

NORTHERN ELEMENTARY SCHOOL

IMPROVEMENT PLAN 2011-2012

Our mission is to educate all students to demonstrate skills that promote individual well-being, life-long learning, and socially responsible decision-making.

SBDM Council Approval Date

Meredith Dunn, Principal

Teacher Representative	Julie Strange
Teacher Representative	Kevin Payne
Teacher Representative	Carrie Jackman
Parent Representative	Sara Spragens
Parent Representative	Alma Dunn

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

PLAN SUMMARY

Northern's school improvement plan centers around our Structures for Success. The activities included address the following "Big Four" questions: What do we expect our kids to learn, how will we know if they have learned it, how will we respond if they don't learn it and how will we respond if they already know it? Strategies and activities included in the plan are supported by a district-level walkthrough and student achievement data from 2009-10 Interim Progress Report as well as school student achievement data.

PROCESS SUMMARY

The planning and needs assessment team was comprised of our Lead Teachers (one per grade level and one from special areas), Instructional Coach, PSA and Principal. This group analyzed the spring 2009-10 Interim Performance Report in order to determine successes, needs and next steps for our school and students. Data was disaggregated based on ethnicity, income, identified disabilities and other variables including participation in ESS and the Gifted and Talented Program. Information from this data analysis, along with district walkthrough results and recommendations, was then used to develop a draft version of the CSIP. The draft was presented to the faculty, the Lead Teacher Committee, and to the SBDM council for review and input.

Priority needs, causes, goals and objectives were determined by faculty members and school administrators at various sessions throughout the 2010-11 school year. Goal setting took place with the entire staff in the fall. The Lead Teacher team, along with the administrative staff, reviewed all

cognitive and non-cognitive data in order to make informed decisions as to what strategies and activities should be included in the school's improvement plan.

The implementation of this plan will result in improved equity among all students at Northern and improved student achievement scores in all content areas. The climate will foster high expectations for all students, and teachers will implement best practice strategies during daily instruction. Evidence of rigor and congruence to Program of Studies will be evident in all teachers' lesson plans and direct instruction. Parents will be motivated, excited and involved in the educational process at Northern.

After all reviews by the faculty and SBDM council are complete, the leadership team will make necessary changes to this document and submit the plan for final approval. The CSIP is a "living document" and changes may be made throughout the next school year based on need.

COMMUNICATION PLAN

The Comprehensive School Improvement Plan (CSIP) and other important information will be shared with stakeholders by offering a variety of opportunities for information gathering and involvement in the annual review process. Stakeholders will be notified of opportunities through weekly school newsletters, PTA meetings, and SBDM meetings. Parents and community members are encouraged to participate in all aspects of school life, including volunteer opportunities, PTA meetings, parent/guardian conferences, school sponsored programs and SBDM council meetings.

Teachers, support staff and school administration will revisit, review and begin revision on the existing CSIP in the fall of 2011. Analysis of the most recent student achievement data will take place at that time. The revision process is ongoing as the needs of our students are constantly changing. Parents are welcome to attend any of these meetings.

SBDM council will review the existing CSIP in the fall of 2011, as well as the recommended revisions proposed by the staff. Parents are invited to the SBDM meetings as they are open and the public is welcome.

Information about our school will be available for visitors in the office waiting area. This information includes school policies, our most recent version of the School Report Card, current newsletters, scheduled meetings and other curriculum information.

Action Component Academic Achievement

District Name Fayette County

Component Manager Freda Asher

School Name Northern Elementary School

Date April 2011

Priority Need	Goal (Addresses the Priority Need)
<p>According to the Spring 2009-10 Interim Performance Report, the school's Transition index was 101. Two percent of the students in grade 3-5 were Novice in Reading, seven percent were Novice in Math, one and one half percent were Novice in Science, six percent were Novice in Social Studies, and one and one half percent were Novice in On-Demand Writing which indicates that some students have not attained a level of proficiency in one or more content areas.</p>	<p>By Spring 2012, the percentage of students at or above grade level on the state assessment in all content areas will be 85% or above.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>According to Spring 2009-10 KCCT results, Northern students are scoring below the proficient/distinguished level in the following areas: Reading: 18% below Math: 28% below Social Studies: 38% below Science: 23% below On-Demand Writing: 44% below</p>	<ol style="list-style-type: none"> 1. By May 2012, 90% of 3rd, 4th and 5th grade students will score proficient or distinguished in reading on the KCCT test. 2. By May of 2012, 85% of 3rd, 4th and 5th grade students will score proficient or distinguished in math on the KCCT test. 3. By May 2012, 85% of the 4th grade students will score proficient or distinguished in Science and 85% of the 5th grade students will score proficient or distinguished in Social Studies. 4. By May 2012, 85% of 5th grade students will score proficient on On-demand writing.

According to KCCT results in reading:

- 2% of 3rd graders scored Novice, 1% of 4th graders and 2% of 5th graders scored Novice.
- The mean score on open response questions was a 2.9 for 3rd grade, a 2.6 for 4th grade and a 2.6 for 5th grade. The mean score for multiple choice was 81% for 3rd grade, a 78% for 4th grade and a 75% for 5th grade.

According to KCCT results in math:

- 6% of 3rd graders, 7% of 4th graders and 12% of 5th graders scored Novice
- The mean score on open response questions was 2.4 for 3rd graders, 2.2 for 4th graders and 2.3 for 5th graders. The mean score for multiple choice was 79% for 3rd grade, 71% for 4th grade and 64% for 5th grade.

According to KCCT results in science:

- 3% of 4th graders scored Novice
- The mean score on open response questions was 2.2 and the mean score for multiple choice was 83%

According to KCCT results in social studies:

- 5% of 5th graders scored Novice
- The mean score on open response questions was 2.0 and the mean score for multiple choice was 74%.

According to KCCT results in On-Demand Writing:

- 2% of 5th graders scored Novice in On-Demand writing

Academic Achievement Component And Implementation & Impact Form

(2010-11 School Year)

Component Leader: Asher

Objective #_1_(Reading): By May 2012, 90% of 3rd, 4th and 5th grade students will score proficient or distinguished in reading on the KCCT test.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. Teachers will participate in weekly grade level meetings focusing on RTI identified students, job-embedded professional development, analyzing student work and developing rigorous authentic assessments (with sample 4's) in order to increase understanding of depth of knowledge and higher order thinking for the purpose of improving all student achievement and specifically SB 168 target groups.</p>	<p>Implementation: Weekly meeting agendas will be kept to document common instructional plans, student assessment results, and instructional modifications.</p> <p>Short-Term Measures of Success: Percentage of students scoring Proficient/Distinguished will increase as shown by weekly analysis of student performance on common reading assessments.</p> <p>Long-Term Measures of Success: 90% of all students will score proficient or distinguished in reading based on the MAP assessment</p>	<p>Principal, PSA, Instructional Coach, , teachers</p>	<p>August 2011-May 2012</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	
<p>B. Develop long range plans to correlate with Common Core Standards</p>	<p>Implementation: Professional development time will be provided to develop long range plans.</p> <p>Short-Term Measures of Success</p> <p>Grade levels will schedule 2 days in the summer to develop long range plans.</p>	<p>Teachers, Principal, PSA, Instructional Coach, PD chair</p>	<p>August 2011-May 2012</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	

	<p>Long-Term Measures of Success:</p> <p>Long range plans will reflect common core standards.</p>						
<p>C. Develop and align classroom assessments to correlate with common core standards.</p>	<p>Implementation: .Release days will provide time to work with grade levels.</p>	<p>Teachers, PSA, Instructional Coach, PD chair</p>	<p>August 2011-May 2012</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	
	<p>Short-Term Measures of Success: common assessments reflecting new standards.</p>						
	<p>Long-Term Measures of Success: Continued student achievement.</p>						
<p>D. Develop an implementation process for RTI.</p>	<p>Implementation: School wide RTI process will be established.</p>	<p>Teachers, PSA, Instructional Coach, Principal, Diagnostician, Facilitator Special education teachers, SAT team,</p>	<p>8/11-5/12</p>	<p>Funding for RTI coach and training</p>	<p>District</p>	<p>I</p>	
	<p>Short-Term Measures of Success: Further RTI training.</p>						
	<p>Long-Term Measures of Success: Successful interventions for students through an established plan.</p>						
<p>E. Develop plans to embed technology into regular curriculum.</p>	<p>Implementation: Technology committee will develop plan for professional development aligned to long range plans using new standards.</p>	<p>Teachers, Tech Leadership Team, PD committee</p>	<p>8/11-5/12</p>	<p>Funding for professional development</p>	<p>PD funds</p>	<p>I</p>	
	<p>Short-Term Measures of Success: Technology plans will be embedded in long range plans.</p>						

	Long-Term Measures of Success: Weekly plans will reflect integration of technology.						
F. Primary grades will have an uninterrupted 90 minute block for literacy instruction. Teachers will use a scientifically-researched based program for instruction. Identified struggling students will receive intervention from an intervention teacher.	Implementation: Primary teachers will teach an uninterrupted core literacy time which includes whole group and supplemental instruction. Identified students will receive intervention from an intervention teacher.	Teachers, Reading Intervention Teachers	8/10-5/11	Salaries for intervention teachers	District RFP funds	I	
	Short-Term Measures of Success: Percentage of students scoring benchmark on Grade and MAP will increase as the year progresses.						
	Long-Term Measures of Success: 90% of all students will score proficient or distinguished in reading based on the MAP assessment						

Objective # 2 (Math): By May 2012, 85% of 3 rd , 4 th and 5 th grade students will score proficient or distinguished in math on the KCCT test.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. Teachers will participate in weekly grade level meetings focusing on job-embedded professional development, analyzing student work and collaboration on developing rigorous authentic assessments (including model answers) and to increase understanding of depth of knowledge and higher order thinking for the purpose of improving all student achievement and specifically SB 168 target groups.</p>	<p>Implementation: Weekly agenda and minutes will be kept by the principal to document common instructional plans, student assessment results, and instructional modifications.</p>	<p>Principal, teachers, PSA, Instructional Coach</p>	<p>August 2011-May 2012</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	
	<p>Short-Term Measures of Success: Percentage of students scoring Proficient/Distinguished will increase as shown by weekly analysis of student performance on common math assessments.</p>						
	<p>Long-Term Measures of Success: 85% of all students will score proficient or distinguished in reading based on the MAP assessment</p>						
<p>B. Develop long range plans to correlate with Common Core Standards</p>	<p>Implementation: Professional development time will be provided to develop long range plans.</p>	<p>Principal, PSA, Instructional Coach, Teachers, PD Chair</p>	<p>August 2011-May 2012</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	
	<p>Short-Term Measures of Success</p> <p>Grade levels will schedule 2 days in the summer to develop long range plans.</p>						
	<p>Long-Term Measures of Success:</p> <p>Long range plans will reflect common core standards.</p>						
<p>C. Develop and align classroom assessments to correlate with common core standards.</p>	<p>Implementation: .Release days will provide time to work with grade levels.</p>	<p>Teachers, PSA, Instructional Coach, PD chair</p>	<p>August 2011-May 2012</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	
	<p>Short-Term Measures of Success: common assessments reflecting new standards.</p>						

	Long-Term Measures of Success: Continued student achievement.						
D. Develop an implementation process for RTI.	Implementation: School wide RTI process will be established.	Teachers, PSA, Instructional Coach, Principal, Diagnostician, Facilitator Special education teachers, SAT team,	8/11-5/12	Funding for RTI coach and training	District	I	
	Short-Term Measures of Success: Further RTI training.						
	Long-Term Measures of Success: Successful interventions for students through an established plan.						
E. Develop plans to embed technology into regular curriculum.	Implementation: Technology committee will develop plan for professional development aligned to long range plans using new standards.	Teachers, Tech Leadership Team, PD committee	8/11-5/12	Funding for professional development	PD funds	I	
	Short-Term Measures of Success: Technology plans will be embedded in long range plans.						
	Long-Term Measures of Success: Weekly plans will reflect integration of technology.						
F. Students in grades 1-5 will use the Successmaker Math program for 15 minutes everyday. Teachers will discuss individual progress with students, especially those who are identified as below level.	Implementation: Beginning in August 2011, selected 1st-5 th grade students will go to the computer lab daily to utilize the Successmaker math program for 15 minutes. This tutorial program differentiates for individual students and allows them to progress at their own speed and review necessary skills and concepts.	Teachers, principal, Computer Lab teacher	8/11-5/12	NA	NA	I	

	<p>Short-Term Measures of Success: Individual student reports will show a daily mastery of 80% or better. The percentage of student's scoring Proficient/Distinguished on monthly learning checks will increase.</p>						
	<p>Long-Term Measures of Success: : 85% of all students will score proficient or distinguished in reading based on the MAP assessment</p>						
<p>G. All grades will have a 90 minute block for math instruction. Teachers will use a scientifically-researched based program for instruction. Identified struggling students will receive intervention from a math intervention teacher.</p>	<p>Implementation: All teachers will teach an core math time which includes whole group and supplemental instruction. Identified students will receive intervention from a math intervention teacher.</p>	<p>Teachers, Math Intervention Teachers</p>	<p>8/11-5/12</p>	<p>Salaries for intervention teachers</p>	<p>District RFP funds</p>	<p>I</p>	
	<p>Short-Term Measures of Success: Percentage of students scoring benchmark on MAP will increase as the year progresses.</p>						
	<p>Long-Term Measures of Success: 85% of all students will score proficient or distinguished in reading based on the MAP assessment</p>						

Objective #_3_(Social Studies/Science): By May 2012, 85% of the 4th grade students will score proficient or distinguished in Science and 85% of the 5th grade students will score proficient or distinguished in Social Studies.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. . Teachers will participate in weekly grade level meetings focusing on job-embedded professional development, analyzing student work and collaboration on developing rigorous authentic assessments (including model answers) and to increase understanding of depth of knowledge and higher order thinking for the purpose of improving all student achievement and specifically SB 168 target groups.</p>	<p>Implementation: Weekly agenda and minutes will be kept by the principal to document common instructional plans, student assessment results, and instructional modifications.</p>	<p>Principal, teachers, PSA, Instructional Coach</p>	<p>August 2011-May 2012</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	
	<p>Short-Term Measures of Success: Percentage of students scoring Proficient/Distinguished will increase as shown by weekly analysis of student performance on common Science/SS assessments.</p>						
	<p>Long-Term Measures of Success: KCCT index will improve in Science to 110 and SS to 105 or higher. Number of students scoring P/D will increase while the number of students scoring Novice will decrease.</p>						
<p>C. Develop and align classroom assessments to correlate with common core standards</p>	<p>Short-Term Measures of Success Grade levels will schedule 2 days in the summer to develop long range plans</p>	<p>Teachers, PSA, Instructional Coach</p>	<p>August 2011-May 2012</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	
	<p>Long-Term Measures of Success: KCCT index will improve in Science to 110 and SS to 105 or higher. Number of students scoring P/D will increase while the number of students scoring Novice will decrease.</p>						
	<p>Implementation: Teachers will work collaboratively with grade level teams to create common flashbacks. Students will answer 4-5 short answer DOK 1 questions daily.</p>						

	<p>Short-Term Measures of Success: Students' scores on flashback quizzes will improve throughout the year. Students' scores on multiple choice items on KCCT-like assessments will increase.</p> <p>Long-Term Measures of Success: KCCT index in Science/SS will improve to 105 or higher. Number of students scoring P/D will increase while the number of students scoring Novice in will decrease.</p>						
<p>D. Classroom teachers will enter students' scores from monthly learning checks into the goal calculator. Data will be used to drive subsequent instruction.</p>	<p>Implementation: Teachers will assess students each month in science/SS using a KCCT-like assessment. The work will be scored and entered in the calculator. Results will be discussed at grade level meetings.</p> <p>Short-Term Measures of Success: Percentage of students scoring Proficient/Distinguished will increase as shown by analysis of student performance on common assessments.</p> <p>Long-Term Measures of Success: KCCT index will improve in Science to 110 and SS to 105 or higher. Number of students scoring P/D will increase while the number of students scoring Novice will decrease.</p>	<p>Teachers, principal, PSA, Instructional Coach</p>	<p>8/11-5/12</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	
<p>E. Teachers will use district Goal Setting document to set individual student goals for each student on the 2011-12 KCCT test. The goals will be communicated to students and revisited throughout the year.</p>	<p>Implementation: During two subsequent faculty meetings, teachers will use district goal setting documents to set individual and classroom goals. Teachers and members of leadership team will discuss supports needed to help teacher achieve the goals with the students. Goal setting documents will be revisited in January.</p>	<p>Teachers, principal</p>	<p>8/11-5/12</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	

	<p>Short-Term Measures of Success: Monthly learning check data will be compared to goal setting documents to check for student progress toward those goals. Student performance on learning checks should improve monthly.</p>						
	<p>Long-Term Measures of Success: KCCT index will improve in Science to 110 and SS to 105 or higher. Number of students scoring P/D will increase while the number of students scoring Novice will decrease.</p>						
<p>F. A Science Lab will be put in place for 3-5 grade students. The purpose of the lab is to provide students with concrete, hands-on experiences to help them internalize skills and concepts from those two content areas.</p>	<p>Implementation: Through Title I funds, the school will hire a teacher to run the Science lab. 2-5 grade students will go 3 times a week and participate in hands-on learning activities.</p>	<p>Teachers, Science Lab Teacher, Instructional Coach</p>	<p>8/11-5/12</p>	<p>Salary for certified teacher</p>	<p>School funds/ Title 1 funds</p>	<p>I</p>	
	<p>Short-Term Measures of Success: Monthly learning check data and weekly exit slips will show an increased mastery in the science and social studies concepts.</p>						
	<p>Long-Term Measures of Success: KCCT index will improve in Science to 110 and SS to 105 or higher. Number of students scoring P/D will increase while the number of students scoring Novice will decrease.</p>						

***Academic Component
Implementation & Impact Form***

<u>Component Leader: Brittany Forsythe, Art Teacher; Michelle Czepayha, Music; Freda Asher, PSA</u>							
Objective 4: To improve performance on A & H summative assessments.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Provide PD hours during the summer to utilize Ky. Program of Studies to develop standards based units including daily learning targets/outcomes, common assessments, and aligned teaching activities.	Implementation: Completion of PD hours collaborating to create standards based A & H units aligned with POS. Units are to include outcomes, common assessments, and aligned teaching activities.	A & H Specialists;	8/11–5/12		PD Fund, Northern Funds		
	Short-Term Measures of Success: Improved performance on A & H unit assessments.						
	Long-Term Measures of Success: Improved performance on A & H unit assessments.						
B. Incorporate A& H vocabulary into classroom vocabulary lists and word walls. (A & H teachers will provide classroom teachers with updated vocabulary lists throughout the year.)	Implementation: Incorporate A& H vocabulary into classroom vocabulary lists and word walls.	A & H Specialists	8/11–5/12				
	Short-Term Measures of Success: Increased performance on A & H unit assessments and FCPS Learning Checks.						
	Long-Term Measures of Success: Improved performance on A & H unit assessments.						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement

<p>C. Complete Program Review for A & H to determine areas of improvement for school planning.</p>	<p>Implementation: Complete Program Review for A & H for all four standards three times during the school year.</p> <p>Short-Term Measures of Success: Program review will enhance performance levels for students on A & H assessments.</p> <p>Long-Term Measures of Success: Increased performance on common assessments and/or culminating projects/performances.</p>	<p>A & H Specialists, PSA, Curriculum Coach, Principal</p>	<p>8/11-5/12</p>				
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***Academic Component
Implementation & Impact Form***

Component Leader: Tricia Crowe, Physical Education Teacher; Freda Asher, PSA

Objective 5: To improve student performance on practical living and career studies assessments.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. Provide PD hours during the summer to utilize Ky. Program of Studies to develop standards based units including daily learning targets/outcomes, common assessments, and aligned teaching activities.</p>	<p>Implementation: Completion of PD hours collaborating to create standards based Practical Living/Career Studies aligned with POS. Units are to include outcomes, common assessments, and aligned teaching activities.</p> <p>Short-Term Measures of Success: Increased performance on PL flashbacks and exit slips.</p> <p>Long-Term Measures of Success: Increased performance on PL formative and summative assessments.</p>	<p>PE Teacher</p>	<p>8/11– 5/12</p>				

	<p>Short-Term Measures of Success: Improved performance on PL flashbacks and exit slips based on Ky. Program of Studies.</p> <p>Long-Term Measures of Success: Increased performance on PL formative and summative assessments.</p>						
B. Complete Program Review for A & H to determine areas of improvement for school planning.	<p>Implementation: Complete Program Review for PL/CS for all four standards three times during the school year.</p>	PE Teacher	5/11-8/12				
	<p>Short-Term Measures of Success: Program review will enhance performance levels for students on formative and summative assessments.</p>						
	<p>Long-Term Measures of Success: Increased performance on PL formative and summative assessments.</p>						

***Academic Component
Implementation & Impact Form***

Component Leader: Freda Asher, Writing Cluster Leader

Objective 6: *To increase the percentage of students performing at the Proficient/Distinguished performance levels in writing on the 2012 state assessment while reducing the percentage of Novice scores.*

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
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<p>A. Continue to revise and implement Writing Policy, Writing Plan, and Writing Program per SB 1 guidelines and to evaluate the school's writing program using KDE's Writing Program Review.</p>	<p>Implementation: Revisions of Writing Policy, Writing Plan, and Writing Program to be submitted to SBDM by July of each year; Program Review completed 3 times per year.</p> <p>Short-Term Measures of Success: Improved performance on writing pieces.</p> <p>Long-Term Measures of Success: 80% of students will score proficient or above as measured by writing scoring rubrics/guides at each grade level; 80% of 4th & 5th grade students will score proficient on state assessments for on-demand writing.</p>	<p>PD Chair; Title I Lead Teacher; Writing Cluster Leader</p>	<p>6/11– 5/12</p>				
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement

<p>B. Provide information on <i>6+1 Traits of Writing</i> for writing instruction in grades K – 5 in an effort to identify a writing program.</p>	<p>Implementation: Orientation of lessons using <i>6 + 1 Traits of Writing</i> using common planning and expectations across grade levels.</p>	<p>PD Chair; Title I Lead Teacher; Writing Cluster Leader</p>	<p>8/11 – 5/12</p>				
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Months	Jan 12	Feb 12	Mar 12	Apr 12	May 12	Jun 12	July 12	Aug 11	Sept 11	Oct 11	Nov 11	Dec 11
<p>Academic Achievement Component</p>	<p>1-3E (Goal Setting Report)</p>	<p>1-3D (Data from LC/Calculators)</p>	<p>2,3F (Success-maker/ Science Lab Data)</p>	<p>1-3D (Data from LC/Calculators)</p>	<p>2,3F (Success-maker/ Science Lab Data)</p>				<p>1-3E (Goal Setting Report)</p>	<p>1-3D (Data from LC/Calculators)</p>	<p>2,3F (Success-maker/ Science Lab Data)</p>	<p>1-3D (Data from LC/Calculators)</p>

Action Component Equity

District Name Fayette County

Component Manager Stevens/Vogel

School Name Northern Elementary School

Date April 2011

Priority Need	Goal (Addresses the Priority Need)
<p>According to the Spring 2009-10 Interim Performance Report, there are gaps in academic performance in the following sub-populations: males and females, and African American vs. Caucasian students.</p> <p>Teachers and support staff indicate the need for continued support that will increase the awareness of different cultural learning styles and economic backgrounds. Training is needed to assist in the implementation of instructional strategies that will include and reach all student populations.</p>	<p>By Spring 2012, decrease the number of students performing at the novice level across all content areas, specifically targeting students who qualify for a targeted sub-population due to ethnicity, gender or economic background. All teachers will provide rigorous, core-content based instruction.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>According to Spring 2009-10 KCCT results in reading:</p> <ul style="list-style-type: none"> • A gap existed between females (87.50) and males (67.65) and Caucasian (58.33) and African Americans (84.85) at the 5th grade level. • A gap existed between Caucasians (72.22) and African Americans (82.86) and Hispanics (90.91) at 3rd grade level. <p>According to KCCT results in math:</p> <ul style="list-style-type: none"> • In 3rd grade a gap existed between Caucasians (72.22) and 	<ol style="list-style-type: none"> 1. The gap between the male students and female students in each content area and across all grade levels will be less than 5 points. 2. The gap between students Caucasian students and African American students will be less than 5 points in all content areas and across all grade levels.

African American (85.71)

- In 4th grade a gap existed between Hispanics (54.55) and African Americans (77.78) and Caucasians (80.00)
- There was a significant gap between males (55.88) and females (62.50) at the 5th grade level. A gap also existed between Caucasian (45.83) and African American (63.64)

According to KCCT results in science:

- 3% of the 4th graders scored Novice in science.
- A gap existed between Hispanics (45.45) and African Americans (77.78) and Caucasians (82.86)

According to KCCT results in social studies:

- 5% of the 5th graders scored Novice.
- A gap existed between Caucasian (50.00) and African American (63.64)

According to KCCT results in writing:

- 2% of the 5th graders scored Novice.
- A gap existed between males (44.12) and females (62.50).
- A gap existed between Caucasian (33.33) and African American (60.61)

Equity Component And Implementation & Impact Form

(2010-11 School Year)

Component Leader: Stevens, Vogel

Objective #_1_(high/low SES): The gap between the male students and female students in each content area and across all grade levels will be less than 5 points.

Objective #_2_(Caucasian vs. African American): The gap between Caucasian students and African American students will be less than 5 points in each content area across all grade levels.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. School will use Title 1 monies and school funds to create a Science lab that will be taught by a certified teacher. The supplemental, hands-on instruction will provide students with more opportunities to master science and social studies concepts.</p>	<p>Implementation: 3rd-5th grade students will go to the Science lab 2-3 times/week. The certified teacher will provide supplemental instruction in the areas of science and social studies. Her schedule will allow her to also pull small groups of identified students to reteach concepts that students have not mastered.</p>	<p>Principal, classroom teacher, Science lab teacher</p>	<p>August 2011-May 2012</p>	<p>\$47,718</p>	<p>Title 1 monies, school funds</p>	<p>I</p>	
	<p>Short-Term Measures of Success: A greater percentage of identified students will score Proficient/Distinguished on monthly learning checks.</p>						
	<p>Long-Term Measures of Success: The gap between identified subgroups will be less than 5 in both content areas on the spring 2011 KPR report.</p>						

<p>B. A Reading Intervention teacher will be hired to serve struggling students in the area of reading.</p>	<p>Implementation: Students' reading skills will be assessed in the fall and winter (MAP, GRADE,). Students showing the greatest need will qualify for daily intervention services in the area of reading (with a specific focus on sub-group students).</p>	<p>Instructional Coach, PSA, teachers, Intervention teacher</p>	<p>August 2011-May 2012</p>	<p>Salary for certified teacher</p>	<p>Title I funds</p>	<p>I</p>	
<p>C. An Instructional Coach will be on staff to monitor the reading and math instructional programs. She will provide professional development opportunities for teachers, assist in their planning and assessment development, and oversee the intervention program for struggling students.</p>	<p>Implementation: Students' reading skills will be assessed in the fall and winter (MAP, GRADE). Students showing the greatest need will qualify for daily intervention services in the area of reading (with a specific focus on sub-group students).</p>	<p>Instructional Coach, principal, classroom teachers</p>	<p>August 2011-May 2012</p>	<p>\$47,718</p>	<p>School funds</p>	<p>I</p>	
<p>Short-Term Measures of Success: Identified students will demonstrate progress on weekly and monthly reading assessments. A greater number of identified students will score proficient each month.</p>	<p>Long-Term Measures of Success: The gap between identified subgroups in reading will be less than 5 points.</p>	<p>Short-Term Measures of Success: Identified students will demonstrate progress on weekly and monthly reading assessments. A greater number of identified students will score proficient each month.</p>	<p>Long-Term Measures of Success: The gap between identified subgroups in reading will be less than 5 points.</p>				

<p>D. The Successmaker Math program will be used as an intervention for first through fifth grade students who are performing below grade level in math.</p>	<p>Implementation: Students will take the MAP test three times per year. First through fifth grade students who demonstrate that they are performing below the 25%ile will use the Successmaker program for an additional 10- 15 minutes daily.</p>	<p>Principal, classroom teachers, computer teacher</p>	<p>August 2011-May 2012</p>	<p>\$47,718</p>	<p>Reading First funds</p>	<p>I</p>	
<p>E. The Lexia Reading and Reading Plus computer programs will be used across all grade levels to help struggling students increase reading skills across all five components of reading.</p>	<p>Implementation: Identified students will use the software programs in their classrooms to improve targeted reading deficiencies. Students will use the program 20min./day three to five times per week.</p>	<p>Classroom teachers, Instructional Coach</p>	<p>8/11-5/12;</p>		<p>Title 1 funds</p>		
	<p>Short-Term Measures of Success: Identified students will demonstrate progress on weekly and monthly math assessments. A greater number of identified students will score proficient each month.</p>						
	<p>Long-Term Measures of Success: The gap between identified subgroups in math will be less than 10 points.</p>						
	<p>Short Term Measures of Success: Identified students will show progress during weekly and/or bi-monthly progress monitoring checks.</p>						
	<p>Long Term Measures of Success: The percentage of identified students scoring Benchmark and/or Proficient/Distinguished will increase by a minimum of 10%.</p>						

Months	Jan 12	Feb 12	Mar 12	Apr 12	May 12	Jun 12	July 12	Aug 11	Sept 11	Oct 11	Nov 11	Dec 11
Equity Component	1C/D (MAP Disaggregated Data Report) LLI monthly progress reports	LLI monthly progress reports	1F (Success-maker and Science Lab data) LLI monthly progress reports	LLI monthly progress reports	1C/D (MAP Disaggregated Data Report) LLI monthly progress reports	1F (Success-maker and Science Lab data)			LLI monthly progress reports	1C/D (MAP Disaggregated Data Report) LLI monthly progress reports	1F (Success-maker and Science Lab data) LLI monthly progress reports	LLI monthly progress reports

Action Component Parent Involvement

District Name Fayette County

Component Manager Ellen Shelton

School Name Northern Elementary School

Date April 2011

Priority Need	Goal (Addresses the Priority Need)
<p>According to the Spring 2009-10 Interim Performance Report, there are gaps in academic performance in the following sub-populations: students receiving free/reduced lunch vs. non-free/reduced lunch students, males and females, and African American vs. Caucasian students.</p> <p>There is a need for continued parental involvement and support, as it directly relates to improved academic achievement.</p>	<p>By Spring 2012, the school will reach a non-adjusted academic index goal of 105.0 or higher. School personnel will work to increase parent involvement/attendance by 10% over the previous year.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>The 2010-11 Title 1 survey indicated the following:</p> <ul style="list-style-type: none"> • 189 surveys were returned • 29% of the families that returned surveys indicated that they had not attended a Parent Involvement activity • 37% of the families who were unable to attend parent conferences indicated that different times for meetings were primary reason • 96% of families indicated that they had been in contact with their child's teacher by conference, phone, email or note • 85% of families indicated that they found Title I monthly newsletters helpful • 99% of families indicated they feel welcome at Northern 	<ol style="list-style-type: none"> 1. Parent participation in school events will increase 10% over the previous year. 2. 87% of Northern's parents/guardians will attend two conferences during the 2010-11 school-year.

Parental Involvement Component And Implementation & Impact Form

(2009-10 School Year)

Component Leader: Ellen Shelton

Objective #_1 and 2_: Parent participation in school events will increase 10% over the previous year. 87% of Northern’s parents/guardians will attend two conferences during the 2011-12 school-year.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. School will use Title 1 monies to host monthly parent involvement activities (showcases, literacy nights, PTA functions, Support groups, etc.). Agendas, invitations and sign-in sheets will be used as documentation for these activities.</p>	<p>Implementation: In addition to Conference Nights and Open House, each grade level will host one parent involvement activity over the course of the year. Parents will be given information on how to work with their students at home.</p>	<p>Title 1 Lead Teacher, classroom teachers</p>	<p>August 2011-May 2012</p>	<p>\$1918</p>	<p>Title 1 monies</p>	<p>I</p>	
	<p>Short-Term Measures of Success: Attendance at monthly parent activities will increase as compared to the previous year.</p>						
	<p>Long-Term Measures of Success: The increase in parent involvement will have a positive impact on student achievement scores.</p>						
<p>B. The school will sponsor two Conference Nights, one in the fall and one in the spring. Parents will come in and meet with teachers to obtain information on student progress and receive their child’s report card. Teachers will use parent contact logs to document conferences, phone calls and face-to-face contacts. A translator will be on hand to interpret for families</p>	<p>Implementation: Conference Nights will take place in October and March. Teachers will meet with parents and distribute 1st and 3rd period report cards.</p>	<p>Title 1 Lead teacher, teachers</p>	<p>August 2011-May 2012</p>	<p>\$500.00</p>	<p>Title 1 money</p>	<p>I</p>	
	<p>Short-Term Measures of Success: 87% of Northern’s families will attend at least one of the two conference nights as documented on Title 1 parent involvement logs.</p>						

<p>who need it.</p>	<p>Long-Term Measures of Success: The increase in parent involvement will have a positive impact on student achievement scores.</p>						
<p>C. School will continue to facilitate and expand the support groups implemented by the Title I School Social Worker (e.g., Hispanic parent support group and make/take workshops with an educational focus).</p>	<p>Implementation: Title I social worker will continue to facilitate monthly meetings with Spanish speaking families. Information is given to help the families support their children’s academic success.</p> <p>Short-Term Measures of Success: Attendance at monthly parent activities will increase as compared to the previous year.</p> <p>Long-Term Measures of Success: The increase in parent involvement will have a positive impact on student achievement scores.</p>	<p>Title I social worker, Title I lead teachers, Spanish Teacher</p>	<p>August 2011-May 2012</p>	<p>\$58,531</p>	<p>District Title I funds</p>	<p>I</p>	
<p>D. School will continue to send home weekly newsletter to provide families with upcoming school events and necessary information.</p>	<p>Implementation: Newsletter provided by office staff (PSA) every Friday.</p> <p>Short-Term Measures of Success: Attendance at monthly parent activities will increase as compared to the previous year.</p> <p>Long-Term Measures of Success: The increase in parent involvement will have a positive impact on student achievement scores.</p>	<p>Office staff</p>	<p>August 2011-May 2012</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	
<p>E. Northern will host an Orientation Night prior to the start of school in order to increase parent involvement and familiarize families with the school and its procedures.</p>	<p>Implementation: Orientation Night will take place in August prior to the start of school. Registration, class, and transportation information will be provided.</p>	<p>Leadership staff, classroom teachers, support staff</p>	<p>August 2011</p>	<p>\$200</p>	<p>Title I funds</p>	<p>I</p>	

	<p>Short-Term Measures of Success: Attendance at monthly parent activities will increase as compared to the previous year.</p>						
<p>F. Teachers will keep classroom websites updated and send home a weekly grade level newsletter.</p>	<p>Long-Term Measures of Success: The increase in parent involvement will have a positive impact on student achievement scores.</p>	<p>Teachers, school technology resource teacher</p>	<p>August 2011-May 2012</p>	<p>NA</p>	<p>NA</p>	<p>P</p>	
	<p>Implementation: Teachers will keep a classroom website updated. School technology teacher will help support teachers with this. Grade level teams will work collaboratively to get a weekly newsletter sent out.</p>						
	<p>Short-Term Measures of Success: Parents will be more informed of school/grade level activities. This information will be reflected in yearly Title 1 survey.</p>						
	<p>Long-Term Measures of Success: The increase in parent involvement will have a positive impact on student achievement scores.</p>						

Months	Jan 12	Feb 12	Mar 12	Apr 12	May 12	Jun 12	July 12	Aug 11	Sept 11	Oct 11	Nov 11	Dec 11
Parent Involvement Component				1A and 1B (Title 1 report)		1C (Report on parent support group meetings)		1E (Data/Info from Orientation Night)		1A and 1B (Title 1 report)		

