures of Success: Increase parent participation in school events.</p>						<p>year. After feedback from the survey was reviewed, the following was addressed: additional drop off lane was opened, parent lunch table established in cafeteria and classical music has been added to being played over the intercom on certain occasions.</p>
<p>2G. Each teacher will schedule and facilitate at least 2 parent/guardian conferences with each student family per year. Information regarding total phone calls, contacts and compacts signed is also received. In addition, homeroom teachers will conduct home visits to each student during July/August.</p>	<p>Implementation: Teachers will keep parent conference records for cumulative folders and record data on the Title I Parent Involvement record.</p>	<p>Teachers, Title 1 lead teacher, Principal Title 1 social worker, Guidance Counselor, FRC Coordinator</p>			<p>Title 1 Customer Service Initiative</p>	<p>I</p>	<p>Title 1 lead teacher has collected data throughout the school year. Logs filed in Title 1 evidence box. Customer Service Home Visits were conducted. The school also implemented a new student protocol where the guidance counselor and FRC coordinator will conduct and/or assist homeroom teachers with a visit to the new student's home within the first month attending Dixie. 2010-2011 – 1,032 conferences 2011-2012 – 417 (fall only)</p>
<p>Short-Term Measures of Success: Parent knowledge about student progress will increase student academic and behavioral success.</p>	<p>Long-Term Measures of Success: Student academic and behavioral goal will be better met and parents will be on active partner in each students' success and progress.</p>						
<p>2H. Title I and/or ESL funds provide language interpreters and translators for maximizing</p>	<p>Implementation: Title I lead, ESL teacher or principal arranges for language interpreters to provide services</p>		<p>ESL Teacher</p>				

parent understanding in conference forms and meetings.	for parents.					A parent dialogue program was implemented to support parents who speak another language with opportunities to be involved with the school.
	Short-Term Measures of Success: Communication is improved in native language.					
	Long-Term Measures of Success: Additional home-school communication and understanding for student success.					
2I. Title I funds provide the services of Title I Social worker to assist in home visits and to serve as a liaison between home and school.	Implementation: Social worker takes referrals and provides services as needed to aid families.	Title 1 social workers, teachers, principal, PSA			Title 1	Social worker is conducting home visits on an as-needed basis throughout the year.
	Short-Term Measures of Success: Additional home, school communication provided.					
	Long-Term Measures of Success: Partnerships developed between home and school students academic and behavioral success enhanced.					

Council Reporting Timeline to be followed by component managers
 2010-2012



			All CSIP Components				All CSIP Components				All CSIP Components	
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