

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

Sandra B. Adams/Principal
Chairperson, School Council

Regina Dawson/PSA
Chairperson, Planning Committee

School Council Members:

Hope Lanham/Parent

Regina Dawson/PSA

Julie McDonald/Parent

Peggy McKee/Teacher

Charla Heersche/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 is to demonstrate proficiency by reaching an overall accountability index of 101 by September 2008. We led staff toward a rather high goal of 101 in hopes to motivate and empower students and staff toward excellence. We achieved a 98.5 with an overall accountability index gain of 16 points. Our goal for 2008 will be an accountability index of 115, which means we will need growth of 16.4 points with a combined index of 106.

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 2007 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 2007 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 proficiency during the 2008 testing cycle. Thusly, our improvement plan focuses on reaching 140.

3. Priority Needs Causes, Goals, and Objectives.

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

In 2007 KPR 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: January 31, 2008

Priority Need						Goal (Addresses the Priority Need)
In order to perform at proficient levels in all content areas, writing portfolios, 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.						Students scores will increase as indicated on the 2006 and 2008 Index Target Table:
Subject Indexes						2006 Index Targets
2004 Index						2008 Index Targets
2005 Index						
2006 Index						
2007 Index						
Reading	88.7	82	89	100		90.2
Mathematics	78.4	74	73	101		81.4
Science	91	80	90	111		80.5
Social Studies	80	63	68	83		69.5
Arts & Humanities	69	50	45	87		55.77
Practical/Vocational	88	78	72	98		86.10
Writing	56	59	69	95		65.4
Norm Ref. (CTBS)	103.5	97.4	96.4	NA		107.1
Non Academic	96.3	96.6	96.4	97.4		106.2
Total Academic Index	81.4	71.92	76.4	98.5		82.1
						86.3
						* According to p. 3 KPR – Midpoint Report
Novice Percents						2006 Novice Targets
2004 Novice						2008 Index Targets
2005 Novice						
2006 Novice						
2007 Novice						
Reading	8.7	11.11	7.23	1.75		1.8
Mathematics	14.7	22.22	24.6	3.14		19.9
Science	6.25	4.94	3.61	2.30		4.9
Social Studies	19.12	27.16	30.0	10.52		24.32
Arts & Humanities	13.24	40.70	44.1	14.7		36.6
Practical/Vocational	11.7	17.20	16.8	6.9		15.5
On-Demand Writing	26.25	60.49	54.22	3.2		54
Writing Portfolio	30.0	18.52	4.82	0		16.6
Overall Novice %	14.8	19.3	17.5	4.4		NA
Combined Novice %	15.8	17.5	18.4	NA		0
						2008 Novice Goal
						0
						Target met or exceeded All targets were met!
						Goal to reduce Novice % All targets were met!

Action Component: Student Achievement

District Name: Fayette County Public Schools

Component Managers: Sandy Adams & Regina Dawson

School Name: Julius Marks Elementary

Date: January 31, 2008

Priority Need	Goal (A Goal addresses a Priority Need)
According to the Spring 2007 KCCT data the academic index at JME was 98.5 with an adjusted index of 94.6.	To increase the percent of students performing at or above the proficient level on the KCCT, in turn increasing the overall academic index to combined score of 108. To decrease the number of students performing at the novice and apprentice levels on the KCCT.

Causes and Contributing Factors	Objectives with Measures of Success
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According to the 2007 KCCT data: 3rd Grade Reading/Lang. Arts
Students answered the following correct on open response and multiple choice:

Area	Open Response			Multiple Choice		
	D/P	A	N	Correct	Incorrect	Omit
Forming a Foundation	N/A	N/A	N/A	87%	13%	0%
Developing Understanding	32%	50%	18%	86%	14%	0%
Interpreting Text	26%	57%	17%	70%	30%	0%
Critical Stance	N/A	N/A	N/A	84%	16%	0%

3rd Grade Math

Students answered the following correct on open response and multiple choice:

Area	Open Response			Multiple Choice		
	D/P	A	N	Correct	Incorrect	Omit
Number Property & Operation	37%	33%	31%	83%	17%	1
Measurement	75%	16%	5%	N/A	N/A	N/A
Geometry	N/A	N/A	N/A	90%	9%	1
Data Analysis	22%	38%	41%	85%	14%	1
Algebraic Thinking	N/A	N/A	N/A	96%	4%	0

According to the 2007 KCCT: 4th Grade Reading/Lang. Arts
Students answered the following correct on open response and multiple choice:

Objectives with Measures of Success

A1- By June 2008 – 3rd Grade Reading/Language Arts

Students will answer the following percent correct on KCCT ORQ by April 2008.

Area	Open Response			Multiple Choice	
	D/P	A	N	Correct	Incorrect
Forming a Foundation	N/A	N/A	N/A	96.7%	11.7%
Developing Understanding	60%	40%	0%	94%	6%
Interpreting Text	50%	45%	5%	80%	20%
Critical Stance	NA	NA	NA	96%	4%

A2- By June 2008 – 3rd Grade Math

Students will answer the following percent correct on KCCT ORQ by April 2008:

Area	Open Response			Multiple Choice	
	D/P	A	N	Correct	Incorrect
Number Property & Operations	47%	43%	10%		
Measurement	85%	15%	0%	N/A	N/A
Geometry	N/A	N/A	N/A	95%	5%
Data Analysis	75%	25%	0%	95%	5%
Algebraic Thinking	N/A	N/A	N/A	100%	0%

A3- By June 2008 – 4th Grade Reading/Language Arts

Students will answer the following percent correct on KCCT ORQ by April 2008

Area	Open Response			Multiple Choice	
	D/P	A	N	Correct	Incorrect

Area	Open Response			Multiple Choice		
	D/P	A	N	Correct	Incorrect	Omit
Forming a Foundation	N/A	N/A	N/A	84%	16%	1
Developing Understanding	42%	42%	15%	84%	16%	
Interpreting Text	30%	60%	11%	85%	15%	
Critical Stance	N/A	N/A	N/A	82%	18%	

4th Grade Math

Students answered the following correct on open response and multiple choice:

Area	Open Response			Multiple Choice		
	D/P	A	N	Correct	Incorrect	Omit
Computation	46%	15%	38%	81%	19%	0
Measurement	46%	15%	38%	71%	28%	1
Geometry	71%	16%	13%	85%	15%	1
Data Analysis	N/A	N/A	N/A	82%	17%	1
Algebraic Ideas	67%	24%	10%	93%	7%	0

According to the 2007 KCCT: 5th Grade Reading/Lang. Arts

Students answered the following correct on open response and multiple choice:

Area	Open Response			Multiple Choice		
	D/P	A	N	Correct	Incorrect	Omit
Forming a Foundation	N/A	N/A	N/A	77%	23%	0
Developing Understanding	32%	52%	15%	77%	23%	0
Interpreting Text	22%	46%	32%	83%	17%	0
Critical Stance	N/A	N/A	N/A	72%	27%	1

5th Grade Math

Students answered the following correct on open response and multiple choice:

Area	Open Response			Multiple Choice		
	D/P	A	N	Correct	Incorrect	Omit
Computation	28%	35%	38%	67%	33%	0
Measurement	40%	27%	33%	62%	38%	0
Geometry	79%	15%	6%	71%	29%	0
Data Analysis	60%	28%	12%	72%	28%	0
Algebraic Ideas	37%	27%	36%	76%	24%	0

Forming a Foundation	N/A	N/A	N/A	94%	6%
Developing Understanding	65%	25%	10%	94%	6%
Interpreting Text	50%	45%	5%	95%	5%
Critical Stance	N/A	N/A	N/A	92%	8%

A4- By June 2008 – 4th Grade Math

Students will answer the following percent correct on KCCT ORQ by April 2008:

Area	Open Response			Multiple Choice	
	D/P	A	N	Correct	Incorrect
Computation	60%	35%	5%	91%	9%
Measurement	60%	35%	5%	90%	10%
Geometry	90%	6%	3%	95%	5%
Data Analysis	N/A	N/A	N/A	92%	8%
Algebraic Ideas	77%	18%	5%	100%	0%

A5- By June 2008 – 5th Grade Reading/Language Arts

Students will answer the following percent correct on KCCT ORQ by April 2008:

Area	Open Response			Multiple Choice	
	D/P	A	N	Correct	Incorrect
Forming a Foundation	N/A	N/A	N/A	87%	13%
Developing Understanding	60%	35%	5%	87%	13%
Interpreting Text	60%	35%	5%	93%	7%
Critical Stance	N/A	N/A	N/A	90%	10%

A6- By June 2008 – 5th Grade Math

Students will answer the following percent correct on KCCT ORQ by April 2008:

Area	Open Response			Multiple Choice	
	D/P	A	N	Correct	Incorrect
Computation	46%	28%	18%	90%	10%
Measurement	50%	37%	13%	80%	20%
Geometry	89%	11%	0%	81%	19%
Data Analysis	75%	20%	5%	80%	20%
Algebraic Ideas	47%	37%	16%	80%	20%

By June 2008-Writing (4th Grade Portfolios/ 5th Grade On-Demand)

Writing (4th Grade Portfolios/ 5th Grade On-Demand)

Students have the following score on the 2007 KCCT:

95.3

Students are projected to have the following score on KCCT Writing:

108

Science

Students answered the following correct on open response and multiple choice:

Area	Open Response			Multiple Choice		
	D/P	A	N	Correct	Incorrect	Omit
Physical	46%	22%	31%	86%	14%	0
Earth Space	50%	42%	8%	80%	20%	0
Biological	30%	42%	28%	86%	14%	0
Unifying Concepts	38%	38%	25%	86%	14%	0

Social Studies

Students answered the following correct on open response and multiple choice:

Area	Open Response			Multiple Choice		
	D/P	A	N	Correct	Incorrect	Omit
Gov. & Civics	18%	30%	52%	64%	36%	0
Culture & Soc.	N/A	N/A	N/A	76%	24%	0
Economics	52%	39%	10%	62%	38%	0
Geography	42%	32%	26%	59%	41%	0
Historic Persp.	27%	46%	27%	58%	42%	0

Arts and Humanities

Students answered the following correct on open response and multiple choice:

Area	Open Response			Multiple Choice		
	D/P	A	N	Correct	Incorrect	Omit
Structures	28%	51%	20%	72%	27%	0
Purposes	12%	53%	35%	66%	34%	1
Humanity	35%	59%	6%	70%	30%	0

Practical Living

Students answered the following correct on open response and multiple choice:

Area	Open Response			Multiple Choice		
	D/P	A	N	Correct	Incorrect	Omit
Health	N/A	N/A	N/A	70%	30%	0
Physical Education	N/A	N/A	N/A	80	20	0
Consumerism	N/A	N/A	N/A	76	24	0
Vocational Studies	N/A	N/A	N/A	77	22	1

A7- By June 2008 – Science

Students will answer the following percent correct on KCCT Open Response questions by April 2008:

Area	Open Response			Multiple Choice	
	D/P	A	N	Correct	Incorrect
Physical	68%	21	11%	96%	4%
Earth Space	70%	30	0%	90%	10%
Biological	50%	40	10%	96%	4%
Unifying Concepts	50%	40	10%	96%	4%

A8- By June 2008 – Social Studies Students will answer the following percent correct on KCCT Open Response questions by April 2008:

Area	Open Response			Multiple Choice	
	D/P	A	N	Correct	Incorrect
Gov. & Civics	40%	50%	10%	85%	15%
Culture & Society	N/A	N/A	N/A	90%	10%
Economics	75%	20%	5%	75%	25%
Geography	65%	25%	10%	70%	30%
Historical Perspect.	50%	40%	10%	80%	20%

A9- By June 2008 – Arts and Humanities

Students will answer the following percent correct on KCCT ORQ by April 2008:

Area	Open Response			Multiple Choice	
	D/P	A	N	Correct	Incorrect
Structures	40%	50%	10%	90%	10%
Purposes	40%	40%	20%	80%	20%
Humanity	50%	50%	0%	90%	10%

A10- By June 2008 – Practical Living

Students will answer the following percent correct on KCCT Open Response questions by April 2008:

Area	Open Response			Multiple Choice	
	D/P	A	N	Correct	Incorrect
Health	N/A	N/A	N/A	80%	20%
Physical Education	N/A	N/A	N/A	90%	10%
Consumerism	N/A	N/A	N/A	86%	14%
Vocational Studies	N/A	N/A	N/A	87%	13%

School-wide Objectives/Strategies/Activities [activity or strategic sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Persons	Start Date	End Date	Estimated Cost(s)	Fund Source(s)
All Objectives							
a.	Revise and align all curriculum across all levels with Core Content version 4.1	<i>Increase the percent of students performing at or above the proficient level on the KCCT Open Response Questions</i>	Teachers, PSA, Principal	August 2006	Ongoing	In-kind	PD
b.	Develop and implement curriculum map/ long range plans based on alignment in activity.		Teachers, PSA, Principal	August, 2006	Ongoing		PD
c.	Homeroom and Special Area teachers will collaborate with the PSA to model ORQs with students		Teachers, PSA	Ongoing	Ongoing		
d.	Homeroom and Special Area teachers will incorporate district Learning Checks into daily instruction and/or unit assessments in all areas		Teachers, PSA	Ongoing	Ongoing		
e.	Continue to develop and revise open response notebook developed by each grade level		Teachers, PSA	Ongoing	Ongoing		
f.	Develop a school wide plan to recognize students that score a 4 on their first try on open responses.		Teachers, PSA	Ongoing	Ongoing		
g.	Continue to implement small group and cooperative learning into analysis, interpretation, and answers of open responses.	Teachers, PSA	Ongoing	Ongoing			
h.	Continue to display high expectations with all students with the development and implementation scoring guides with all open responses	<i>Increase the percent of students performing at or above the proficient level on the KCCT Open Response Questions</i>	Teachers, PSA	Ongoing	Ongoing		
i.	Small group remediation for student not scoring 4s on open responses		Teachers, PSA	Ongoing	Ongoing		
j.	Core Content vocabulary used weekly and incorporated into open response answers		Teachers, PSA	Ongoing	Ongoing		
k.	Ongoing collaboration between Special Area teachers and regular classroom teachers for long-range plan development and/or revision	<i>Increase the percent of students performing at or above the proficient level on the KCCT Open Response Questions</i>	Teachers, PSA	Ongoing	Ongoing		

Objective Label Reading A1, A3, A5	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Sources
Improve parent involvement in reading	<ul style="list-style-type: none"> ✓ Reader's theatre performances and other reading related school performances to bring in more parents. Parent Guest Readers ✓ Increase the number of FRC family literacy nights. ✓ Hold family literacy nights at different locations in the surrounding neighborhoods. 	<i>Increase the percent of students performing at or above the proficient level on the KCCT Open Response Questions Reading</i>	Principal PSA Family Resource Center PTA Teachers SBDM	08/08	Ongoing	In-kind	PD
Increase culturally diverse texts	<ul style="list-style-type: none"> ✓ Purchase reading materials 		Principal PSA	06/08	Ongoing	\$3,000	SCIF Budget
Motivate students to want to read	<ul style="list-style-type: none"> ✓ PAWS Program 		Principal FRC Director	08/07	Ongoing	\$500	FRC
Celebrate proficiency in reading	<ul style="list-style-type: none"> ✓ AR School-wide Contests 		Principal Library Media Specialist	08/07	Ongoing	NA	NA
Provide reading intervention for struggling students	<ul style="list-style-type: none"> ✓ Read to Achieve Grants 		Read To Achieve Grant	08/07	Ongoing	\$69,000	RTA Grant

Objective Label Math A2, A4, A6	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Sources				
More intervention strategies for teachers	<ul style="list-style-type: none"> ✓ Send Math committee members to two day training focused on math intervention strategies. ✓ Train all faculty members on a variety of proven intervention strategies for students struggling in math ✓ Provide more intervention instruction 	<p style="text-align: center;"><i>Increase the percent of students performing at or above the proficient level on the KCCT Open Response Questions in Math</i></p>	<p>Math Coach Principal PSA Intervention Teacher</p>	08/08	Ongoing	\$2,000	PD				
Creating congruency in instruction and assessments. (formative and summative)	<ul style="list-style-type: none"> ✓ Provide math content academies for students in grades 3-5 which focus on deepening and extending learning and helps close achievement gaps. 		<p>Math Coach Principal PSA Intervention Teacher</p>					08/08	Ongoing	\$6,000	Title 1
Development of a Math enrichment program	<ul style="list-style-type: none"> ✓ Send teachers to more KCCT Math Academies ✓ Professional development on how to construct congruent open responses and multiple choice items 		<p>Math Coach Principal PSA Intervention Teacher</p>					08/08	Ongoing	In-kind	IAKSS

Objective Label Arts/ Humanities & Practical Living A9 & A10	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Sources
Increase student knowledge of Art Media	Invite parents, UK Art students and Artists in community to demonstrate various Art media for: Computer Pottery Jewelry	<i>Increase the percent of students performing at or above the proficient level on the KCCT Open Response Questions in Arts & Humanities</i>	Art Teacher	08/08	On-Going	\$1,000	Art Auction
Increase parent involvement in the after school enrichment program (Art, Music, Chorus & Fitness Club)	Invite parents to organize and plan fieldtrips for the clubs		Art Teacher, Music Teacher, PE Teacher	08/08	On-Going	N/A	N/A
Expand participation of student involvement in after school clubs	Invite teacher participation in the after school clubs to 2-5 grade		Club Sponsors Principal PSA	08/08	On-Going	N/A	N/A
Vertically align Practical Living content	Vertically alignment content for Practical Living across grade levels		Grade Level Team	08/08	On-Going	N/A	N/A

Objective Label Science A7	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Sources
Develop of list of building and district science resources (Delta kits) so that teachers are aware of resources available	Inventory all science resources in the building	<i>Increase the percent of students performing at or above the proficient level on the KCCT Open Response Questions in Science</i>	Principal PSA SAM	06/08	Ongoing	NA	NA
Increase the amount of hand on and experimental science projects in classrooms	Provide PD to teachers on using Delta science kits and the scientific process in units of study		Principal PSA Science Lab Teacher Lori Bowen	07/08	Ongoing	In-kind	IAKSS Science Specialist
Incorporate more high interest/ leveled science readers into our informational text curriculum	Purchase leveled science readers to accompany science units of study		Principal PSA Science Lab Teacher Lori Bowen	07/08	Ongoing	\$2,000	SCIF Budget Title 1
Increase the use of collaborative learning experiences in science and inquiry learning	Purchase software/licenses and train teachers on using Science Court within units of study		Principal PSA 4 th grade science teacher	08/08	Ongoing	\$1,500	SCIF Title 1 Supplemental Duty Fund
Provide more science enrichment activities	Implement after school science club for grades 3-5.						
Improve parent involvement in the science curriculum	Conduct fun science nights throughout the year		Science Teachers Principal PSA	08/08	Ongoing	\$1,000	FRC SCIF

Objective Label Writing	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Sources
Motivate students to write at distinguished levels through high interest projects i.e., Zambia project i.e., recycling project	✓ Provide professional development to teachers to use authentic inquiry based learning	<i>Increase the percent of students performing at or above the proficient level on the KCCT Open Response Questions in Writing</i>	Principal PSA	05/08	Ongoing	\$500	PD Budget Title I
Incorporate inquiry based learning throughout the curriculum	✓ Teachers will work with the PSA and Principal to incorporate inquiry into their units of study		Principal PSA	05/08	Ongoing	\$500	PD Budget Title I
Incorporate writing workshop into curriculum	✓ Provide professional development on using writing workshop		Principal PSA 5 th Grade Writing Teacher	05/08	Ongoing	\$500	PD Budget Title I
Build a school-wide writing program that focuses on idea development supports and forms of writing required on CATS	✓ Provide professional development on writing portfolio and on-demand		Principal PSA	05/08	Ongoing	\$200	PD Budget Title I
Increase celebrations of written work	Post student work on Writers of the World Wall in both primary and intermediate hallways		Principal PSA	05/08	Ongoing	NA	NA

Objective Label Social Studies A8	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Sources
Create Common Assessment at each grade level	Grade Level Teams create an Open Response Bank at each grade level and post on Sharepoint	<i>Increase the percent of students performing at or above the proficient level on the KCCT</i>	Grade Level Teams Principal PSA	08/08	Ongoing	In Kind	N/A
Vertical Alignment of Social Studies Content	Grade Level Teams create long range plans and core content units for Social Studies content	<i>Open Response Questions in Social Studies</i>	Grade Level Teams Principal PSA	08/08	Ongoing	In Kind	N/A
Increase stakeholder and community involvement in Social Studies Instruction	Community Helper Days Black History Program Invite community members to school to Read and share their career		Principal PSA	08/08	Ongoing	In Kind	N/A

Action Component: Equity to Improve Student Achievement

District Name: Fayette County Public Schools

Component Managers: Sandy Adams & Regina Dawson

School Name: Julius Marks Elementary

Date: January 31, 2008

Priority Need	Goal (Addresses the Priority Need)
<p>EQUITY:</p> <p>1. Based on the Spring 2007 Kentucky Performance Report:</p> <p>A. In the area of reading, African American students received scored an index of 89.3 and White students scored 105.4 resulting in a <u>16.1</u> achievement gap; 71% of African American students scored proficient or distinguished and 91% of Whites scored proficient or distinguished.</p> <p>B. In the area of Mathematics, African American students scored an index of 82.5 and Whites an index of 109 resulting in a <u>26.5</u> achievement gap which is considered quite significant; 49% of African American students scored proficient or distinguished and 85% of Whites scored proficient or distinguished.</p> <p>C. In the area of Science, African American students scored an index of 85 and White students scored 120.5 resulting in a <u>35.5</u> achievement gap which is considered quite significant; 53% of African American students scored proficient or distinguished and 97% of Whites scored proficient or distinguished. More notably 6% of African Americans scored distinguished with 56% of Whites scoring distinguished.</p> <p>D. In the area of Arts and Humanities, African American students scored an index of 77 and White students scored an index of 93.8 resulting in an achievement gap of <u>16</u> points; 32% of African American students scored proficient or distinguished and 70% of Whites scored proficient or distinguished.</p> <p>E. In the area of Practical Living and Vocational Studies, African American students scored an index of 87.4 and Whites scored an index of 104.8 resulting in an achievement gap of <u>17.4</u> points; 77% of African Americans scored proficient or distinguished and 89% of Whites scored proficient or distinguished.</p> <p>2. Based on the Spring 2007 Kentucky Performance Report:</p> <p>A. In the area of reading, Free/Reduced Lunch students scored an index of 93.8 and Non Free/Reduced Lunch students scored 106.5 resulting in an achievement gap of <u>12.7</u> points; 79% of Free/Reduced Lunch students scored proficient or distinguished and 95% of Not Free/Reduced Lunch students scored proficient or distinguished.</p> <p>B. In the area of math, Free/Reduced Lunch students scored an index of 91.2 and Non Free/Reduced Lunch students scored 110.4 resulting in an achievement gap of <u>19.2</u> points; 64% of Free/Reduced Lunch students scored proficient or distinguished and 85% of Not Free/Reduced Lunch students scored proficient or distinguished.</p> <p>C. In the area of science, Free/Reduced Lunch students scored an index of 119.9 and Non Free/Reduced Lunch students scored 100.5 resulting in</p>	<p>1. To work toward closing the gap between the number of African American and White students scoring in the Proficient and Distinguished range in Reading, Social Studies, Mathematics, Science, and Arts and Humanities on the KCCT assessment.</p> <p>2. To work toward closing the gap between the number of Free/Reduced Lunch Students and Non Free/Reduced Lunch Students scoring in the Proficient and Distinguished range in Reading, Social Studies, Mathematics, Science, and Arts and Humanities on the KCCT assessment.</p>

<p>an achievement gap of <u>19.4</u> points; 78% of Free/Reduced Lunch students scored proficient or distinguished and 92% of Not Free/Reduced Lunch students scored proficient or distinguished.</p> <p>D. In the area of social studies, Free/Reduced Lunch students scored an index of 76 and Non Free/Reduced Lunch students scored 92 resulting in an achievement gap of <u>16</u> points; 46% of Free/Reduced Lunch students scored proficient or distinguished and 62% of Not Free/Reduced Lunch students scored proficient or distinguished.</p> <p>E. In the area of arts and humanities, Free/Reduced Lunch students scored an index of 80.6 and Non Free/Reduced Lunch students scored 95.6 resulting in an achievement gap of <u>15</u> points; 54% of Free/Reduced Lunch students scored proficient or distinguished and 67% of Not Free/Reduced Lunch students scored proficient or distinguished.</p> <p>3. Based on observations our ESS and Enrichment programs needs to be more directly tied to the daily learning targets from each grade level.</p>	<p>3. A. Provide a highly focused ESS program that deepens and extends daily learning targets.</p> <p>3. B. Provide academic clubs in art, music, drama, science, and writing to deepen and extend daily learning targets.</p>
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Causes/Contributing Factors	Objective(s) with Measures of Success
<p>EQUITY:</p> <p>1. Based on observations and conversations among faculty and parents, not enough attention to individual student performance has been given in the past.</p> <p>2. Enrichment and ESS Programs have not tied directly to daily instruction/learning targets which students are held accountable.</p>	<p>1. A. Develop individualized Student Assistant Team plans that outline a plan of instructional intervention for struggling students.</p> <p>1. B. Incorporate mathematical and science reasoning journals.</p> <p>1. C. Provide more intervention services for targeted African American and Free and Reduced Lunch Students, i.e., ESS that provides engaging activities that further develop knowledge and understanding of grade level core content, i.e., daily work with intervention teachers in reading and math.</p> <p>1. D Classroom teachers will keep individual assessment data with tried interventions and evidence of student progress throughout the school year.</p> <p>1. E. Teachers will participate in regular student achievement conferences with the Principal and PSA. Student data and other evidence of learning will be the topic of discussion and further plans for individual student achievement will be developed.</p> <p>1. F. Track individual student achievement through Goal Calculator scores and indices input by teachers and PSA increasing the number African American and Free/Reduced Lunch students scoring proficient and distinguished by 10 percent.</p> <p>1. G. Conduct individual goal setting sessions with students.</p> <p>1. H. Conduct monthly student work analysis sessions that target clear and thorough understanding in responses.</p> <p>2. A. By Fall 2008, the ESS program will serve struggling students by aligning instruction directly with learning targets from classrooms. That way ESS depends and extends daily instruction.</p> <p>2. B. ESS Achievement will be monitored by learning checks where data is input into the learning goal calculator.</p> <p>2. C. Provide academic clubs in art, music, drama, science, and writing to deepen and extend daily learning targets.</p>

3. According to teachers and parents, the lack of past leadership led to decreased teacher accountability for student learning.

- 3. A. Teachers will keep track of "Watch List" students and develop an intervention plan for each. The plan will be monitored by the teacher, Principal, Intervention Teachers, and PSA as well as members of the SAT (Student Assistance Team).
- 3. B. Teachers will post their students' progress toward achievement goals outside classrooms.
- 3. C. Teachers will engage in achievement conferences with the Principal and PSA.
- 3. D. Teachers will follow learning targets created during weekly planning meetings with the PSA.

Action Component: Parent Involvement to Improve Student Achievement

District Name: Fayette County Public Schools

Component Managers: Sandy Adams & Regina Dawson

School Name: Julius Marks Elementary

Date: January 31, 2008

Goal	Strategy/Activity	Expected Impact in Terms of Progress & Success	Responsible Person	Start Date	End Date	Estimated Costs	Funding Source
<p>To increase parent/family involvement in their successful growth of their child's education, and social development within the school setting.</p>	<ul style="list-style-type: none"> ✓ The FRC will administer a survey in English to staff and parents bi-yearly to help determine school effectiveness. ✓ Julius Marks will maintain and update the school webpage providing information about parental involvement activities. ✓ The Family Resource Center and Social Worker will conduct home visits and act as a bridge between home and school to increase student attendance, to assist with family needs and suggest ways that parents can become more involved in school activities. ✓ A school handbook will be sent home in English at the beginning of each year with information regarding school procedures, expectations, etc. ✓ Parents will have the opportunity to attend at least 2 parent conferences per school year. ✓ The FRC will provide 	<p><i>To meet the needs of the children and family at Julius Marks Elementary.</i></p> <p><i>To create positive relationships between the school and the parents of the students in the school.</i></p>	<p>Principal FRC Director</p>	<p>08/08</p>	<p>Ongoing</p>		<p>Family Resource Grant</p>

	<p>transportation for families who are unable to attend conferences, ARC's and other school events.</p> <ul style="list-style-type: none">✓ The Family Resource Center will sponsor at least two Family Literacy/Math Nights each year.✓ The Family Resource Center will offer programs such as Pancakes with Pops, Grandparents Breakfast, etc.✓ Parents/Grandparents will be invited to attend school and eat with their child.✓ The Family Resource Center, teachers, and the office staff will send home English newsletters/flyers to students and parents.✓ Julius Marks will host a Volunteer Spotlight Night. Volunteers will be invited to attend a dinner and will be recognized for their hard work.✓ All Kindergarten parents/ students who enroll will receive a packet "Ways to Get Your Child Off to a Great Start in Kindergarten" prepared by the Family Resource Center and Kindergarten Staff.						
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