

NORTHERN ELEMENTARY SCHOOL

IMPROVEMENT PLAN 2008-09

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

Jane Gettler, Interim Principal

Teacher Representative	Julie Strange
Teacher Representative	Jamie White
Teacher Representative	Wendy Rogers
Parent Representative	James Fender
Parent Representative	Justin Nichols
Other	

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 December 2007 SACS accreditation and a February 2008 district walkthrough.

PROCESS SUMMARY

The planning and needs assessment team was comprised of our Lead Teachers (one per grade level and one from special areas), the Reading First Coach, Instructional Coach, PSA and Principal. This group analyzed the spring 2006-07 Kentucky 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 SACS and district walkthrough results, was then used to develop a draft version of the CSIP. The draft was presented to the faculty 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 07-08 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 on what strategies and activities to include 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' lessons. 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 2008. 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 2008, 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 Pam Shunk

School Name Northern Elementary School

Date Feb. 2008

Priority Need	Goal (Addresses the Priority Need)
<p>According to the Spring 2006-07 Kentucky Performance Report, the school's non-adjusted Accountability index was 87.9 and the percent Novice was 9.20 indicating that many students have not attained a level of proficiency in many content areas.</p>	<p>By Spring 2009, the non-adjusted Accountability Index of the Kentucky Performance Report will increase to 100.0 or greater and the percent Novice will be 7.0 or less by using school assessment data, state curriculum documents and school resources effectively.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>According to Spring 2006-07 KCCT results, Northern students are scoring below the proficient/distinguished level in the following areas: Reading: 32% below Math: 44% below Social Studies: 36% below Science: 37% below Writing Portfolio: 37% below On-Demand Writing: 42% below Arts & Humanities: 53% below PL/VS: 36% below</p>	<ol style="list-style-type: none"> 1. By May 2009, 85% of 3rd, 4th and 5th grade students will score proficient or distinguished in reading on the KCCT test. 2. By May of 2009, 70% of 3rd, 4th and 5th grade students will score proficient or distinguished in math on the KCCT test. 3. By May 2009, 80% of the 4th grade students will score proficient or distinguished in Science and 80% of the 5th grade students will score proficient or distinguished in Social Studies.

According to KCCT results in reading:

- 7% of 3rd graders scored Novice, 7% of 4th graders and 18% of 5th graders scored Novice.
- The mean score on open response questions was a 2.0 for 3rd grade, a 2.1 for 4th grade and a 1.9 for 5th grade. The mean score for multiple choice was 56% for 3rd grade, a 77% for 4th grade and a 53% for 5th grade.

According to KCCT results in math:

- 11% of 3rd graders, 15% of 4th graders and 14 % of 5th graders scored Novice
- The mean score on open response questions was 1.9 for 3rd graders, 1.6 for 4th graders and 2.5 for 5th graders. The mean score for multiple choice was 79% for 3rd grade, 78% for 4th grade and 66% for 5th grade.

According to KCCT results in science:

- 6% of 4th graders scored Novice
- The mean score on open response questions was 1.8 and the mean score for multiple choice was 78%

According to KCCT results in social studies:

- 10% of 5th graders scored Novice
- The mean score on open response questions was 2.0 and the mean score for multiple choice was 66%.

According to KCCT results in total writing:

- 1% of 4th graders scored Novice in portfolio writing
- 6% of 5th graders scored Novice in On-Demand writing

According to KCCT results Arts & Humanities:

- 25% of 5th graders scored Novice
- The mean score on open response questions was 2.0 and the mean score for multiple choice was 66%.

According to KCCT results in PLVS:

- 6% of 4th graders scored Novice-nonperformance
- 14% scored Novice
- The mean score for multiple choice was 65%

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Academic Achievement Component And Implementation & Impact Form

(2008-09 School Year)

Component Leader: Pam Shunk

Objective #_1_(Reading):

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. Staff members will participate in 2 days of curriculum alignment and planning for the 2008-09 school year. Teachers will work collaboratively to deconstruct standards, create learning targets and objectives for units of study.</p>	<p>Implementation: Using the combined curriculum documents and FCPS curriculum map, each grade level or special area teacher will begin to create standards-based objectives, learning targets and congruent lessons for each content area for the 2008-09 school year.</p>	<p>Principal, PSA, Instructional Coach, Reading First Coach, teachers</p>	<p>June 2008</p>	<p>NA</p>	<p>PD</p>		
	<p>Short-Term Measures of Success: A curriculum monitoring tool will be collected monthly at grade level meetings in order to monitor instructional progress and content coverage.</p>						
	<p>Long-Term Measures of Success: Monthly learning check data and curriculum monitoring tools will be used to assess progress at the end of the school year. Reading index on Learning Check data will improve monthly.</p>						
<p>B. Teachers will participate in weekly grade level meetings focusing on job-embedded professional development, analyzing student work and</p>	<p>Implementation: Weekly meeting agendas will be kept to document common instructional plans, student assessment results, and instructional modifications.</p>	<p>Principal, PSA, Instructional Coach, Reading First Coach,</p>	<p>August 2008-May 2009</p>	<p>NA</p>	<p>NA</p>		

<p>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>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: KCCT score will improve to a 110.0 or higher. Number of students scoring P/D will increase while the number of students scoring Novice in reading will decrease.</p>	<p>teachers</p>					
<p>C. Teachers will post agendas and Learning Targets in their classrooms so that students will know what the daily expectations are. Teachers will create exit slips to assess mastery of concepts taught each day.</p>	<p>Implementation: Teachers will work collaboratively with grade level teams to create learning targets and exit slips.</p> <p>Short-Term Measures of Success: Daily exit slips will indicate mastery of concepts taught. Percentage of students scoring P/D on monthly reading learning checks will increase.</p> <p>Long-Term Measures of Success: KCCT score will improve to a 110.0 or higher. Number of students scoring P/D will increase while the number of students scoring Novice in reading will decrease.</p>	<p>Teachers, PSA, Instructional Coach, Reading First Coach</p>	<p>August 2008-May 2009</p>	<p>NA</p>	<p>NA</p>		
<p>D. Teachers will create reading flashbacks to be used daily with students in order to recycle previously learned content. By being in a state of constant review, students will retain more information from previously taught lessons.</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>Teachers, PSA, Instructional Coach, Reading First Coach</p>	<p>August 2008-May 2009</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	

	<p>Long-Term Measures of Success: KCCT score will improve to a 110.0 or higher in reading. Number of students scoring P/D will increase while the number of students scoring Novice in reading will decrease.</p>						
<p>E. Our reading ESS will focus on our identified gap students who are below proficiency in reading. Teachers will consult with district reading specialists and Title1 staff in order to identify specific intervention strategies and materials to be utilized during instruction.</p>	<p>Implementation: School will use a daytime waiver in order to hire an additional staff member to work with small groups of struggling students throughout the day.</p>	<p>Principal, Teachers, ESS Coordinator, Title staff</p>	<p>September 2008 -May 2009</p>	<p>Salary</p>	<p>ESS Funds</p>		
	<p>Short-Term Measures of Success: Identified students will show improvement on monthly learning checks. The percentage of identified students scoring proficient on learning checks will rise each month.</p>						
	<p>Long-Term Measures of Success: KCCT score will improve to a 110.0 or higher in reading. Number of students scoring P/D will increase while the number of students scoring Novice in reading will decrease</p>						
<p>F. Classroom teachers will enter students' scores from monthly reading learning checks into the goal calculator. Data will be used to drive subsequent instruction.</p>	<p>Implementation: Teachers will assess students each month in reading 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>Teachers, PSA, Instructional Coach, Principal, Reading First Coach</p>	<p>8/08-5/09</p>	<p>NA</p>	<p>NA</p>		
	<p>Short-Term Measures of Success: Percentage of students scoring Proficient/Distinguished will increase as shown by analysis of student performance on common reading assessments.</p>						

	<p>Long-Term Measures of Success: KCCT score will improve to a 110.0 or higher in reading. Number of students scoring P/D will increase while the number of students scoring Novice in reading will decrease</p>						
<p>G. Teachers will use district Goal Setting document to set individual student goals for each student on the 2008-09 KCCT test. The goals will be communicated to students and revisited throughout the year.</p>	<p>Implementation: In October, 3rd -5th teachers will meet with the principal to review the goal setting documents. Teachers and principal will discuss supports needed to help teacher achieve the goals with the students. Goal setting documents will be revisited in January.</p>	Teachers, principal	8/08-5/09	NA	NA		
	<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 score will improve to a 110.0 or higher in reading. Number of students scoring P/D will increase while the number of students scoring Novice in reading will decrease</p>						
<p>H. Primary grades will have an uninterrupted 90 minute block for literacy instruction. Teachers will use a scientifically-researched base program for instruction. Identified struggling students will receive intervention from an intervention teacher.</p>	<p>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.</p>	Teachers, Reading First Coach, Reading First intervention teacher	8/08-5/09	Salaries for Coach and intervention teacher	Reading First funds		
	<p>Short-Term Measures of Success: Percentage of students scoring benchmark on Grade and Dibels will increase as the year progresses.</p>						

Long-Term Measures of Success:
KCCT score will improve to a 110.0 or higher in reading. Number of students scoring P/D will increase while the number of students scoring Novice in reading will decrease.



Objective # 2 (Math):							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. Staff members will participate in 2 days of curriculum alignment and planning for the 2007-08 school year.</p>	<p>Implementation: Using the combined curriculum documents and FCPS curriculum map, each grade level or special area teacher will have standards-based objectives and congruent instructional strategies and activities for each content area for the 2008-09 school year.</p>	<p>Principal, PSA, Instructional Coach, teachers</p>	<p>June 2008</p>	<p>NA</p>	<p>NA</p>		
	<p>Short-Term Measures of Success: A curriculum monitoring tool will be collected monthly at grade level meetings in order to monitor instructional progress.</p>						
	<p>Long-Term Measures of Success: Monthly learning check data and curriculum monitoring tools will be used to assess progress at the end of the school year. Learning Check data will improve monthly in each content area.</p>						
<p>B. 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 sample 4's) 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</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 2008-May 2009</p>	<p>NA</p>	<p>NA</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>groups.</p>	<p>Long-Term Measures of Success: KCCT score will improve to a 95.0 or higher. Number of students scoring P/D will increase while the number of students scoring Novice in math will decrease.</p>						
<p>C. Our math ESS will focus on our identified gap students who are below proficiency in math. Teachers will consult with district math specialist and Title 1 staff to identify intervention strategies and materials to be utilized during instruction.</p>	<p>Implementation: School will use a daytime waiver in order to hire an additional staff member to work with small groups of struggling students throughout the day.</p>	<p>Principal, ESS coordinator, Title 1 staff, teachers</p>	<p>August 2008-May 2009</p>	<p>Salary for ESS teacher</p>	<p>ESS funds/ Title 1 funds</p>		
	<p>Short-Term Measures of Success: Identified students will show improvement on monthly learning checks. The percentage of identified students scoring proficient on learning checks will rise each month.</p>						
	<p>Long-Term Measures of Success: KCCT score will improve to a 95.0 or higher in math. Number of students scoring P/D will increase while the number of students scoring Novice in math will decrease.</p>						
<p>D. Teachers will post agendas and Learning Targets in their classrooms so that students will know what the daily expectations are. Teachers will create exit slips to assess mastery of concepts taught each day.</p>	<p>Implementation: Teachers will work collaboratively with grade level teams to create learning targets and exit slips.</p>	<p>Principal, PSA, Instructional Coach, Teachers</p>	<p>August 2008-May 2009</p>	<p>NA</p>	<p>NA</p>		
	<p>Short-Term Measures of Success: Daily exit slips will indicate mastery of concepts taught in daily lessons. Percentage of students scoring P/D on monthly learning checks will increase each month.</p>						
	<p>Long-Term Measures of Success: KCCT score will improve to a 95 or higher. Number of students scoring P/D will increase while the number of students scoring Novice in math will decrease.</p>						

<p>E. Teachers will create math flashbacks to be used daily with students in order to recycle previously learned content. By being in a state of constant review, students will retain more information from previously taught lessons.</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>Teachers, PSA, Instructional Coach</p>	<p>August 2008-May 2009</p>	<p>NA</p>	<p>NA</p>			
<p>F. Classroom teachers will enter students' scores from monthly math learning checks into the goal calculator. Data will be used to drive subsequent instruction.</p>	<p>Implementation: Teachers will assess students each month in math 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>Teachers, principal</p>	<p>8/08-5/09</p>	<p>NA</p>	<p>NA</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 score will improve to a 95.0 or higher. Number of students scoring P/D will increase while the number of students scoring Novice in math will decrease.</p>	<p>Short-Term Measures of Success: Percentage of students scoring Proficient/Distinguished will increase as shown by analysis of student performance on common math assessments.</p>	<p>Long-Term Measures of Success: KCCT score will improve to a 95.0 or higher in math. Number of students scoring P/D will increase while the number of students scoring Novice in math will decrease</p>					

<p>G. Teachers will use district Goal Setting document to set individual student goals for each student on the 2008-09 KCCT test. The goals will be communicated to students and revisited throughout the year.</p>	<p>Implementation: In October, 3rd-5th grade teachers will meet with the principal to review the goal setting documents. Teachers and principal will discuss supports needed to help teacher achieve the goals with the students. Goal setting documents will be revisited in January.</p>	Teachers, principal	8/08-5/09	NA	NA		
	<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 score will improve to a 95.0 or higher in math. Number of students scoring P/D will increase while the number of students scoring Novice in math will decrease.</p>						
<p>H. Staff will participate in 9 hours of Everyday Math training with the 3rd edition materials.</p>	<p>Implementation: Staff will participate in 3 hours of training in June so as to acclimate teachers to the new 3rd edition materials. Monthly follow-up sessions after school during faculty meetings will provide reinforcements for the program and enable teachers to work collaboratively to plan lessons and develop assessments.</p>	Teachers, principal	8/08-5/09	NA	NA		
	<p>Short-Term Measures of Success: Monthly learning check data will improve in the area of math. The percentage of students scoring P/D will increase each month.</p>						
	<p>Long-Term Measures of Success: KCCT score will improve to a 95.0 or higher in math. Number of students scoring P/D will increase while the number of students scoring Novice in math will decrease.</p>						

Objective # 3 (Social Studies/Science):							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. Staff members will participate in 2 days of curriculum alignment and planning for the 2007-08 school year.</p>	<p>Implementation: Using the combined curriculum documents and FCPS curriculum map, each grade level or special area teacher will have standards-based objectives and congruent instructional strategies and activities for each content area for the 2008-09 school year.</p>	<p>Principal, PSA, Instructional Coach, teachers</p>	<p>June 2008</p>	<p>Stipends for teachers on one of the June 2008 planning days</p>	<p>PD</p>		
	<p>Short-Term Measures of Success: A curriculum monitoring tool will be collected monthly at grade level meetings in order to monitor instructional progress.</p>						
	<p>Long-Term Measures of Success: Monthly learning check data and curriculum monitoring tools will be used to assess progress at the end of the school year. Learning Check data will improve monthly in each content area.</p>						
<p>B. 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 sample 4's) 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 2008-May 2009</p>	<p>NA</p>	<p>NA</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 in Science/SS will improve by 10 points or more. Number of students scoring P/D will increase while the number of students scoring Novice will decrease.</p>						

<p>C. Teachers will post agendas and Learning Targets in their classrooms so that students will know what the daily expectations are. Teachers will create exit slips to assess mastery of concepts taught each day.</p>	<p>Implementation: Teachers will work collaboratively with grade level teams to create learning targets and exit slips.</p> <p>Short-Term Measures of Success: Daily exit slips will indicate mastery of concepts taught in daily lessons. Percentage of students scoring P/D on monthly learning checks will increase each month.</p> <p>Long-Term Measures of Success: KCCT index in Science/SS will improve by 10 points or more. Number of students scoring P/D will increase while the number of students scoring Novice will decrease.</p>	<p>Principal, PSA, Instructional Coach, Teachers</p>	<p>August 2008-May 2009</p>	<p>NA</p>	<p>NA</p>	
<p>D. Teachers will create flashbacks to be used daily with students in order to recycle previously learned content. By being in a state of constant review, students will retain more information from previously taught lessons.</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 by 10 points or more. Number of students scoring P/D will increase while the number of students scoring Novice in will decrease.</p>	<p>Teachers, PSA, Instructional Coach</p>	<p>August 2008-May 2009</p>	<p>NA</p>	<p>NA</p>	
<p>E. 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 math 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>Teachers, principal</p>	<p>8/08-5/09</p>	<p>NA</p>	<p>NA</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>F. Teachers will use district Goal Setting document to set individual student goals for each student on the 2008-09 KCCT test. The goals will be communicated to students and revisited throughout the year.</p>	<p>Implementation: In October, 3rd-5th grade teachers will meet with the principal to review the goal setting documents. Teachers and principal 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>8/08-5/09</p>	<p>NA</p>	<p>NA</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 in Science/SS will improve by 10 points or more. Number of students scoring P/D will increase while the number of students scoring Novice will decrease.</p>						
<p>G. A Science/Social Studies 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 an RFP, the school will hire a teacher to run the Science/SS lab. 3-5 grade students will go 3 times a week and participate in hands-on learning activities.</p>	<p>Teachers, SS/Science Lab Teacher, Instructional Coach</p>	<p>8/08-5/09</p>	<p>\$47,786</p>	<p>RFP funds</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.						
Long-Term Measures of Success: KCCT index will improve in Science/SS by 10 points or more. Number of students scoring P/D will increase while the number of students scoring Novice will decrease.						

Action Component Equity

District Name Fayette County

Component Manager Carter/Rogers/Brooks

School Name Northern Elementary School

Date Feb. 2008

Priority Need	Goal (Addresses the Priority Need)
<p>According to the Spring 2006-07 Kentucky Performance Report, there are gaps in academic performance in the following sub-populations: students with identified disabilities vs. students with no identified disability, students receiving free/reduced lunch vs. non-free/reduced lunch students, 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 2009, 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, disability 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 2006-07 KCCT results in reading:</p> <ul style="list-style-type: none"> • A gap existed between students receiving free/reduced lunch prices and those that did not at the 3rd and 4th grade levels (14 point difference with low SES students lagging behind). • Females significantly outperformed males at the 4th and 5th grade levels. • Students with disabilities had an index of 59.1 at the 5th grade level while students without a disability had an index of 87.8. 	<ol style="list-style-type: none"> 1. The gap between the free/reduced lunch students and non-free/reduced lunch students in each content area will be less than 10 points. 2. The gap between students with disabilities and without disabilities will be less than 10 points in each content area.

According to KCCT results in math:

- There was a significant gap between free/reduced (82) and non-free/reduced lunch (104) students at the 4th grade level.
- There was a significant gap between students with a disability (49.9) and without a disability (89.2) at the 5th grade level.

According to KCCT results in science:

- There was a significant gap between free/reduced lunch students (87.2) and non-free/reduced lunch students (104.3).

According to KCCT results in social studies:

Several gaps existed within this content area:

- Females (94.1) vs. Males (79.7)
- White (97.3) vs. AA (84.9)
- Free/reduced lunch (82.6) vs. non-free/red. (95.3)
- Students with disability (52.5) vs. non-disabled (91.0)

According to KCCT results Arts & Humanities:

The following gaps existed within this content area:

- Females (87.6) vs. Males (68.6)
- White (93.6) vs. AA (76.0)
- Free/reduced lunch (70.4) vs. non-free/red. (94.3)

According to KCCT results in PLVS:

The following gaps existed within this content area:

- White (88.6) vs. AA (75.0)
- Non-free/red. (96.0) vs. free/reduced lunch (75.4)

Academic Achievement Component And Implementation & Impact Form

(2008-09 School Year)

Component Leader: Carter, Rogers, Brooks

Objective #_1_(high/low SES):

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. School will use Title 1 monies and district RFP monies to reduce class size thus enabling teachers to meet the needs of individual students.</p>	<p>Implementation: Class sizes will be less than 20 students thus allowing for direct, explicit and systematic instruction that will improve student achievement in all content areas for low SES students.</p>	<p>Principal, Title 1 Lead Teacher, classroom teachers</p>	<p>August 2008-May 2009</p>	<p>\$47,786</p>	<p>RFP monies, Title 1 monies</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 free/reduced lunch students and non-free reduced lunch students will be less than 10 in all content areas on the spring 2008 KPR report.</p>						
<p>B. 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 (PAS, GRADE, DIBELS, SRI). Students showing the greatest need will qualify for daily intervention services in the area of reading.</p>	<p>Reading First Coach, Instructional Coach, PSA, teachers, Intervention teacher</p>	<p>August 2008-May 2009</p>	<p>\$47,786</p>	<p>Title 1 money, Reading First funds</p>		
	<p>Short-Term Measures of Success: Identified students will demonstrate progress on monthly reading assessments. A greater number of identified students will score proficient each month.</p>						

	<p>Long-Term Measures of Success: The gap between free/reduced lunch students and non-free/reduced lunch students in reading will be less than 10 points.</p>						
<p>C. Staff will participate in the development and implementation of a school-wide behavior model and bully intervention program.</p>	<p>Implementation: Staff will develop a school-wide behavior model and bully intervention plan. Plans will be used to handle disciplinary issues for the school year.</p>	<p>Principal, staff and teachers</p>	<p>Summer 2008</p>	<p>NA</p>	<p>NA</p>		
	<p>Short-Term Measures of Success: Reduction in behavior referrals to the office and an increase in student achievement data.</p>						
	<p>Long-Term Measures of Success: Academic index for 2008-09 school year will be 100.0 or greater.</p>						

Objective # 2 (disability/no disability):							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><u>A</u> School will use Title 1 monies and district RFP monies to reduce class size thus enabling teachers to meet the needs of individual students.</p>	<p>Implementation: Class sizes will be less than 20 students thus allowing for direct, explicit and systematic instruction that will improve student achievement in all content areas for students with disabilities.</p>	<p>Principal, Title 1 Lead Teacher, classroom teachers, special education teachers</p>	<p>August 2008-May 2009</p>	<p>\$47,786</p>	<p>Title 1 monies, RFP monies</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 students with disabilities and students without disabilities will be less than 10 points in all content areas.</p>						
<p><u>B.</u> School will provide a collaborative model for special education students so that they can receive the majority of their instruction in the regular education classroom with the support of a special education teacher.</p>	<p>Implementation: One teacher at each grade level will serve as the collaborative teacher. Identified special education students at each grade level will be placed in those classrooms. Administration will support those classrooms through scheduling with special education staff in order to provide adequate support for the students.</p>	<p>Principal, PSA, Instructional Coach, teachers, special education staff</p>	<p>August 2008-May 2009</p>	<p>NA</p>	<p>NA</p>		
	<p>Short-Term Measures of Success: A greater percentage of identified students will score Proficient/Distinguished on monthly learning checks and Winter & Spring PAS testing.</p>						
	<p>Long-Term Measures of Success: The gap between students with disabilities and students without disabilities will be less than 10 points in all content areas.</p>						

<p>C. Our ESS will focus on our identified gap students who are below proficiency in math and reading. Teachers will consult with district specialists and Title 1 staff to identify intervention strategies and materials to be utilized during instruction.</p>	<p>Implementation: School will use a daytime waiver in order to higher an additional staff member to work with small groups of struggling students throughout the day.</p>	<p>Principal, ESS teacher, special education staff, Title 1 staff</p>	<p>8/08-6/09</p>	<p>Salary for ESS teacher</p>	<p>ESS funds/ Title 1 funds</p>	<p></p>
	<p>Short-Term Measures of Success: Identified students will show improvement on monthly learning checks. The percentage of identified students scoring proficient on learning checks will rise each month.</p>					
	<p>Long-Term Measures of Success: The gap between students with disabilities and students without disabilities will be less than 10 points in all content areas.</p>					

Action Component Parent Involvement

District Name Fayette County

Component Manager FRC Director

School Name Northern Elementary School

Date Feb. 2008

Priority Need	Goal (Addresses the Priority Need)
<p>According to the Spring 2006-07 Kentucky Performance Report, there are gaps in academic performance in the following sub-populations: students with identified disabilities vs. students with no identified disability, 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 2009, the school will reach a non-adjusted academic index goal of 100.0 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 2006-07 Title 1 survey indicated the following:</p> <ul style="list-style-type: none"> • 297 surveys were returned • 20% of the families that returned surveys indicated that they had not attended a Parent Involvement activity • 94% of the families indicated that they would like the meetings/activities held after school or in the evenings • 49% of the families who were unable to attend school functions indicated that work conflicts were the primary reason 	<ol style="list-style-type: none"> 1. Parent participation in school events will increase 10% over the previous year. 2. 85% of Northern's parents/guardians will attend two conferences during the 2008-09 school year.

Academic Achievement Component And Implementation & Impact Form

(2008-09 School Year)

Component Leader: FRC Director

Objective # 1 and 2 :

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 2008-May 2009</p>	<p>\$2000</p>	<p>Title 1 monies</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. The schools non-adjusted academic index will be 100.0 or higher in 2008.</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</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 2008-May 2009</p>	<p>\$500</p>	<p>Title 1 money</p>		

<p>progress and receive their child's report card. Teachers will use parent contact logs to document conferences, phone calls and face-to-face contacts.</p>	<p>Short-Term Measures of Success: 85% of Northern's families will attend at least one of the two conference nights as documented on Title 1 parent involvement logs.</p>						
<p>C. School will continue to facilitate and expand the support groups implemented by the Title1 School Social Worker (e.g. grandparent support group, Hispanic parent support group, and make/take workshops with an educational focus).</p>	<p>Implementation: Title 1 social worker will continue to facilitate monthly meetings with grandparents and Spanish speaking families. Information is given to help the families support their children's academic success.</p>	<p>Title 1 social worker, Title 1 lead teachers, Spanish Teacher</p>	<p>August 2008-May 2009</p>	<p>\$ school funds for social workers salary</p>	<p>Title 1 funds</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>Office staff</p>	<p>August 2008-May 2009</p>	<p>NA</p>	<p>NA</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. The school's non-adjusted academic index will be 100.0 or higher in 2008.</p>						
<p>E. Northern will host an Orientation Night prior to the start of school in order to increase parent involvement and acclimate families to 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>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. The school's non-adjusted academic index will be 100.0 or higher in 2008.</p>	<p>Leadership staff, classroom teachers, support staff</p>	<p>August 2008</p>	<p>\$</p>	<p>Title 1 funds</p>		
<p>F. Teachers will keep classroom websites updated and send home a weekly grade level newsletter.</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. The school's non-adjusted academic index will be 100.0 or higher in 2008.</p>	<p>Teachers, school technology resource teacher</p>	<p>August 2008-May 2009</p>	<p>NA</p>	<p>NA</p>		

