

GARDEN SPRINGS ELEMENTARY

2008-2010

IMPROVEMENT PLAN



➤ **SBDM Council approval date:** _____

➤ **Signature of Principal:** _____

➤ **SBDM Council Member Signatures:**

Principal: _____ **Date** _____

Teacher: _____ **Date** _____

Teacher: _____ **Date** _____

Teacher: _____ **Date** _____

Teacher: _____ **Date** _____

Parent: _____ **Date** _____

Parent: _____ **Date** _____

Parent: _____ **Date** _____

➤ **School Mission Statement:** The mission of Garden Springs Elementary School is to provide a safe, positive learning climate where students can learn and become productive citizens of the community.

SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY:

PLAN SUMMARY

READING

- Implement Reading Plans for all students under grade level.
- Use a variety of materials.
- Use multiple assessments.
- Utilize ESS services, after school tutoring, etc..
- Two hour literacy block.
- Implement Reading Open Response at least once a month.
- Incorporate a daytime ESS program.

MATH

- All students will be formally assessed at least three times a year.
- Students below grade level in Math, with work with Math Specialist (if funded), Para Professionals, parent volunteers, etc.
- All students will receive 60 minutes of daily instruction.
- Provide embedded PD opportunities for teachers to learn from other teachers.
- Utilize ESS services.
- Implement Math Open Response at least once a month.
- Intermediate students will use the Success Maker Technology Program at least twice a week.

WRITING

- Integrate writing in all content areas
- Train all teachers to score portfolios.
- Involve all staff and interested parents in "Portfolio Pal" program.
- ESL teachers will mentor LEP students with Portfolios.
- Provide after school portfolio workshop.
- Utilize Writing Teachers in a collaborative model.
- Train entire staff to use the same writing guide.
- Increase writing teacher position to full time.

SCIENCE

- Utilize "Best Practice" models of instruction.
- Implement Science Open Response at least once a month.
- Offer Science Fair Training.

SOCIAL STUDIES

- Integrate Social Studies Curriculum in Literature block.
- Implement Social Studies Open Response Question at least once a month.

ARTS AND HUMANITIES

- Implement an Arts and Humanities Open Response Question each grading period.
- Arts/Humanities concepts will be reviewed and practiced on a regular basis.

PRACTICAL LIVING/VOCATIONAL STUDIES

- Implement a Practical Living/Vocational Studies Open Response Question each grading period.
- Practical Living/Vocational Studies concepts will be reviewed and practiced on a regular basis.

PROCESS SUMMARY

Mission Statement Development and Review

Garden Springs Elementary School's current mission statement reads as follows: The mission of Garden Springs Elementary School is to provide a safe, positive learning climate where students can learn and become productive citizens of the community. This mission statement was developed during the 2007-2008 school year through SBDM Committees.

Needs Assessment Process

The Needs Assessment Teams were formed to represent all areas of the curriculum, which include Reading, Math, Science, Writing, Social Studies, Arts and Humanities, and Practical Living and Vocational Studies. These teams were made up of staff from all grade levels, special education, and special area teachers. The teams met in November 2007 in which they gathered, disaggregated, and analyzed data in each area based on our 2007 KCCT data. These teams developed goals and strategies that were needed for school improvement. The draft of this plan was then reviewed and new revisions were made by the staff in Faculty Meeting and by our Leadership Team, which is made up of one teacher from each grade level and one special area teacher. The Leadership Team shared the plan with all the stakeholders in their areas for approval. The SBDM Council also reviewed and revised the plan. This process took place from November 2007 through January 2008.

Priority Needs, Causes, Goals, and Objectives

Goals for the School Improvement Plan were determined by priority needs established from the 2007 KCCT disaggregated test data, and analysis of current (2006-2008) Comprehensive Plan objectives. The Academic Needs Assessment Teams meet to analyze current test data in November. A review of their objectives was reported to the SBDM in December. The results of the surveys were analyzed and correlated between the parents, staff, and students. The results were reported to the SBDM in February. All the teachers analyzed the goals and strategies for improvements and made changes in February, in which the Leadership Team conducted a final review. The SBDM reviewed the final draft. The priority need in Instruction and Achievement is to increase the overall Academic Index to 108.8 and to reduce the number of apprentice and novice scores. The priority need in Parent Involvement is to increase parent involvement in various ways. The priority need in Equity is to reduce the gap between F/R Lunch students and non-F/R Lunch students.

Substantive achievement gaps, gap targets, and time schedule for closing the gaps

Gap reduction targets were identified in all areas for F/R lunch students. This gap was discovered and targets developed in November by the staff. Strategies for closing the gaps were developed by the staff and Leadership Team. The following targets for May 2010 were developed for all students:

- Reading Index will rise to 114
- Math Index will rise to 112
- Science Index will rise to 112
- Social Studies Index will rise to 103
- Writing Portfolio Index will rise to 102
- On-Demand Index will rise to 101.5
- Practical Living/Vocational Studies Index will rise to 112
- Arts/Humanities Index will rise to 102

Review drafts of the components

- January 15, 2008

Review estimates and information for Section 7 requests (if any)

This will be done throughout the cycle of SBDM Meetings.

Public Meeting to Review Plan

Public comment was secured at regular SBDM Meetings and Staff Meetings. Parents had the opportunity to respond via school wide parent survey and parent conferences. Results of the Parent Survey were embedded in the objectives of the Comprehensive Plan and will be made available through Faculty Meetings, SBDM Meetings, the school newsletter, and the School's Web Site.

**Official Approval and Adoption Date
TBA**

Plan Evaluation

The plan is informally evaluated consistently throughout the year. Formally we will evaluate the plan, using the Impact and Implementation Check, twice a year. The first evaluation will be done by December and the final evaluation will be completed by April. Stakeholders' feedback, student work, and formal and informal assessments, all contribute to the plan's evaluation. Strategies will be added, revised, or deleted based on students' needs. Revisions will be reviewed by committees and the SBDM Council.

Stakeholders Involved

IDENTIFICATION OF NEEDS, GAPS, GOALS, AND STRATEGIES

Reading	Math	Writing	Science	Social Studies	Arts/ Hum.	PL/VS	Equity	Parental Involvement
Harman	Lutz	Mullins	McClure	Maldonado	Scott	Yeary	Moses	Lambroff
Cox	Jackson	Shreffler	Giles	Withrow	Long	T. Rowe	Russo	Elrod
Stull	Hubers	Pickens	L. Wilson	Minarik	Moureaux	Hawthorne	Waltz	Stewart
Watts	Burch	Waldrop	Cremeans	Gaddie	Wagoner	Clary	B. Wilson	Combs
Draper	McClellan	Ream			Castle		Rosenberg	

REVIEW AND ADJUST PLAN @ LEADERSHIP TEAM MEETING

Instructional, Parent Involvement and Equity

Kindergarten: Shreffler

1st Grade: Elrod

2nd Grade: Pickens

3rd Grade: Hawthorne

4th Grade: Maldonado

5th Grade: Waldrop

Special Area: Yeary

Review and Adjust Plan 2007-2008 SBDM Council Meeting

Karen Borders, Principal

Maegan Waltz, Teacher

Jamie Burch, Teacher

Jane Draper, Teacher

Renee Vandenberg, Parent

Felecia Durham, Parent

Lee Neyland, Parent

Action Component: Instruction/Achievement

District Name: Fayette County

Component Manager: A. Downs

School Name: Garden Springs Elementary

Date: January 2008

Priority Need	Goal (Addresses the Priority Need)
<p>According to the 2007 KCCT Performance Report, Garden Springs' students achieved an overall academic index of 98.8. There is an academic gap between our F/R lunch students and our non-F/R lunch students. This F/R Lunch groups encompasses many demographic groups.</p>	<p>By April 2010, the overall academic index will increase to 108.8 or higher. The number of apprentice and novice scores will decrease in all content areas. The gap between F/R Lunch students and non-F/R Lunch students will decrease.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p style="text-align: center;">Reading</p> <p>A1: According to the 2007 Kentucky Performance Report, the reading index is 104.7, with 16.4% of the students scoring at the apprentice or novice level.</p> <p>A1.1: According to the 2007 Kentucky Performance Report, there is a 12 point gap between our F/R Lunch Approved Students and F/R Lunch Not Approved Students.</p>	<p style="text-align: center;">Reading</p> <p>A1: By April 2010, the reading index will increase to 114, with 8% of the students scoring at the apprentice or novice level.</p> <p>A1.1: By April 2010, the gap between F/R Lunch Students and our F/R Lunch Not Approved Students will decrease by 25%.</p>

Math

A2: According to the 2007 Kentucky Performance Report, the math index is 101.3, with 25% of the students scoring at the apprentice or novice level.

A2.1: According to the 2007 Kentucky Performance Report, there is a 14 point gap between our F/R Lunch Approved Students and F/R Lunch Not Approved Students.

Writing

A3: According to the 2007 Kentucky Performance Report, the writing index is 89.6, with 40% scoring apprentice or novice on the writing portfolio and 43% scoring apprentice or novice on on-demand writing.

Science

A4: According to the 2007 Kentucky Performance Report, the science index is 101.7, with 23% of the students at the apprentice or novice level.

Social Studies

A5: According to the 2007 Kentucky Performance Report, the social studies index is 92.6, with 36% of the students scoring at the apprentice or novice level.

A5.1: According to the 2007 Kentucky Performance Report, there is an 18 point gap between our F/R Lunch Approved Students and F/R Lunch Not Approved Students.

Arts and Humanities

A6: According to the 2007 Kentucky Performance Report, the arts and humanities index is 94.6, with 31% of the students scoring at the apprentice or novice level.

Math

A2: By April 2010, the math index will increase to 112, with 12% of the students scoring at the apprentice or novice level.

A2.1: By April 2010, the gap between F/R Lunch Students and our F/R Lunch Not Approved Students will decrease by 25%.

Writing

A3: By April 2010, the writing index will increase to 102, with the percentage of students scoring apprentice or novice on writing portfolios will decrease to 10% and the percentage of students scoring apprentice or novice on on-demand writing will decrease to 15%.

Science

A4: By April 2010, the science index will increase to 112 and the percentage of students scoring apprentice or novice will decrease to 10%.

Social Studies

A5: By April 2010, the social studies index will increase to 103, and the percentage of students scoring novice will decrease to 13%.

A5.1 By April 2010, the gap between F/R Lunch Students and our F/R Lunch Not Approved Students will decrease by 25%.

Arts and Humanities

A6: By April 2010, the arts and humanities index will increase to 102 and the percentage of students scoring apprentice or novice will decrease to 15%.

<p>Practical Living / Vocational Studies A7: According to the Kentucky Performance Report, the practical living / vocational studies index is 102.8, with 17% of the students scoring at the apprentice or novice level.</p>	<p>Practical Living / Vocational Studies A7: By April 2010, the practical living / vocational studies index will increase to 112 and the percentage of students scoring apprentice or novice will decrease to 8%.</p>
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**SBDM Council Reporting Timeline
Instruction/Achievement Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity												

SBDM Council Reporting Timeline Equity Component

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity												

SBDM Council Reporting Timeline Parental Involvement Component

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity												

Instruction/Achievement Component And Implementation & Impact Form

(2008-2010 School Years)

Component Leader: A. Downs

Objective #A1.a:

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Continue to implement individual reading plans for all students who are reading below grade level. Utilize trained parent volunteers and Paraprofessionals.	Implementation: All students will be assessed formally at least three times a year to provide individualized reading plans for all students below grade level on the watch list. Paraprofessionals and parent volunteers will be utilized for small group and one-on-one instruction.	Teachers, Parents, Para Professionals, Principal, PSA	Aug. 2008/ May 2010	\$700	Textbook, Reading Materials, Textbook Funds, SCIF Funds		<i>The number of students reading on grade level will increase as measured by reading assessments and the KCCT.</i>
	Short-Term Measures of Success: classroom reading assessments, watch list						
	Long-Term Measures of Success: progress of reading assessments, KCCT						

Objective #A1.b:

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Use a variety of materials to promote comprehension and fluency.	Implementation: All students will be assessed formally at least three times a year to provide individualized reading plans for all students below grade level on the watch list. Paraprofessionals and parent volunteers will be utilized for small group and one-on-one instruction.	Teachers, Parents, Para Professionals,	Aug. 2008/ May 2010	\$500	SCIF		<i>The number of students reading on grade level will increase as measured by reading assessments and the KCCT.</i>
	Short-Term Measures of Success: classroom reading assessments, watch list						
	Long-Term Measures of Success: progress of reading assessments, KCCT						

Objective #A1.c:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Continue to use multiple assessments, in addition to the PAS, for students below grade level in reading, including, but not limited to the SRI, Phonics Assessment, Phonological Awareness Assessment, Treasures assessments, Learning Checks, and other teacher-created assessments.	Implementation: All students will be assessed formally at least three times a year to assure students are taught on the appropriate levels.	Teachers, Parents, Para Professionals, Principal, PSA, Technology Resource Specialist	Aug. 2008/ May 2010	\$1000	Library Books, classroom books, level books, and ESS Funds.		<i>The number of students reading on grade level will increase as measured by reading assessments and the KCCT. This will assure that students are taught on the appropriate instructional level and assure continual progress.</i>
	Short-Term Measures of Success: classroom reading assessments, watch list						
	Long-Term Measures of Success: progress of reading assessments, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A1.d:							
Continue to provide extra support to students below level in reading, such as ESS, after-school reading programs, and additional literature.	Implementation: All students will be assessed formally at least three times a year to provide individualized reading plans for all students below grade level on the watch list. Para professionals and parent volunteers will be utilized for small group and one-on-one instruction.	Teachers, Parents, Para Professionals, Principal, PSA, Library Media Specialist, parents	Aug. 2008/ May 2010	\$500	Library Materials, Add'l materials, SCIF		<i>The number of students reading on grade level will increase as measured by reading assessments and the KCCT. This will assure that students are taught on the appropriate instructional level and assure continual progress through the implementation of extra reading programs.</i>
	Short-Term Measures of Success: reading assessments, watch list						
	Long-Term Measures of Success: progress of reading assessments, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A1.e:							
Continue to implement 2 hours of Language Arts activities per day.	Implementation: Daily activities will include, but are not limited to Literacy Centers, Reading Groups, Choral Reading, Making Words, Buddy Reading, Silent Reading, Journal Writing, Accelerated Reader, Open Response Questioning, Multiple Choice, Flashbacks, Exit Slips...	Teachers, Parents, Para Professionals, Principal, PSA,	Aug. 2008/ May 2010	0	n/a		<i>The number of students reading on grade level will increase as measured by reading assessments and the KCCT.</i>
	Short-Term Measures of Success: reading assessments, watch list, Exit Slips, Flashbacks						
	Long-Term Measures of Success: progress of reading assessments, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A1.f:							
All students will be given a Reading Open Response Question at least once a month to assess their ability to read for content and express their answers in writing.	Implementation: Grade level teams will work together to create open response questions and appropriate responses to those questions. Students will be taught how to answer open response questions through teacher modeling and guided practice. Students will answer a reading open response at least once a month.	Teachers, Parents, Para Professionals, Principal, PSA,	Aug. 2008/ May 2010	0	n/a		<i>Student comprehension will increase along with their skills on appropriately expressing their answers in writing. Frequent practice with open response questions will ensure students' endurance for this type of assessment. The number of students reading on grade level will increase as measured by reading assessments and the KCCT.</i>
	Short-Term Measures of Success: student success on monthly open response questions						
	Long-Term Measures of Success: Learning Checks, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A1.g:							
Incorporate a Daytime ESS Program to provide additional services to students who are below grade level in reading.	Implementation: Students will be formally assessed in reading at least three times a year. Data from these and other assessments will be used to determine students who are below grade level in reading. These students will be targeted for ESS services.	Teachers, Parents, Para Professionals, Principal, PSA, ESS Teacher	Aug. 2008/ May 2010	\$24000	ESS Funds Part-time Certified		<i>The number of students reading on grade level will increase as measured by reading assessments and the KCCT.</i>
	Short-Term Measures of Success: frequent monitoring of reading behaviors and skills, and assessments from the ESS teacher and regular classroom teacher						
	Long-Term Measures of Success: progress on reading assessments, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A2.a:							
All students will be formally assessed at least three times a year in Math using the PAS, MST, and other math assessments.	Implementation: All students will be assessed formally at least three times a year to assure students are taught on the appropriate levels.	Teachers, Parents, Para Professionals, Principal, PSA,	Aug. 2008/ May 2010	0	n/a		<i>The number of students on grade level in math will increase as measured by math assessments and the KCCT. This will assure that students are taught on the appropriate instructional level and assure continual progress.</i>
	Short-Term Measures of Success: classroom math assessments, watch list, Success Maker						
	Long-Term Measures of Success: progress of math assessments, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A2.b:							
Students who are below grade level in math will be referred for tutoring, work with the Math Specialist (if funded), work in small groups and one-on-one with Para Professionals and parent volunteers.	Implementation: All students will be assessed formally at least three times a year to assure students are taught on the appropriate levels.	Teachers, Parents, Para Professionals, Principal, PSA, Math Specialist (if funded)	Aug. 2008/ May 2010	\$58000	RFP		<i>The number of students on grade level in math will increase as measured by math assessments and the KCCT. This will assure that students are taught on the appropriate instructional level and assure continual progress.</i>
	Short-Term Measures of Success: classroom math assessments, watch list, Success Maker, Exit Slips, Flashbacks						
	Long-Term Measures of Success: progress of math assessments, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A2.c:							
Continue to implement 1 hour of Math activities per day.	Implementation: Daily activities will include, but are not limited to Math Centers, Drops in the Buckets, ADD, Daily Math, large and small group work, use of manipulatives and CPS unit, Open Response Questioning, Multiple Choice, Math Journals, Success Maker, Flashbacks, Exit Slips...	Teachers, Para Professionals, Principal, PSA, Technology Resource Specialist, Math Specialist (if funded)	Aug. 2008/ May 2010	0	n/a		<i>Varied activities will concretely reinforce math concepts across all levels. The number of students on grade level in math will increase as measured by math assessments and the KCCT. This will assure that students are taught on the appropriate instructional level and assure continual progress.</i>
	Short-Term Measures of Success: classroom math assessments, watch list, Success Maker, Exit Slips, Flashbacks						
	Long-Term Measures of Success: progress on math assessments, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A2.d:							
Teachers will be provided with opportunities to visit other classrooms during math instruction.	Implementation: Teachers will visit other classrooms within our school and with other schools to observe math activities and practices.	Teachers, Principal, PSA, PD Chair	Aug. 2008/ May 2010	\$6000	PD Funds IAKSS		<i>Teachers will share and gather strategies for effective math practices. The number of students on grade level in math will increase as measured by math assessments and the KCCT.</i>
	Short-Term Measures of Success: student success on varied activities, Exit Slips, Flashbacks						
	Long-Term Measures of Success: progress on math assessments, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A2.e:							
All students will be given a Math Open Response Question at least once a month to assess their ability to express their knowledge of math concepts in writing.	Implementation: Grade level teams will work together to create open response questions and appropriate responses to those questions. Students will be taught how to answer open response questions through teacher modeling and guided practice. Students will answer a math open response at least once a month.	Teachers, , Principal, PSA, Math Specialist (if funded)	Aug. 2008/ May 2010	0	n/a		<i>Students' ability to express their knowledge of math concepts in writing will increase. Frequent practice with open response questions will ensure students' endurance for this type of assessment. The number of students on grade level in math will increase as measured by reading assessments and the KCCT.</i>
	Short-Term Measures of Success: student success on monthly open response questions						
	Long-Term Measures of Success: Learning Checks, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A2.f:							
Intermediate students will utilize Success Maker at least twice a week.	Implementation: Students will work on individual levels to reinforce math concepts taught in the classroom.	Teachers, , Principal, PSA, Math Specialist (if funded), Technology Resource Specialist	Aug. 2008/ May 2010	0	n/a		<i>Individual students can be tracked to ensure progress and pinpoint problem areas. The number of students on grade level in math will increase as measured by reading assessments and the KCCT.</i>
	Short-Term Measures of Success: student success and progress in the Success Maker program						
	Long-Term Measures of Success: Learning Checks, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A3.a:							
Continue to integrate writing in all content areas.	Implementation: Teachers, in collaboration with the writing teacher, will implement writing activities across content areas. Students will show knowledge of content material through writing.	Teachers, Principal, PSA, Writing Teacher	Aug. 2008/ May 2010	0	n/a		<i>Students' ability to express content knowledge through writing will increase, leading to improved KCCT scores.</i>
	Short-Term Measures of Success: daily writing activities, open response questions						
	Long-Term Measures of Success: Learning Checks, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A3.b:							
Provide Portfolio scoring training for 3 rd and 4 th grade teachers. Teachers from other grade levels may also be trained if they so choose.	Implementation: The Writing Teacher will provide training to all 3 rd and 4 th grade teachers, as well as any other interested teachers, in the various writing pieces and strategies for teaching them.	Teachers, , Principal, PSA, Writing Teacher, PD Chair	Aug. 2008/ May 2010	\$500	PD Funds		<i>Quality of student writing portfolios will improve, leading to an increase in our KCCT Writing scores.</i>
	Short-Term Measures of Success: improved writing instruction						
	Long-Term Measures of Success: KCCT, Student Portfolios						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A3.c:							
Every 4 th grade student will have a Portfolio Pal for the writing portfolio process. The entire staff will be utilized as well as trained parent volunteers.	Implementation: The Writing Teacher will assign each student to a Portfolio Pal. Portfolio Pals will work with their assigned student(s) at least once a week.	Teachers, Para Professionals, Parents, Principal, PSA, Writing Teacher	Aug. 2008/ May 2010	0	n.a		<i>Quality of student writing portfolios will improve, leading to an increase in our KCCT Writing scores.</i>
	Short-Term Measures of Success: improved writing instruction						
	Long-Term Measures of Success: KCCT, Student Portfolios						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A3.d:							
Host a 4 th Grade Writing Portfolio Night for any interested parents, to explain writing pieces, ethics, and how they can be a Portfolio Pal.	Implementation: The Writing Teacher and 4 th grade teachers will host a writing portfolio night for parents to explain the portfolio process, the writing pieces, and ethics.	Teachers, Parents, Principal, PSA, Writing Teacher, PD Chair	Aug. 2008/ May 2010	\$500	FRC/PTA		<i>Quality of student writing portfolios will improve, leading to an increase in our KCCT Writing scores.</i>
	Short-Term Measures of Success: improved writing instruction						
	Long-Term Measures of Success: KCCT, Student Portfolios						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A3.e:							
ESL Teacher will assist 4 th Grade LEP students with their Writing Portfolios.	Implementation: The ESL teacher, in collaboration with the regular classroom teacher and writing teacher, will assist LEP students in developing their writing pieces.	Teachers, , Principal, PSA, Writing Teacher, PD Chair, ESL Teacher	Aug. 2008/ May 2010	0	n/a		<i>Quality of LEP student writing portfolios will improve, leading to an increase in our KCCT Writing scores.</i>
	Short-Term Measures of Success: improved writing instruction						
	Long-Term Measures of Success: KCCT, Student Portfolios						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A3.f:							
Provide an after school assistance workshop every other week for 12 weeks to help students who are at risk of scoring novice on their writing portfolios.	Implementation: Teacher volunteers as well as the writing teacher will work with students to improve writing pieces. Students will be referred by the regular classroom teacher.	Teachers, Parents, Principal, PSA, Writing Teacher	Aug. 2008/ May 2010	\$400	Supplemental		<i>Quality of student writing portfolios will improve, leading to an increase in our KCCT Writing scores.</i>
	Short-Term Measures of Success: improved writing pieces						
	Long-Term Measures of Success: KCCT, Student Portfolios						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A4.a:							
Continue to utilize “Best Practice” models of instruction in Science at all grade levels.	Implementation: Teachers will collaborate and share ideas on Science activities that will challenge all types of learners. Activities may include, but are not limited to, research activities, content-related literature, hands-on experiments, Science fair projects, Open Response Questions, Multiple Choice, Exit Slips, Flashbacks...	Teachers, Para Professionals , Principal, PSA,	Aug. 2008/ May 2010	0	n/a		<i>The number of students on grade level in science will increase as measured by science assessments and the KCCT.</i>
	Short-Term Measures of Success: classroom science assessments						
	Long-Term Measures of Success: formative science assessments (PAS), Learning Checks, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A4.b:							
All students will be given a Science Open Response Question at least once a month to assess their abilities to express their knowledge of Science concepts in writing.	Implementation: Grade level teams will work together to create open response questions and appropriate responses to those questions. Students will be taught how to answer open response questions through teacher modeling and guided practice. Students will answer a Science open response at least once a month.	Teachers, Para Professionals , Principal, PSA,	Aug. 2008/ May 2010	0	n/a		<i>Students' abilities to express their knowledge of Science concepts in writing will increase. Frequent practice with open response questions will ensure students' endurance for this type of assessment. The number of students on grade level in Science will increase as measured by Science assessments and the KCCT.</i>
	Short-Term Measures of Success: student success on monthly open response questions						
	Long-Term Measures of Success: Learning Checks, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A4.c:							
Science Fair Training will be offered for students and parents in grades 2 through 5. Completion of Science Fair Projects is required in 4 th grade, and an option in 2 nd , 3 rd , and 5 th .	Implementation: Teachers will provide support to students and parents creating a Science Fair Project. The Science Rep(s) will organize the Science Fair.	Teachers, Parents, Principal, PSA, Science Rep	Aug. 2008/ May 2010	\$500	PTA		<i>Students will demonstrate Science content knowledge and understanding through Science Fair Projects. This increased understanding will lead to an increase of Science scores on the KCCT.</i>
	Short-Term Measures of Success: Science Fair Projects						
	Long-Term Measures of Success: Learning Checks, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A5.a:							
Social Studies Curriculum will be integrated into the Language Arts Block on a regular basis. Materials and content covered should match the Reading and Social Studies content determined by the FCPS Curriculum Map.	Implementation: Teachers will provide Social Studies opportunities in the Language Arts block by presenting reading and writing materials centered on Social Studies themes..	Teachers, Principal, PSA	Aug. 2008/ May 2010	\$100	SCIF		<i>Students will demonstrate Social Studies content knowledge and understanding through Reading and Writing activities. This increased understanding will lead to an increase of Social Studies scores on the KCCT.</i>
	Short-Term Measures of Success: Flashbacks, Exit Slips, Open Response and Multiple Choice Questions						
	Long-Term Measures of Success: Learning Checks, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A5.b:							
All students will be given a Social Studies Open Response Question at least once a month to assess their ability to express their knowledge of Social Studies concepts in writing.	Implementation: Grade level teams will work together to create open response questions and appropriate responses to those questions. Students will be taught how to answer open response questions through teacher modeling and guided practice. Students will answer a Social Studies open response at least once a month.	Teachers, Principal, PSA	Aug. 2008/ May 2010	\$100	SCIF		<i>Students' ability to express their knowledge of Social Studies concepts in writing will increase. Frequent practice with open response questions will ensure students' endurance for this type of assessment. The number of students on grade level in Social Studies will increase as measured by Social Studies assessments and the KCCT.</i>
	Short-Term Measures of Success: student success on monthly open response questions						
	Long-Term Measures of Success: Learning Checks, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A6.a:							
All students will complete a Music, Art, Dance, and Drama open response question one time per semester in collaboration with Special Area Teachers.	Implementation: Special area teachers, in collaboration with regular classroom teachers, will assess students' content knowledge using an open response question.	Teachers, Special Area Teachers, Principal, PSA	Aug. 2008/ May 2010	\$100	SCIF		<i>Students' ability to express their knowledge of Arts/Humanities concepts in writing will increase. Frequent practice with open response questions will ensure students' endurance for this type of assessment. The number of students on grade level in these areas will increase as measured by the KCCT.</i>
	Short-Term Measures of Success: student success on open response questions						
	Long-Term Measures of Success: Learning Checks, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A6.b:							
Arts/Humanities concepts will be reviewed and practiced on a regular basis.	Implementation: Regular classroom teachers, in collaboration with special area teachers, and other school staff will review Arts/Humanities concepts on a regular basis. Activities will include, but are not limited to, Arts/Humanities Questions in the hallways, Question of the day, extra-curricular activities (Performing Arts Club, Chorus, Band, Orchestra, Comic Creators, etc...), and school-wide drama performances.	Teachers, Special Area Teachers, School Staff, Principal, PSA	Aug. 2008/ May 2010	\$100	SCIF		<i>Students' knowledge of Arts/ Humanities concepts will improve. Frequent practice and review will help student's retain learned information. The Arts/Humanities index will increase as measured by the KCCT.</i>
	Short-Term Measures of Success: questioning, success in Arts/ Humanities activities						
	Long-Term Measures of Success: Learning Checks, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A7.a:							
All students will complete a Practical Living/Vocational Studies open response question one time per semester in collaboration with Special Area Teachers.	Implementation: Special area teachers, in collaboration with regular classroom teachers, will assess students' content knowledge using an open response question.	Teachers, Special Area Teachers, School Staff, Principal, PSA	Aug. 2008/ May 2010	\$100	SCIF		<i>Students' ability to express their knowledge of PL/VS concepts in writing will increase. Frequent practice with open response questions will ensure students' endurance for this type of assessment. The number of students on grade level in these areas will increase as measured by the KCCT.</i>
	Short-Term Measures of Success: student success on open response questions						
	Long-Term Measures of Success: Learning Checks, KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Objective #A7.b:							
Practical Living/Vocational Studies concepts will be reviewed and practiced on a regular basis.	Implementation: Regular classroom teachers, in collaboration with special area teachers, and other school staff will review PL/VS concepts on a regular basis. Activities will include, but are not limited to, PL/VS Questions in the hallways, Question of the day, Career Fair, and Health instruction in the 4 th grade classrooms 1 hour per week.	Teachers, Special Area Teachers, School Staff, Principal, PSA	Aug. 2008/ May 2010	\$100	SCIF		<i>Students' knowledge of PL/VS concepts will improve. Frequent practice and review will help student's retain learned information. The PL/VS index will increase as measured by the KCCT.</i>
	Short-Term Measures of Success: questioning, success in PL/VS activities						
	Long-Term Measures of Success: Learning Checks, KCCT						

Equity Component And Implementation & Impact Form

(2008-2010 School Years)

Component Leader: A. Downs

Objective #B1.a:

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Use a variety of assessments such as PAS, MST, PAST, SRI, Treasures, and other district and teacher-created assessments to determine appropriate instructional levels and interventions.	Implementation: Students will be formally assessed three times a year. Other assessments will be given to monitor student progress and guide instruction to meet the needs of all students.	Teachers, Technology Resource Specialist, Paraprofessionals, Principal, PSA	Aug. 2008/ May 2010	\$1000	Textbk		<i>Appropriate instructional interventions will reduce the number of students scoring apprentice and novice and increase the overall academic index as measured by the KCCT.</i>
	Short-Term Measures of Success: student success on various assessments						
	Long-Term Measures of Success: student progress on various formal and informal assessments, and the KCCT.						

Objective #B1.a:

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Continue use of Student Assistance Team to support and provide intervention strategies to students who are at risk for academic and behavior problems.	Implementation: The SAT will meet regarding any student who demonstrated an area of concern or need; academic, behavioral, emotional, etc... Appropriate interventions and plans will be implemented to address student needs.	Teachers, Counselor, Principal, PSA, SAT Members	Aug. 2008/ May 2010	\$100	SCIF		<i>Students provided with interventions from the Student Assistance Team will become more successful in areas of concern, increasing the overall academic index as measured by the KCCT.</i>
	Short-Term Measures of Success:						
	Long-Term Measures of Success:						

Objective #B2.a:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Portfolio Pals (staff members, paraprofessionals, parent volunteers, etc...) will mentor all fourth grade students to provide guidance and structure for successfully completing the Writing Portfolio requirements.	Implementation: The Writing Teacher will assign each student to a Portfolio Pal. Portfolio Pals will work with their assigned student(s) at least once a week.	Teachers, Para Professionals, Parents, Principal, PSA, Writing Teacher	Aug. 2008/ May 2010	\$500	PD		<i>Quality of student writing portfolios will improve, decreasing the number of apprentice and novice scores, leading to an increase in our KCCT Writing scores.</i>
	Short-Term Measures of Success: improved writing instruction						
	Long-Term Measures of Success: KCCT, Student Portfolios						
Objective #B3.a:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
According to formal assessment data, teacher observation, and classroom assessment data, various programs will be offered to students who need additional assistance in Reading, Writing, and Math including ESS services, after-school reading and writing programs, and math interventions.	Implementation: Teachers will nominate students for various assistance programs. Students will attend programs to work on needed skills.	Teachers, Para Professionals, Parents, Principal, PSA, Writing Teacher, Math Specialist (if funded), ESS teacher	Aug. 2008/ May 2010	\$4000	ESS funds, grants, donations from community supporters		<i>By attending special programs to receive additional assistance in needed areas, student performance in reading, writing, and math will increase. The number of apprentice and novice scores will be decreased, leading to an increase in our overall academic index, as evidenced by the KCCT.</i>
	Short-Term Measures of Success: assessment data and student performance						
	Long-Term Measures of Success: KCCT						
Objective #B4.a:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Hold various programs and award ceremonies including, but not limited to: PE Program, DARE Program, Intermediate Awards Ceremonies, CATS Celebrations, School Assemblies/ Performances, Attendance Competition	Implementation: Various class and school wide award and recognition ceremonies, as well as school-wide celebrations will be held throughout the year for various occasions.	Teachers, Para Professionals, Parents, Principal, PSA,	Aug. 2008/ May 2010	\$200	SCIF		<i>Student morale and attendance will increase, leading to an increase in student performance.</i>
	Short-Term Measures of Success: student attendance and morale						

	Long-Term Measures of Success: Overall school attendance, KCCT performance						
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***Parental Involvement Component
And
Implementation & Impact Form
(2008-2010 School Years)***

Component Leader: A. Downs

Objective #C1.a:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Increase the number of volunteer hours in each classroom to provide needed help and interventions for students. Send out a volunteer sheet to gather areas of interest. A sign-in sheet for volunteers will be in the office.	Implementation: Parents will volunteer in the classroom and other areas of the school as needed. Hours will be logged in the office as volunteers sign in and out.	Teachers, PTA Volunteer Coordinator, Paraprofessionals, Principal, PSA	Aug. 2008/ May 2010	NA	NA		<i>Increased parental involvement, academic achievement and lower discipline referrals.</i>
	Short-Term Measures of Success:						
	Long-Term Measures of Success:						

Objective #C1.b:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Encourage volunteerism by offering a training session to parents who want to volunteer in different areas of the school.	Implementation: Parents will volunteer in the classroom and other areas of the school as needed. Teachers/staff will train parents in the areas needed.	Teachers, Parents, PTA Volunteer Coordinator, Paraprofessionals, Principal, PSA	Aug. 2008/ May 2010	NA	NA		<i>Increased parental involvement, academic achievement and lower discipline referrals.</i>
	Short-Term Measures of Success:						
	Long-Term Measures of Success:						

Objective #C2.a:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Increase the number of students that will have two Parent/Teacher Conference per school year. Each teacher will keep a sign-in sheet for conferences in their classrooms.	Implementation: Teachers will encourage parent participation in conferences.	Teachers, Parents, Principal, PSA	Aug. 2008/ May 2010	NA	NA		<i>Increased parent participation and increased academic performance.</i>
	Short-Term Measures of Success: increased parent conferences						
	Long-Term Measures of Success: conference log sheet						

Objective #C3.a:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Designate a Leadership Team to help coordinate communication within the school community.	Implementation: The Principal will meet with the Leadership Team regularly. Team leads will take information back to their teams for further discussion. Team will read and discuss various books, articles, etc....on topics related to school needs and issues.	Teachers, Principal, PSA	Aug. 2008/ May 2010	\$2500	PD		<i>Increase communication throughout the learning community. Members will be encouraged to take on leadership roles in the school.</i>
	Short-Term Measures of Success: all staff members appropriately informed						
	Long-Term Measures of Success:						

Objective #C4.a:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Host a 4 th Grade Writing Portfolio Night for any interested parents, to explain writing pieces, ethics, and how they can be a Portfolio Pal.	Implementation: The Writing Teacher and 4 th grade teachers will host a writing portfolio night for parents to explain the portfolio process, the writing pieces, and ethics.	Teachers, Parents, Principal, PSA, Writing Teacher	Aug. 2008/ May 2010	\$250	FRC		<i>Increase parent understanding of the fourth grade writing portfolio. Quality of student writing portfolios will improve, leading to an increase in our KCCT Writing scores.</i>
	Short-Term Measures of Success: improved writing instruction						
	Long-Term Measures of Success: KCCT, Student Portfolios						

Objective #C5.a:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Science Fair Training will be offered for students and parents in grades 2 through 5. Completion of Science Fair Projects is required in 4 th grade, and an option in 2 nd , 3 rd , and 5 th .	Implementation: Teachers will provide support to students and parents creating a Science Fair Project. The Science Rep(s) will organize the Science Fair.	Teachers, Parents, Principal, PSA, Science Rep	Aug. 2008/ May 2010	-	See A4.c		<i>Parents will have increased understanding of how to conduct a science project. Students will demonstrate Science content knowledge and understanding through Science Fair Projects. This increased understanding will lead to an increase of Science scores on the KCCT.</i>
	Short-Term Measures of Success: Science Fair Projects						
	Long-Term Measures of Success: Learning Checks, KCCT						

