

JULIUS MARKS ELEMENTARY
SCHOOL
IMPROVEMENT
PLAN
...GOING FROM GOOD TO GREAT

Sandra B. Adams/Principal
Chairperson, School Council

Regina Dawson/Administrative Dean
Chairperson, Planning Committee

School Council Members:

Hope Lanham/Parent

Leslie Cowen/Teacher

Julie McDonald/Parent

Marcia Ambrose/Teacher

Lisa Stuckey/Teacher

PLAN APPROVED BY THE SCHOOL COUNCIL: _____

MISSION STATEMENT: The mission of Julius Marks Elementary School is to educate our students in a nurturing environment to successfully meet the challenges of the present and the future.

OUR CORE BELIEFS:

1. All students can learn at high levels.
2. If a student is not learning in the way we teach, then we should change our mode of instruction.
3. Students should be successful and believe that success is possible.
4. We should meet students at their instructional level and move them forward.
5. Students should leave us better than when they came to us.
6. Where there is a will there is a way to reach each child.
7. We are helping shape the minds of the future.
8. Differentiated instruction is “key” to student achievement.

EXECUTIVE SUMMARY:

The JME plan focuses on implementing instructional programs that aim at “teaching for learning.” By using teaching for learning as our foundation for improvement, student achievement of core content and the program of studies will increase. The academic goal for the 2008-09 school year was to demonstrate proficiency by reaching an overall accountability index of 110. We led staff toward a rather high goal of 115 in hopes to motivate and empower students and staff toward excellence. We achieved a 102.4. With the passing of SB 1, and upcoming changes to the CATS testing system, the academic index will no longer be a measure for academic success. Therefore, our goal for 2009-10 school year will be to eliminate students scoring Novice and to increase the number of students who score Distinguish and Proficient to 90% in Reading and 84% in Math.

Professional development initiatives will engage teachers in deconstructing the core content and developing a school-wide writing program emphasizing writing to learn, writing to demonstrate learning, on-demand writing, and authentic portfolio writing. It is our mission to use writing as a foundation for extending and reflecting on learning in all content areas. Intentionality in teaching learning targets and daily checks for understanding will be a mainstay in our work.

1. Mission Statement Development and Review

In the fall of 2006, the faculty and staff reviewed our mission statement. We developed a set of core beliefs and values that would successfully allow us to reach our mission statement.

2. Needs Assessment process aligned with Kentucky’s Standards and Indicators for School Improvement (SISI) or other comprehensive needs assessment process that was used.

The staff used the Kentucky Performance Report (KPR) and SISI document to evaluate the school according to Kentucky standards. This evaluation was used to determine the schools’ priority needs. The faculty disaggregated the 2008 KCCT data at an early school improvement session and plotted strategies for improvement. Also determined were strategies that had been proven to be ineffective. These were eliminated. Effective strategies were noted and continued and additional KDE instructional best practices were added. The 2008 KCCT data was reviewed by faculty and the SBDM before Action Component revisions

were recommended. The staff also developed a list of core values and beliefs that would guide and support teaching for learning and the focus of all children learning at high levels.

With our current academic performance, we will reach the state's goal of all students performing to proficiency.

3. Priority Needs, Causes, Goals, and Objectives.

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

In 2008-09 IPR data analysis revealed achievement gaps with the most significant gaps in several areas. (See Equity Component)

5. Review drafts of the components

In 2006 the faculty began working with the new principal to identify and review components of the old SIP. SBDM Council committees were initiated to help with the revision and/or deletion of old components and the creation of new components. The plan was presented at the October SBDM Council meeting. All parents were sent an invitation to attend and participate in discussion.

6. When the revised plan was officially approved and adopted.

The plan was officially revised on November 9, 2007 and was approved at the SBDM Council January session.

7. How the plan will be evaluated, and when.

The CSIP was to be evaluated at each implementation and impact check as well as yearly through disaggregated KCCT data in the fall, monitoring of watch list students. Revisions were to be ongoing as identified from periodic evaluation of programs.

8. For each step listed above, what other stakeholders were involved and how? (You may include names and identify those who represent parents, teachers, other staff, other school and district stakeholders, primary parents, migrant parents, and your community's ethnic diversity.

Previous committee work has been minimal. Therefore, the SBDM Council was the primary work force behind development of the new CSIP. Committees involved in the process: PD, Curriculum, Teaching for Learning, Climate and Culture, Equity, and School Safety.

**Action Component:
Data Review**

District Name: Fayette County Public Schools
School Name: Julius Marks Elementary

Component Managers: Sandy Adams & Regina Dawson
Date: March 5, 2010

Priority Need	Goal (Addresses the Priority Need)																																				
<p>In order to perform at proficient levels in all content areas, on-demand, and open response items, students need to receive daily instruction that is aligned to the core content/competency assurance documents as approved by SBDM.</p> <p>Subject Indexes: 2008-09 (Percentage of Distinguished and Proficient)</p> <table border="0"> <tr><td>Reading</td><td>83.75</td></tr> <tr><td>Mathematics</td><td>78.45</td></tr> <tr><td>Science</td><td>77.78</td></tr> <tr><td>Social Studies</td><td>75.47</td></tr> <tr><td>Arts & Humanities</td><td>N/A</td></tr> <tr><td>Practical/Vocational</td><td>N/A</td></tr> <tr><td>Writing</td><td>N/A</td></tr> <tr><td>Norm Ref. (CTBS)</td><td>N/A</td></tr> <tr><td>Non Academic</td><td>N/A</td></tr> </table>	Reading	83.75	Mathematics	78.45	Science	77.78	Social Studies	75.47	Arts & Humanities	N/A	Practical/Vocational	N/A	Writing	N/A	Norm Ref. (CTBS)	N/A	Non Academic	N/A	<p>KCCT/NCLB Goals for 2009-2010 school year. Percentage of students scoring Distinguished and Proficient:</p> <p>Subject Indexes 2009-10 (Percentage of Distinguished and Proficient)</p> <table border="0"> <tr><td>Reading</td><td>90</td></tr> <tr><td>Mathematics</td><td>84</td></tr> <tr><td>Science</td><td>84</td></tr> <tr><td>Social Studies</td><td>81</td></tr> <tr><td>Arts & Humanities</td><td>N/A</td></tr> <tr><td>Practical/Vocational</td><td>N/A</td></tr> <tr><td>Writing</td><td>N/A</td></tr> <tr><td>Norm Referenced (NRT)</td><td>N/A</td></tr> <tr><td>Non-Academic</td><td>N/A</td></tr> </table>	Reading	90	Mathematics	84	Science	84	Social Studies	81	Arts & Humanities	N/A	Practical/Vocational	N/A	Writing	N/A	Norm Referenced (NRT)	N/A	Non-Academic	N/A
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Causes and Contributing Factors	Objectives with Measures of Success																
<p>According to the 2008-9 Interim Performance Report, the percentage of students scoring below the proficient level in each subject area was:</p> <table border="0"> <tr><td>Reading:</td><td>8.48%</td></tr> <tr><td>Math:</td><td>21.55%</td></tr> <tr><td>Science:</td><td>22.2%</td></tr> <tr><td>Social Studies:</td><td>24.99%</td></tr> <tr><td>Writing Portfolio:</td><td>N/A</td></tr> <tr><td>Writing On Demand:</td><td>32.69%</td></tr> <tr><td>Arts and Humanities:</td><td>N/A</td></tr> <tr><td>PL & VS:</td><td>N/A</td></tr> </table> <p>According to data analysis done in November, the staff at Julius Marks Elementary School have indicated the need to continue:</p> <p>A. Instruction and experience for all students in answering quality written open response questions and multiple choice questions in all content areas.</p>	Reading:	8.48%	Math:	21.55%	Science:	22.2%	Social Studies:	24.99%	Writing Portfolio:	N/A	Writing On Demand:	32.69%	Arts and Humanities:	N/A	PL & VS:	N/A	<p>A1. All students will receive instruction in a fully aligned curriculum for each grade level as evidenced through principal observations and measured by a 2009-10 CATS assessment.</p> <p>A2. All students will receive the core of reading instruction through a balanced literacy program using an aligned curriculum as evidenced by Measure of Academic Progress (MAP) and/or age appropriate assessments for reading index by May of 2010.</p> <p>A3. All students in all levels will receive instruction and opportunities for writing in the four kinds of writing required in the Kentucky Writing Program and measured by the guidelines in the Program Review for writing.</p> <p>A4. All students will receive quality instruction in math using an aligned curriculum as evidenced by principal observations, MAP progress in the math portion of the test, MST (Math Standards Test), Pre/Post tests and for math by May of 2010.</p>
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<p>B. Build a school wide writing program that focuses on idea development, supports and forms of writing required on the KCCT.</p> <p>C. Create congruency in instruction and the assessments that the teachers give (formative and summative).</p> <p>D. Provide quality intervention for students struggling in reading and math.</p>	<p>A5. All students will receive instruction and experience in all areas of science using an aligned curriculum as evidenced by principal observations by May of 2010.</p> <p>A6. All students will receive instruction and experience in social studies using an aligned curriculum as evidenced by principal observations and by May of 2010.</p> <p>A7. All students will be assessed using multiple choice and open response questions with rubrics as evidenced by principal observations during the 2009-10 school year.</p> <p>A8. All students will receive content area instruction using technology in classroom units of study as evidenced by principal observations during the 2009-10 school year.</p>
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Student Achievement Component And Implementation & Impact Form

(2008-2010 School Years)

Component Leader: Principal

Objective # A1: All students will receive instruction in a fully aligned curriculum for each grade level.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Professional development will be provided in mapping out the standards of the Combined Curriculum Document (Core Content 4.1 and Program of Studies).	Implementation: This activity will be fully implemented by all teachers in grades K-5, including Special Area teachers and Special Education teachers	Principal and Administrative Dean	Fall 2009/ Summer 2010	None	None	I	<i>This PD took place in August of 2009 and will take place again before the next school year.</i>
	Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (T-Pro, MAP, MST, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and Administrative Dean.	Classroom teachers, Special Area teachers, Special Education teachers					
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data (T-Pro, MAP, MST, etc.) and KCCT scores.						
B. All teachers will participate in weekly grade level planning meetings, including writing and utilizing common assessments, analyzing data, and making	Implementation: This activity will be fully implemented by all teachers in grades K-5, including Special Area teachers and Special Education teachers	Principal and Administrative Dean	Fall 2009/ Summer 2010	None	None	I	<i>Team meetings take place twice a week with Principal and Administrative Dean.</i>

changes as they learn from each other.	Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (T-Pro, MAP, MST, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.	Classroom teachers, Special Area teachers, Special Education teachers					
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data (T-Pro, MAP, MST, etc.) and KCCT scores.						
C. All staff will participate in a monthly Professional Development Release Day for training in aligning the Combined Document (Program of Studies and the Core Content) to improve teacher effectiveness.	Implementation: This activity will be fully implemented by all teachers in grades K-5, including Special Area teachers and Special Education teachers.	Principal and Administrative Dean	Fall 2009/ Summer 2010		PD Budget and Title One	I	<i>Release day PD's began fall of 2010:</i> <ul style="list-style-type: none"> • <i>The 5Es of Learning (Lori Bowen)</i> • <i>MAP Training Level II</i> • <i>RTI Training Level II</i> • <i>Performance Calculator</i> • <i>SMART Board Training Level II</i>
	Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (T-Pro, MAP, MST, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.	Classroom teachers, Special Area teachers, Special Education teachers					
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data (T-Pro, MAP, MST, etc.) and KCCT scores as well as teacher feedback.	Reading Literacy Coach, Math Coach					

Objective # A2: All students will receive the core of reading instruction through a balanced literacy program using aligned curriculum.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Achievement Coach and Reading Intervention teacher will provide reading intervention	Implementation: This activity will be fully implemented in all grades K-5.	Achievement Coach and Reading	Fall 2009/ Summer 2010		Title One Read to	I	<i>Intervention Strategies have been provided since fall of 2009</i>

<p>strategies for teachers to use in the classroom for students identified below grade level.</p>	<p>Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (T-Pro, MAP, MST, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.</p>	<p>Intervention Teachers</p>			<p>Achieve Grant</p>		
<p>B. Continue to provide ESL reading intervention to identified students.</p>	<p>Implementation: This activity will be fully implemented by the ESL teacher to all K-5 students identified.</p>	<p>ESL Teacher</p>	<p>Fall 2009/ On-going</p>		<p>District</p>	<p>I</p>	<p><i>District provides the ESL position.</i></p>
	<p>Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (T-Pro, MAP, MST, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.</p>						
	<p>Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data (T-Pro, MAP, MST, etc.) and KCCT scores as well as teacher feedback</p>						

Objective #A3: All students in all levels will receive instruction and opportunities for writing in the four kinds of writing required by the Kentucky Writing Program.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. The Writing Cluster Leader will provide instruction and support to teachers.	Implementation: This activity will be fully implemented by all staff in grades K-5 and Special Education teachers.	Principal/ Administrative Dean	Fall 2008- Ongoing	None	None	I	<i>This position has been filled since 2005.</i>
	Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, by a grade level portfolio checklist, analysis of achievement data and classroom observations and walkthroughs.	Writing Cluster Leader					
	Long-Term Measures of Success: Completion of District Portfolio Checklist at the end of the year.						

Objective # A4: All students will receive quality instruction in math using an aligned curriculum .

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Use the Math Standards Test (MST) grids to determine instructional level of students in math.	Implementation: This activity will be fully implemented in all grades K-5.	Math Coach	Fall 2008/ On-going	None	None	I	<i>This is done three times a year.</i>
	Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (MAP, MST, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.						
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data (MAP, MST, etc.) and KCCT scores as well as teacher feedback.						

<p>B. Math Intervention teacher will provide math intervention strategies for teachers to use in the classroom for students identified below grade level.</p>	<p>Implementation: This activity will be fully implemented in all grades 3-5.</p>	Administrative Dean	Fall 2008/ On-going		Staff Budget	I	<p><i>Math Intervention teacher since 2005</i></p>
	<p>Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (MAP, MST, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.</p>	Math Coach					
	<p>Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data (MAP, MST, etc.) and KCCT scores as well as teacher feedback.</p>	Math Interventionist					

Objective # A5: All students will receive instruction and experience in all areas of science using an aligned curriculum.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. Science Lab teacher will provide instruction in identified area of science curriculum through an inquiry based hands-on science instruction and support teachers in content areas identified for classroom instruction.</p>	<p>Implementation: This activity will be fully implemented in all grades K-5.</p>	Principal	Fall 2008/ On-going	Cost of a Certified Teacher	Staffing Budget	I	<p><i>This position has been filled since 2000</i></p>
	<p>Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (MAP, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.</p>	Science Lab Teacher					
	<p>Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data (MAP, Learning Checks, etc.) and KCCT scores as well as teacher feedback.</p>						
<p>B. Scheduled field trips and other activities to support the science curriculum (i.e. 4H, Living Arts</p>	<p>Implementation: This activity will be fully implemented in all grades K-5.</p>	Science Lab Teacher	Fall 2008/ On-going		Activity Budget	I	<p><i>Two school wide activities since fall of 2008</i></p>

and Science Center, Science Fair Night, school-wide science demonstrations, Star Lab, Guest speakers).	Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (MAP, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.	Classroom Teachers					
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data (MAP, Learning Checks, etc.) and KCCT scores as well as teacher feedback.						
C. Post lists of key vocabulary to be used throughout all grade levels.	Implementation: This activity will be fully implemented in all grades K-5.	All special area teachers	Fall 2008/ On-going	None	None	P	<i>Vocabulary words are posted in the classrooms and throughout the school.</i>
	Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (MAP, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.	Classroom Teachers					
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data (MAP, Learning Checks, etc.) and KCCT scores as well as teacher feedback.						

Objective # A6: All students will receive instruction and experience in Social Studies using an aligned curriculum.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Continue student drama and music activities/programs that will correlate with the social studies	Implementation: This activity will be fully implemented in all grades K-5.	Principal Administrative	Fall 2008/ On-going		PTA Grants-Fundraise	I	<i>Two performances since fall of 2008</i>

curriculum as well as providing field trips, guest speakers, in-house performances, and plays in the area of social studies.	Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (MAP, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.	Dean Music Teacher Librarian Physical Education Teacher			rs		
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data (MAP, Learning Checks, etc.) and KCCT scores as well as teacher feedback.	Classroom Teachers					
B. Develop a list of key vocabulary to be used throughout all grade levels.	Implementation: This activity will be fully implemented in all grades K-5.	Principal Administrative Dean	Fall 2008/ On-going	None	None	P	<i>Vocabulary lists are posted in the classrooms and throughout the building.</i>
	Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (MAP, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.	Music Teacher Librarian Physical Education Teacher					
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data (MAP, Learning Checks, etc.) and KCCT scores as well as teacher feedback.	Classroom Teachers					

Objective # A7: All students will be assessed using multiple choice and open response questions with rubrics in all aligned curriculum.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Multiple choice and open response questions will be used as part of regular classroom	Implementation: This activity will be fully implemented in all grades K-5.	Principal Administrative	Fall 2008/ On-going	None	None	I	<i>KCCT like assessments are used weekly in grades K-5.</i>

assessment in all classes. (KY General Scoring Guide and/or teacher made rubrics may be used to score.)	Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (MAP, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.	Dean Classroom Teachers					
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data, Learning Checks, and KCCT scores as well as teacher feedback.						
A. Teachers will participate in weekly grade level planning meetings to score multiple choice and open response questions to ensure quality student work.	Implementation: This activity will be fully implemented in all grades K-5.	Principal Administrative Dean Classroom Teachers	Fall 2008/ On-going	None	None	I	<i>Two meetings per week since the beginning of this school year.</i>
	Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (MAP, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.						
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data, Learning Checks, and KCCT scores as well as teacher feedback						

Objective #A8: All students will receive content area instruction using technology in classroom units of study.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. All teachers will develop lessons and units of study that include use of technology in the	Implementation: This activity will be fully implemented in all grades K-5.	Principal Administrative	Fall 2008/ On-going	None	None	I	

classroom and the computer lab.	<p>Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (MAP, Learning Checks, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.</p>	Dean Classroom Teachers					
	<p>Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data, Learning Checks, and KCCT scores as well as teacher feedback</p>						
<p>B. Continue to provide a Micro-Computer Resource Tech to provide support in technology for teachers and instruction to students.</p>	<p>Implementation: This activity will be fully implemented in all grades K-5.</p>	Micro-Computer Resource Tech	Fall 2008/ On-going	Classified Position	Staff Budget	I	<p><i>Position started in the fall of 2008.</i></p>
	<p>Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (MAP, checklists, etc.) and classroom observations/walkthrough performed by the Principal and PSA.</p>	Classroom Teachers					
	<p>Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data, Learning Checks, and KCCT scores as well as teacher feedback</p>						
<p>C. Continue with STLP.</p>	<p>Implementation: This activity will be fully implemented in all grades 3-5.</p>	STLP Coach	Fall 2008/ On-going	STLP Showcase	PD	I	<p><i>STLP meets on a daily basis.</i></p>
	<p>Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data and classroom observations/walkthrough performed by the Principal and PSA.</p>						

	<p>Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data, Learning Checks, and KCCT scores as well as teacher feedback</p>						
<p>D. Continue with Study Island.</p>	<p>Implementation: This activity will be fully implemented in all grades 3-5.</p> <p>Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data and classroom observations/walkthrough performed by the Principal and PSA.</p> <p>Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data, Learning Checks, and KCCT scores as well as teacher feedback</p>	<p>Micro-Computer Resource Tech</p>	<p>Fall 2008/ On-going</p>	<p>6,000</p>	<p>Supply Money</p>	<p>I</p>	<p><i>Study Island was purchased at the beginning of 2008 and is used weekly in the computer lab.</i></p>

**SBDM Council Reporting Timeline
Equity Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		B2B	B1B B2A B2D B2E	B1A B1C		B2C						

Action Component: Equity

District Name: Fayette County

Component Manager: Sandy Adams and Regina Dawson

School Name: Julius Marks Elementary

Date: Spring 2010

Priority Need	Goal (Addresses the Priority Need)
<p>Based on the Spring 2009 Interim Performance Report, data showed:</p> <ul style="list-style-type: none"> • African Americans were performing at a much lower rate in the proficient and distinguished performance cells in reading and math as compared to white peers. This resulted in a significant learning gap between these two subgroups. • To close the achievement gap in all other sub groups of students. 	<p>1. To work toward closing the achievement gap of African American students and all other sub groups of students scoring below the Proficient and Distinguished range resulting in closing the achievement gap as identified in our Senate 168 Gap Reduction.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>Based on the Spring 2009 Interim Performance Report:</p> <ul style="list-style-type: none"> • 76.5% of African American students scored Proficient/Distinguished in Reading which resulted in a 10% gap compared to the White (Non-Hispanic) students. • 56.5% of African American students scored Proficient/Distinguished in Math which results in a 31% gap compared to the White (Non-Hispanic) students who scored 87%. • 78% of Free/Reduced students scored Proficient/Distinguished in Reading which resulted in a 6% gap compared to the Non-Free and Reduced students. • 63% of Free/Reduced students scored Proficient/Distinguished in Math which resulted in a 20% gap compared to the Non- 	<p>B1. All students working below grade level will receive interventions from the classroom teacher in the areas of reading and math resulting in a decrease in the achievement gap of all identified sub groups.</p> <p>B2. Additional intervention will be provided to the identified sub groups in reading and math.</p>

Free and Reduced students.	
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Equity Component And Implementation & Impact Form

(2008-2010 School Years)

Component Leader: Principal & Administrative Dean

Objective #B1: All students working below grade level will receive interventions in the area of reading and math from the classroom teacher.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. At risk students in reading and math will be identified and placed on our school "Watch List".	Implementation: This activity will be implemented by all staff members K-5.	Principal	Fall 2008/ On-going	None	None	P	<i>Watch list are updated after each learning check (3 times a year).</i>
	Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data and classroom observations/walkthrough performed by the Principal and Administrative Dean.	Administrative Dean					
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data, Learning Checks, and KCCT scores as well as teacher feedback	Guidance Counselor Social Worker					
B. Classroom teachers will keep individual assessment data with tried interventions and evidence of student progress through the school year.	Implementation: This activity will be implemented by all staff members K-5.	Principal	Fall 2008/ On-going	None	None	I	<i>Data is collected after each learning check.</i>
	Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data and classroom observations/walkthrough performed by the Principal and PSA.	Administrative Dean Classroom teachers					

	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data, Learning Checks, and KCCT scores as well as teacher feedback						
C. Teachers will participate in regular student achievement conferences with the Principal and Administrative Dean. Student data and other evidence of learning will be the topic of discussion and further plans for individual student achievement will be developed.	Implementation: This activity will be implemented by all staff members K-5.	Principal Administrative Dean Classroom teachers	Fall 2008/ On-going	None	None	P	<i>Conferences are held three times a year after Learning Checks.</i>
	Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data and classroom observations/walkthrough performed by the Principal and PSA.						
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data, Learning Checks, and KCCT scores as well as teacher feedback						

Objective #B2: Additional interventions will be provided to the identified sub groups in reading and math.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Implement an individualized SAT (Student Assistant Team) plan of instructional intervention for struggling students.	Implementation: This activity will be implemented by all staff members K-5.	Guidance Counselor Principal Classroom teachers	Fall 2008/ On-going	None	None	I	<i>SAT meetings are held weekly before and after school.</i>
	Short-Term Measures of Success: Success will be measured by teacher feedback, SAT meetings, and classroom observations and walkthroughs.						
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data, Learning Checks, and KCCT scores as well as teacher feedback						
B. An Administrative Dean will be hired to improve the quality of instruction where the achievement	Implementation: This position will be implemented by the Principal and SBDM.	Administrative Dean	Fall 2008/ On-going	50,000	Staffing Budget	N	<i>Not implemented at this time.</i>

<p>gap exist and to develop a home to school program that truly connects reluctant parents to our school's purpose and goals.</p>	<p>Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data and classroom observations/walkthrough performed by the Principal and Administrative Dean.</p>						
<p>C. Extended School Services (ESS), Day Wavier and/or afterschool/summer program for identified students.</p>	<p>Implementation: The activity will be implemented by the ESS Coordinator.</p>	<p>ESS Teacher</p>	<p>Fall 2008/ On-going</p>	<p>\$6,000</p>	<p>ESS Funds</p>	<p>N</p>	<p><i>ESS were limited. Afterschool tutoring for 4th grade at-risk students.</i></p>
<p>D. Provide academic clubs in art, music, drama/chorus, science, and writing to extend daily learning.</p>	<p>Implementation: This activity will be implemented by identified staff.</p>	<p>Special Area teachers</p>	<p>Fall 2008/ On-going</p>	<p>800.00 per staff coach</p>	<p>Staffing Budget</p>	<p>I</p>	<p><i>All clubs meet weekly throughout the school year.</i></p>
<p>Short-Term Measures of Success: Success will be measured by increased number of students scoring on/above grade level in reading and math as measured by a student pre/post test data.</p>	<p>Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data, Learning Checks, and KCCT scores.</p>						
<p>Short-Term Measures of Success: Success will be measured by teacher feedback at grade level meetings and classroom observations/walk-through by the Principal/PSA.</p>	<p>Long-Term Measures of Success: Success will be measured by a decrease in the achievement gap on the KCCT.</p>						

<p>E. Track individual student achievement through goal calculator scores and indices input by teachers.</p>	<p>Implementation: This activity will be implemented by PSA and classroom teachers.</p>	<p>Administrative Dean Classroom teachers</p>	<p>Fall 2008/ On-going</p>	<p>None</p>	<p>None</p>	<p>I</p>	<p><i>Performance calculator is used for Learning Checks (3 to 4 times a year), Midterm assessments, and regular classroom</i></p>
	<p>Short-Term Measures of Success: Success will be measured through teacher feedback at weekly grade level meetings, analysis of achievement data (MAP, checklists, etc.) and classroom observations/walkthrough performed by the Principal and Administrative Dean.</p>						
	<p>Long-Term Measures of Success: Success will be measured by a decrease in the achievement gap on the KCCT.</p>						

**SBDM Council Reporting Timeline
Parent Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		C1D C2A C2B C2C	C1A C1B C1C	C2D C2E				C1A				

Action Component: Parent

District Name: Fayette County

Component Manager: Sandy Adams and Peggy McKee

School Name: Julius Marks Elementary

Date: Spring 2009

Priority Need	Goal (Addresses the Priority Need)
<p>Research supports that parent involvement positively impacts academic progress. The staff at Julius Marks Elementary utilizes many resources such as the Family Resource Center, Title I Social Work Services, PTA, and outside agencies to help strengthen the home-school connection and communication. A continued need exists to improve parental involvement with the educational progress of our students.</p>	<p>To increase parent/family involvement as measured by: parent-teacher conference attendance; parent participation in school events; and parent involvement with school based committees.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>According to Title One Parent Involvement Survey Results (February 2009):</p> <ul style="list-style-type: none"> • Most parents report receiving information during the school year to help support their child’s learning through the classroom newsletters. • Most parents report receiving Title One information throughout the year to support their child’s learning. • Most parents report school staff as being very supportive and willing to help the parent and the child. 	<p>C1. To increase parent awareness of student progress through effective school to home communications as measured by yearly surveys conducted by Title One and FRC.</p> <p>C2. To increase parent awareness of the school curriculum/procedures through effective school to home communication as measured by yearly surveys conducted by Title One and FRC.</p>

Parent Involvement Component And Implementation & Impact Form

(2008-2010 School Years)

Component Leader: Principal & PSA

Objective #C1: To increase parent awareness of student progress through effective school to home communications.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Homeroom teachers will have at least two scheduled parent conferences for each student.	Implementation: Title One Parent Involvement Log will show two parent conferences on each student.	Classroom Teachers	Fall 2008/ On-going	None	None	I	<i>Each teacher is required to have two parent conferences a year. If the parents do not attend they are suppose to call and have a phone conference. They are to document when a parent does not attend a meeting.</i>
	Short-Term Measures of Success: Increase the number of students scoring proficient/distinguished on Learning Checks and MAP.	Title One Lead Teacher					
	Long-Term Measures of Success: Success will be measured through review of the end-of-year achievement data, Learning Checks, and KCCT scores.						
B. Progress reports in all subject areas will be sent home to intermediate parents every three weeks.	Implementation: Copies of midterms will be on file with parent signatures.	Intermediate Teachers	Fall 2008/ On-going	None	None	I	<i>Midterm progress reports have been sent home three times during each reporting period.</i>
	Short-Term Measures of Success: Homeroom teachers will have two schedule parent conferences for each student.	Administrative Dean					
	Long-Term Measures of Success: Students will be more successful if they are informed of how they are doing academically before final grades are sent home.						

<p>C. Continue timely communication to parents (i.e. monthly classroom newsletters, websites, email, notes, phone calls, and parent conferences.)</p>	<p>Implementation: This activity will be fully implemented by all staff grades K-5, PTA, FRC.</p>	<p>Classroom Teachers PTA FRC</p>	<p>Fall 2008/ On-going</p>	<p>None</p>	<p>None</p>	<p>I</p>	<p><i>FRC and PTA send home bi-monthly newsletters; Teachers send home newsletters, notes, emails, or call parents on a regular basis.</i></p>
	<p>Short-Term Measures of Success: Success measured by parent participation and parent feedback.</p>						
	<p>Long-Term Measures of Success: Success will be measured by parent feedback and school surveys.</p>						
<p>D. Continue use of student planners or folders, sent home for parent review and signature on a regular basis.</p>	<p>Implementation: This activity will be fully implemented by all staff grades K-5.</p>	<p>Classroom Teachers</p>	<p>Fall 2008/ On-going</p>	<p>None</p>	<p>None</p>	<p>I</p>	<p><i>Planners and folders are sent home with daily communication.</i></p>
	<p>Short-Term Measures of Success: Success measured by parent participation and parent/teacher feedback.</p>						
	<p>Long-Term Measures of Success: Success will be measured by parent and teacher feedback and school surveys.</p>						

Objective # C2: To increase parent awareness of school curriculum/procedures through effective school to home communication.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. A school handbook is sent home at the beginning of the school year with information regarding school procedures and expectations.</p>	<p>Implementation: This activity will be fully implemented by all staff grades K-5.</p>	<p>Principal Administrative Dean Classroom Teachers</p>	<p>Fall 2008/ On-going</p>	<p>None</p>	<p>None</p>	<p>I</p>	<p><i>Handbooks were sent home in August of 2008.</i></p>
	<p>Short-Term Measures of Success: Success measured by parent participation and parent feedback.</p>						
	<p>Long-Term Measures of Success: Success will be measured by parent feedback and school surveys.</p>						
<p>B. Julius Marks will maintain and update the school webpage and marquee providing information</p>	<p>Implementation: This activity will be fully implemented by STC and PTA.</p>	<p>STC PTA</p>	<p>Fall 2008/ On-going</p>	<p>None</p>	<p>None</p>	<p>I</p>	<p><i>Webpage is updated monthly and marquee is updated bi-weekly.</i></p>

<p>about school activities.</p>	<p>Short-Term Measures of Success: Success measured by parent participation and parent/teacher feedback.</p>						
<p>C. School wide family event nights (orientation, book fair, Literacy night, PTA activities, Science Fair Night).</p>	<p>Implementation: This activity will be fully implemented by Title One, FRC, and PTA.</p>	<p>Principal Administrative Dean PTA FRC Title One Classroom Teachers</p>	<p>Fall 2008/ On-going</p>	<p>None</p>	<p>None</p>	<p>I</p>	<p><i>Monthly school wide events.</i></p>
<p>D. FRC, Guidance Counselor, Title One Social Worker will continue to conduct home visits and act as a liaison between home and school to increase student attendance, assist with family needs and to suggest ways for parents to become more involved in school activities.</p>	<p>Implementation: This activity will be fully implemented by FRC, Guidance Counselor, and Title One Social Worker.</p>	<p>FRC Guidance Counselor Title One Social Worker</p>	<p>Fall 2008/ On-going</p>	<p>None</p>	<p>None</p>	<p>I</p>	<p><i>Home visits are done on a as needed basis with any student.</i></p>
<p>E. Surveys will be sent home to parents by the FRC and Title One Lead Teacher to collect data about the schools effectiveness in parental involvement.</p>	<p>Implementation: This activity will be fully implemented by FRC and Title One Lead Teacher.</p>	<p>FRC Title One Lead Teacher</p>	<p>Fall 2008/ On-going</p>	<p>None</p>	<p>None</p>	<p>I</p>	<p><i>FRC sent a parent survey home in the Fall of 2008.</i> <i>Title one sent a parent survey home in February 2009.</i></p>
<p>Long-Term Measures of Success: Success will be measured by parent and teacher feedback and school surveys.</p>	<p>Short-Term Measures of Success: Success measured by parent participation, sign in sheets and parent/teacher feedback.</p>	<p>Long-Term Measures of Success: Success will be measured by parent and teacher feedback, sign in sheets, and school surveys.</p>	<p>Short-Term Measures of Success: Success measured by parent participation and parent/teacher feedback.</p>	<p>Long-Term Measures of Success: Success will be measured by parent and teacher feedback and school surveys.</p>	<p>Short-Term Measures of Success: Success measured by parent participation and parent/teacher feedback.</p>	<p>Long-Term Measures of Success: Success will be measured by parent and teacher feedback and school surveys.</p>	

