

## Rosa Parks Elementary School Improvement Plan Executive Summary 2008

### **Plan Summary:**

The Comprehensive School Improvement Plan (CSIP) for Rosa Parks Elementary focuses on student achievement in all areas for all students. Our plan consists of three components: Instruction/Achievement, Equity, and Parent Involvement. Our goals are to increase KCCT scores, reduce the number of novice students, and reduce the achievement gap between all students. In addition to implementing strategies/activities and receiving professional development, we need the support of parents to successfully meet these goals.

### **Process Summary:**

**Mission statement** – Our mission statement was reviewed by our school community in January of 2008. Our statement reads:

***Knowing all students can achieve and succeed, the staff of Rosa Parks Elementary shares the responsibility to educate all students in a positive, safe, and challenging learning environment in order to develop life-long learners who appreciate and respect individual differences.***

**Needs assessment process** – The needs assessment teams were formed from the current SBDM standing committees, which include Reading, Math, Science, Social Studies, Arts and Humanities/Practical Living, Writing, School/Community/Safety and Technology/Budget. Each committee was represented by parents and certified staff. All classified staff is invited to participate on committees. Each committee focused on gathering, disaggregating, and analyzing data in each area of the Kentucky Performance Report, reviewing the current SIP, and prioritizing needs. The faculty, staff and school community then established goals and developed strategies and activities, which were reviewed, revised, and approved by all stakeholders. This process took place prior to final approval by the SBDM School Council. *The CSIP will be presented to the public and approved by the SBDM School Council.*

**Achievement Gaps** – Gap targets were identified and strategies developed between October 2007 and January 2008. The data and strategies were reviewed in conjunction with the development of the SIP. The timeline for closing all gaps remains 2014.

**Public meeting to review plan** – *The CSIP will be presented to the public and approved by the SBDM School Council.*

**Council approval of plan** – *The SBDM council discussed and reviewed the plan's progress. Final approval of the plan and budget will take place in January.*

**Evaluation of plan** – The plan is evaluated using long and short term measures of success as noted in the component section of the plan. Evaluation of the plan is on-going. Stakeholders' feedback, student work, and formal and informal assessments, all contribute to the plan's evaluation. Strategies will be revised, added, or deleted based on students' needs. Standing committees of the SBDM council will meet monthly to conduct informal monitoring of the plan. An input form will be available to any stakeholder who reviews the plan on file in the administrative office or on the internet. Full implementation of the plan is expected to promote strategies that will increase student achievement in all areas. In addition, it is expected the achievement gap will be reduced for all students by providing instruction that reduces barriers and addresses diverse learning needs regardless of race, socio-economic status, gender, or disability.

**Action Component: Instruction / Achievement**

District Name: Fayette County

Component Manager: S. Dingus / L. Thomas

School Name: Rosa Parks Elementary

Date: April 2008

<p><b>Priority Need</b>                  A. According to the Spring 2007 Kentucky Performance Report, Rosa Parks 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students achieved a non-adjusted academic index score of 113.6, with 1% novice. The novice reduction requirements were met.</p>	<p><b>Goal (Addresses the Priority Need)</b>                  By May 2010, the academic index score for Rosa Parks students will increase to 120, with the combined novice/apprentice decreased to 2% or lower.</p>
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<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<p style="text-align: center;"><b>Reading</b></p> <p>A1 According to the 2007 Kentucky Performance Report, the reading index is 117, with 53 % of students scoring at the novice level and 6% scoring at the apprentice level.</p> <p style="text-align: center;"><b>Math</b></p> <p>A2 According to the 2007 Kentucky Performance Report, the math index is 120 with less than 2 % of students scoring at the novice level and 9% scoring at the apprentice level.</p> <p style="text-align: center;"><b>Writing</b></p> <p>A3 According to the 2007 Kentucky Performance Report, the writing index is 102, with less than 1% of the students scoring novice and 13% scoring apprentice on writing portfolios.</p> <p>A3 According to the 2007 Kentucky Performance Report, the writing index is 102, with 0% of students scoring novice and 21% of the students scoring apprentice on on-demand writing.</p>	<p style="text-align: center;"><b>Reading</b></p> <p>A1 By May 2010, the reading index will increase to 126 and the percentage of students scoring apprentice will decrease to less than 3% and students at the novice level will remain 0%.</p> <p style="text-align: center;"><b>Math</b></p> <p>A2 By May 2010, the math index will increase to 126 and the percentage of students scoring apprentice will decrease to 5% or less and students at the novice level will remain 0%.</p> <p style="text-align: center;"><b>Writing</b></p> <p>A3 By May 2010 the writing index will increase to 109 with the percentage of students scoring novice on writing portfolios remaining at 0% and the percentage of students scoring at the apprentice level will reduce to 8%.</p> <p>A3 By May 2010 the writing index will increase to 109 with the percentage of students scoring proficient or distinguished increasing and the percentage of students scoring at the apprentice level will decrease to 10% and 0% novice.</p> <p style="text-align: center;"><b>Science</b></p> <p>A4 By May 2010, the science index will increase to 123 and the percentage of students</p>

**Science**

A4 According to the 2007 Kentucky Performance Report, the science index is 119, with less than 1% of students scoring at the novice level and 10% scoring at the apprentice level.

A4 According to committee discussions, teachers need time to align instructional materials and resources with curriculum map and core content.

**Social Studies**

A5 According to the 2007 Kentucky Performance Report, the social studies index is 108.7, with less than 1% of students scoring at the novice level and 14% scoring at the apprentice level.

A5 According to committee discussions, teachers need time to align instructional materials and resources with curriculum map and core content.

**Arts and Humanities**

A6 According to the 2007 Kentucky Performance Report, the arts and humanities index is 112, with 3% of students scoring at the novice level and the 17% percentage of students scoring at the apprentice level.

**Practical Living /Vocational Studies**

A7 According to the 2007 Kentucky Performance Report, the practical living/vocational studies index is 100, with less than 5% of students scoring at the novice level and 8% of students scoring at the apprentice level.

scoring novice will remain less than 1% and the percentage of students scoring apprentice will decrease to 5%.

**Social Studies**

A5 By May 2010, the social studies index will increase to 114 and the percentage of students scoring novice will decrease to less than 1% and the percentage of students scoring at the apprentice level will decrease to 7%.

**Art and Humanities**

A6 By May 2010, the arts and humanities index will increase to 116 and the percentage of students scoring novice will decrease to 0% and the percentage of students scoring at the apprentice level will decrease to 10%.

**Practical Living/Vocational Studies**

A7 By May 2010, the practical living/vocational studies index will increase to 112 and the percentage of students scoring novice will 0% and the percentage of students scoring at the apprentice level will decrease to 5%.

***Rosa Parks Elementary Instruction  
Component  
And  
Implementation & Impact Form  
(2008-2010 School Years)***

**Component Leader: S. Dingus / L. Thomas**

**Objective #A1. Reading/Language, Communication and Technology Strategies:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A.1.a. Continue to implement individual reading plan for all students who are reading below grade level.	<b>Implementation:</b> This activity will be fully implemented by all staff in grades K-5.	Teachers, Literacy teacher, principal, PSA, assistants, tutors	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured through teacher feed back at grade level meetings, analysis of achievement data (SRI, GRADE, DRA, PAS, checklist, etc.) and classroom observations/walkthroughs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (SRI, GRADE, PAS, etc.) and KCCT scores.						
A.1.b. Provide additional instruction/support to students reading below grade level through additional classroom support and/or with a Literacy Resource Teacher.	<b>Implementation:</b> This activity will be fully implemented by all staff in grades K-5.	Teachers, Literacy teachers	2/08-2/10	\$100,000	RTA Grant Staffing funds		
	<b>Short-Term Measures of Success:</b> Success will be measured through analysis of achievement data (SRI, GRADE, DRA, PAS, checklist, etc.) and classroom observations/walkthroughs.						

	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (SRI, GRADE,PAS, etc.) and KCCT scores.						
<b>Objective #A2. Math Strategies:</b>							
<b>Activity</b>	<b>Measure</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Cost</b>	<b>Fund Source</b>	<b>I, P, N</b>	<b>Progress Statement</b>
<b>A.2.a</b> Provide additional instruction/support to students below grade level in math through additional classroom support.	<b>Implementation:</b> This activity will be fully implemented by teachers, assistants and volunteers for grades K-5.	Teachers, principal, PSA, assistants, tutors	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured through pre and post test, analysis of achievement data (GMADE, PAS, checklist, etc.) and classroom observations/walkthroughs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (GMADE, PAS, etc.) and KCCT scores.						
<b>A.2.b.</b> Continue to use SUCCESS MAKER MATH program for remediation of students in grades K-5.	<b>Implementation:</b> This activity will be fully implemented by all staff grades K-5.	Teachers, principal, PSA, technology resource teacher	2/08-2/10	\$15,000	RFP Grant		
	<b>Short-Term Measures of Success:</b> Success will be measured by lesson plans, teacher feed back at grade level meetings, through pre and post test, analysis of achievement data (GMADE, PAS, checklist, etc.) and classroom observations/walkthroughs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (GMADE, PAS, etc.) and KCCT scores.						

Objective #A3. Writing Strategies:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A.3.a. Provide training for teachers as needed individually or in small groups on individual types of writing pieces, open response, on-demand, writing to learn, writing mechanics, scoring.and/or conferencing.	<b>Implementation:</b> This activity will be fully implemented by all staff grades K-5.	Teachers, Writing Cluster leader, principal, PSA, PD chair	2/08-2/10		PD		
	<b>Short-Term Measures of Success:</b> Success will be measured by lesson plans, teacher feed back at grade level meetings, student work samples, analysis of achievement data (learning checks, checklist, etc.) and classroom observations/walkthroughs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (GRADE, GMADE, PAS, learning checks, etc.), portfolio pieces and KCCT scores.						
A.3.b. Continue to analyze student work samples for open response and on-demand writing using common assessments..	<b>Implementation:</b> This activity will be fully implemented by all staff grades K-5.	Teachers, Writing Coach, principal, PSA	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by lesson plans, teacher feed back at grade level meetings, student work samples, analysis of achievement data (learning checks, checklist, etc.) and classroom observations/walkthroughs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (GRADE, GMADE, PAS, learning checks, etc.) and KCCT scores.						

<p><b>A.3.c.</b> Involve all students in on-demand writing tasks – primary: one per semester, 4<sup>th</sup> grade: two per semester and 5<sup>th</sup>: monthly.</p>	<p><b>Implementation:</b> This activity will be fully implemented by all staff grades K-5.</p>	<p>Teachers, Writing Coach, principal, PSA</p>	<p>2/08-2/10</p>	<p>-0-</p>				
	<p><b>Short-Term Measures of Success:</b> Success will be measured by lesson plans, teacher feed back at grade level meetings, student work samples, analysis of achievement data (learning checks, checklist, etc.) and classroom observations/walkthroughs.</p>							
	<p><b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (GRADE, GMADE, PAS, learning checks, etc.) and KCCT scores.</p>							
<p><b>A.3.d.</b> Share writing portfolio/scoring expectations with P3/4<sup>th</sup> grade parents</p>	<p><b>Implementation:</b> This activity will be fully implemented by all staff grades K-5.</p>	<p>Teachers, Writing Coach, Writing Cluster leader, principal, PSA</p>	<p>2/08-2/10</p>	<p>-0-</p>				
	<p><b>Short-Term Measures of Success:</b> Success will be measured by lesson plans, teacher feed back at grade level meetings, student work samples, analysis of achievement data (learning checks, checklist, etc.) and classroom observations.</p>							
	<p><b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (SRI, GRADE, GMADE, PAS, Learning checks, etc.) and KCCT scores.</p>							
<p><b>A.3.e</b> Hire writing coach to work with students and staff on individual writing pieces, open response, on-demand , scoring and writing to learn.</p>	<p><b>Implementation:</b> This activity will be fully implemented by all staff grades K-5</p>	<p>Teachers, Writing Coach, Writing Cluster leader, principal, PSA</p>	<p>2/08-2/10</p>	<p>\$50,000</p>	<p>RFP Grant</p>			

	<b>Short-Term Measures of Success:</b> Success will be measured by lesson plans, teacher feed back at grade level meetings, student work samples, analysis of achievement data (learning checks, checklist, etc.) and classroom observations/walkthroughs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (SRI, GRADE, GMADE,PAS, Learning checks, etc.), portfolio pieces and KCCT scores.						
<b>Objective #A4. Science and # A.5. Social Studies Strategies:</b>							
<b>Activity</b>	<b>Measure</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Cost</b>	<b>Fund Source</b>	<b>I, P, N</b>	<b>Progress Statement</b>
<b>A.4.a &amp; A.5.a</b> PD to vertically align instructional materials/resources (open response questions, vocabulary, flashbacks, common assessments, activities, etc.) to social studies and science core content/ curriculum map.	<b>Implementation:</b> This activity will be fully implemented by all staff in grades K-5.	Teachers, Writing Coach, principal, PSA, PD chair	2/08-2/10		PD		
	<b>Short-Term Measures of Success:</b> Success will be measured through lesson plans, classroom walkthrough, evidence feedback form, learning checks and student work samples.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (SRI, GRADE, GMADE, PAS, Learning checks, etc.) and KCCT scores.						
<b>Objective #A6. Arts and Humanities Strategies:</b>							
<b>Activity</b>	<b>Measure</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Cost</b>	<b>Fund Source</b>	<b>I, P, N</b>	<b>Progress Statement</b>
<b>A.6.a</b> Continue to integrate the A/H curriculum and vocabulary into all content areas.	<b>Implementation:</b> This activity will be fully implemented by all staff grades K-5.	Teachers, principal, PSA	2/08-2/10	-0-			

	<b>Short-Term Measures of Success:</b> Success will be measured by lesson plans, teacher feed back at grade level meetings, student work samples, analysis of achievement data (learning checks, checklist, etc.) and classroom observations/walkthroughs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (SRI, GRADE, GMADE, PAS, Learning checks, etc.) and KCCT scores.						
<b>A.6.b</b> Continue to implement Arts & Humanities lesson on the morning TV news show with emphasis on drama.	<b>Implementation:</b> This activity will be fully implemented by all staff grades K-5.	Teachers, Librarian, Art teacher	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured teacher feed back, student work samples, analysis of achievement data (learning checks, checklist, etc.) and classroom observations/walkthroughs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (SRI, GRADE, GMADE, PAS, Learning checks, etc.) and KCCT scores.						
<b>Objective #A7. Practical Living/Vocational Studies Strategies:</b>							
<b>Activity</b>	<b>Measure</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Cost</b>	<b>Fund Source</b>	<b>I, P, N</b>	<b>Progress Statement</b>
<b>A.7.a</b> Continue to integrate PL/VS curriculum and vocabulary into all content areas.	<b>Implementation:</b> This activity will be fully implemented by all staff grades K-5.	Teachers, P.E. teacher	2/08-2/10	-0-			

	<b>Short-Term Measures of Success:</b> Success will be measured by lesson plans, teacher feed back at grade level meetings, student work samples, analysis of achievement data (learning checks, checklist, etc.) and classroom observations/walkthroughs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (SRI, GRADE, GMADE, PAS, Learning checks, etc.) and KCCT scores.						
<b>A.7.b</b> Continue to implement PL/VS lesson on the morning TV news show.	<b>Implementation:</b> This activity will be fully implemented by all staff grades K-5.	Teachers, P.E. teacher	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured teacher feed back, student work samples, analysis of achievement data (learning checks, checklist, etc.) and classroom observations/walkthroughs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (SRI, GRADE, GMADE, PAS, Learning checks, etc.) and KCCT scores.						
<b>A.7.c.</b> Provide PL/VS skills to assist students with conflict resolution, peer interaction, decision making skills, and self-esteem using appropriate programs through guidance classes incorporated in the special class rotation.	<b>Implementation:</b> This activity will be implemented by the guidance counselor and all K-5 teachers.	Teachers, principal, PSA, PD chair	2/08-2/10		PD		
	<b>Short-Term Measures of Success:</b> Success will be measured by guidance counselor schedule, lesson plans and student work samples/common assessments..						

	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data ( PAS, Learning checks, etc.) and KCCT scores..						
<b>Objective #A1-A7. All Core Content Area Strategies:</b>							
<b>Activity</b>	<b>Measure</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Cost</b>	<b>Fund Source</b>	<b>I, P, N</b>	<b>Progress Statement</b>
<b>A.1-A.7a.</b> Utilize grade level team meetings to ensure core content is covered, targeted strategies are implemented/shared and common assessments are analyzed.	<b>Implementation:</b> This activity will be fully implemented by the principal, PSA and all teachers grades K-5.						
	<b>Short-Term Measures of Success:</b> Success will be measured by lesson plans, teacher feed back at grade level meetings, student work samples, analysis of achievement data (learning checks, checklist, etc.) and classroom observations/walkthroughs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (SRI, GRADE, GMADE, PAS, Learning checks, etc.) and KCCT scores.						
<b>A.1-A7b.</b> Collect, analyze, and use student achievement data for all students to improve and develop appropriate instructional strategies	<b>Implementation:</b> This activity will be implemented by the principal, PSA, Literacy teachers and all K-5 teachers						
	<b>Short-Term Measures of Success:</b> Success will be measured through lesson plans, classroom walkthrough, evidence feedback forms and student work samples.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data ( SRI, GRADE, GMADE, Learning Checks, etc.) and KCCT scores.						
<b>A.1-A7d.</b> Continue to offer all staff members individual <i>or group</i> professional development based on CSIP, <i>staff needs</i> , or teacher professional growth plan	<b>Implementation:</b> This activity will be fully implemented by all staff grades K-5.	All Teachers, Coaches, principal, PSA, PD chair	2/08-2/10		PD		

	<b>Short-Term Measures of Success:</b> Success will be measured by lesson plans, teacher feed back at grade level meetings, student work samples, analysis of achievement data (learning checks, checklist, etc.) and classroom observations/walkthroughs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (SRI, GRADE, GMADE,PAS, Learning checks, etc.) and KCCT scores.						
<b>A.1-A.7.f.</b> Involve students in self monitoring their progress through goal setting, graphing progress, progress/goal conferences, etc.	<b>Implementation:</b> This activity will be fully implemented by all staff in grades K-5.	Teachers, principal, PSA	2/08-2/10				
	<b>Short-Term Measures of Success:</b> Success will be measured through review/analysis of student work samples and common assessments.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (SRI, GRADE, GMADE, PAS, Learning checks, etc.) and KCCT scores.						
<b>A.1-A7.c</b> Continue to implement Rosa Parks Best Practice Instructional Strategies Policy	<b>Implementation:</b> This activity will be fully implemented by all staff in grades K-5.	Teachers, principal, PSA	2/08-2/10				
	<b>Short-Term Measures of Success:</b> Success will be measured by lesson plans, teacher feed back at grade level meetings, student work samples, analysis of achievement data (learning checks, checklist, etc.) and classroom observations/walkthroughs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data (SRI, GRADE, GMADE, PAS, Learning checks, etc.) and KCCT scores.						

**Action Component: Equity**

District Name: Fayette County  
School Name: Rosa Parks Elementary

Component Manager: S. Dingus / L. Thomas  
Date: April 2008

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
B. According to disaggregated data on the Spring 2007 Kentucky Performance Report, no significant achievement gap exists in any content area.	B. By May 2010, no significant gap will exist in any content area (regardless of gender, race, or disability) as measured by the Kentucky Performance Report.

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
B1 According to the 2007 Kentucky Performance Report, <i>no significant gaps exist</i> .  B2 The following programs, which address individual, social and/or academic needs, are currently provided to Rosa Parks students: Primary Talent Pool, Gifted/Talented Education, Academic Team, STLP, Special Education, SAT, Early Start, full day kindergarten, ESS, ESL, Art Enrichment, Chorus, Band, Orchestra, Academic Challenge, Chess Club, Fitness Club, Destination Imagination and Character Education	B1 By May 2010, no significant gap will exist in any area.  B2 By May 2010, identified students will participate in support programs which address individual, social and/or academic needs as measured by 100% implementation of all programs.

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**Rosa Parks Elementary Equity  
Component  
And  
Implementation & Impact Form  
(2008-2010 School Years)**

**Component Leader: S. Dingus / L. Thomas**

**Objective #\_B\_ :**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>B.1.</b> Collect, analyze, and use student achievement data for all students in September, January, and May to improve and develop appropriate instructional strategies.	<b>Implementation:</b> This activity will be implemented by the principal, PSA, Literacy teachers and all K-5 teachers.	Teachers, PSA, Principal	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured through lesson plans, classroom walkthrough, evidence feedback forms and student work samples.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data ( SRI, GRADE, GMADE, Learning Checks, etc.) and KCCT scores.						
<b>B.2.</b> Utilize grade level team meetings to insure instruction is congruent with core content and targeted strategies/best practices are implemented/shared and common assessments are analyzed	<b>Implementation:</b> This activity will be implemented by the principal, PSA and all K-5 teachers.	Teachers, PSA, Principal	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured through lesson plans, classroom walkthrough, evidence feedback forms and student work samples.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						

<b>B.3.</b> Note modifications for students with 504s and IEPs in lesson plan books	<b>Implementation:</b> This activity will be implemented by all K-5 teachers.	Teachers, Staff, PSA, Principal	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by lesson plan feedback and evidence forms.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						
<b>B.4.</b> Continue to upgrade technology hardware and software as needed in order to provide all students the opportunities to use and integrate technology into the curriculum.	<b>Implementation:</b> This activity will be implemented by all staff members.	All staff members	2/08-2/10	?	KETS		
	<b>Short-Term Measures of Success:</b> Success will be measured by lesson plans, classroom walkthroughs, evidence feedback forms and student work samples.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						
<b>B.5.</b> Provide strategies to assist students with conflict resolution, peer interaction, decision making skills, and self-esteem using appropriate programs through guidance classes incorporated in the special class rotation.	<b>Implementation:</b> This activity will be implemented by the guidance counselor and all k-5 teachers.	Teachers, Guidance Counselor	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by guidance counselor schedule and teacher lesson plans.						
	<b>Long-Term Measures of Success:</b> Success will be measured by number of student referrals.						

<b>B.6.</b> Continue to identify and provide services to students qualifying for Primary Talent Pool or Quest in the designated areas.	<b>Implementation:</b> This activity will be implemented by all teachers K-5.	G/T teacher, all K-5 teachers	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by the G/T class roster.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						
<b>B.7.</b> Continue to identify Early Start students to promote academic and social success for at-risk children.	<b>Implementation:</b> This activity will be implemented by the Early Start program directors, staff and the school Early Start Teacher.	Early Start teacher	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by early start roster/records.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						
<b>B.8.</b> Continue to serve children who have been identified with special needs in the least restrictive environment.	<b>Implementation:</b> This activity will be implemented by all staff members.	Facilitator, Special education teachers	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by student participation log and student work samples.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						
<b>B.9.</b> Continue ESL services to identified students.	<b>Implementation:</b> This activity will be implemented by all staff members.	ESL teacher	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by lesson plans, classroom walkthroughs, and student work samples.						

	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						
<b>B.10.</b> Continue ESL Academy to target low performing ESL students on portfolio pieces, open response, on-demand writing and multiple-choice questions.	<b>Implementation:</b> The ESL academy will be fully implemented weekly during the months of February and March.	ESL teacher	2/08-2/10	\$500	School S.Duty		
	<b>Short-Term Measures of Success:</b> Success will be measured by student participation log and student work samples.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						
<b>B.11.</b> Offer ESS to all students scoring below grade level in reading, writing, and/or math.	<b>Implementation:</b> This activity will be implemented in the summer by the ESS lead teacher, helping teachers and assistants.	ESS Lead Teacher, Teachers	2/08-2/10	\$15,000	ESS Funds		
	<b>Short-Term Measures of Success:</b> Success will be measured by increase number of students scoring on/above grade level in reading, writing, and/or math as measured by student pre/post test data.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						
<b>B.12.</b> Offer Core Content Academies to target low performing students on open response and multiple-choice questions	<b>Implementation:</b> The core content academies will be fully implemented weekly during the months of February and March.	Teachers, Assistants	2/08-2/10		School S.Duty		
	<b>Short-Term Measures of Success:</b> Success will be measured by the analysis of classroom open response, multiple choice questions, student work samples and monthly learning checks.						

	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						
<b>B.13.</b> Continue Student Assistance Team (SAT) to collaborate on any issue involving student performance.	<b>Implementation:</b> This activity will be implemented throughout the year by the SAT Team.	SAT Team members	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by review of SAT case conference plan.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						
<b>B.14.</b> Continue Art Enrichment, Chorus, Academic Team, and add additional enrichment programs and/or clubs to meet student needs.	<b>Implementation:</b> This activity will be implemented each fall by the enrichment coordinator in each area.	Teachers, assistants, Academic coaches, Parent volunteers	2/08-2/10	-?-	Supplemental duty Fee		
	<b>Short-Term Measures of Success:</b> Success will be measured by participation logs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						

**Action Component: Parent Involvement**

District Name: Fayette County  
School Name: Rosa Parks Elementary

Component Manager: S. Dingus / L. Thomas  
Date: April 2008

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
C Data supports that parent involvement positively impacts academic progress. Thus, by continuing these opportunities for involvement, the potential for student success is enhanced.	C By May 2010, parent involvement will increase one hour per week as measured by the volunteer sign-in sheets.

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<p>Research shows that those children whose parents are actively involved in the child's education have lower incidences of discipline and higher academic achievement.</p> <p>Based on parent-teacher conferences, 100% of parents attended at least one parent-teacher conference.</p> <p>Based on volunteer sign-in sheet, 6732 volunteer hours were logged in 2006-2007 school year.</p>	<p>By May 2010, the number of volunteer hours in the classroom will increase one hour per week as evidenced by sign-in sheets.</p> <p>By May 2010, parental attendance at Parent Night will be at least 90% per classroom as evidenced by sign-in sheets.</p>

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***Rosa Parks Elementary Parental Involvement  
Component  
And  
Implementation & Impact Form  
(2008-2010 School Years)***

**Component Leader: S. Dingus / L. Thomas**

**Objective #1. Relationship-building: School staff builds productive, personal relationships with parents of all their students.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>C.1.1.</b> Continue to offer Kindergarten Roundup (orientation to students and parents), K-5 <sup>th</sup> grade orientation, ESL orientation and family fun night.	<b>Implementation:</b> This activity will be implemented by all staff members.	Teachers Parents PTA	2/08-2/10	0			
	<b>Short-Term Measures of Success:</b> Success will be measured by parent participation, sign in sheets and parent feedback.						
	<b>Long-Term Measures of Success:</b> Success will be measured by parent sign up sheets and parent feedback.						
<b>C.1.2.</b> Establish a Parent Liaison Group	<b>Implementation:</b> This activity will be implemented by all staff members and parents.	Teachers Parents PTA SBDM	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by parent participation, sign in sheets and parent feedback.						
	<b>Long-Term Measures of Success:</b> Success will be measured by parent sign up sheets and parent feedback.						

**Comment [s1]:** A group of parent would serve as Parent Liaisons. The liaisons role would be to greet students and parents in the morning; deliver forgotten lunches, sneakers, agendas, library books to classes as needed to minimize disruption of classes; help maintain the parent information area; provide parents with information about policies and volunteer opportunities; serve as a helper in the front office as needed and provide tours for in coming parents. The parents would receive training to ensure appropriate knowledge of Rosa Park and District policies and practices.

Objective # 2. Communications: Two-way information in many forms regularly between school staff and parents about academic achievement and individual needs.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>C.2.1.</b> Teachers will conduct a minimum of two parent/teacher conferences and/or parent night.	<b>Implementation:</b> This activity will be implemented by all K-5 teachers.	Teachers, Parents	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by parent participation, sign in sheets and parent feedback.						
	<b>Long-Term Measures of Success:</b> Success will be measured by conference sheet logs, parent night sign in sheets and parent feedback.						
<b>C.2.2.</b> Continue to require student agendas	<b>Implementation:</b> This activity will be implemented by all K-5 teachers to provide students with graphic organizer and promote purposeful school-to-home communication.	Teachers, Parents	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by parent and teacher feedback noted on agenda .						
	<b>Long-Term Measures of Success:</b> Success will be measured by parent/teacher feedback.						
<b>C.2.3.</b> Continue the Weekly Trailblazer E-mail to parents and teachers, broadcasting of the Rosa Parks Radio station and maintaining an updated school website. .	<b>Implementation:</b> This activity will be implemented by the technology teacher to promote purposeful school-to-home communication.	Teacher Parents Technology	2/08-2/10				
	<b>Short-Term Measures of Success:</b> Success will be measured by parent and teacher feedback						
	<b>Long-Term Measures of Success:</b> Success will be measured by parent/teacher feedback.						

Objective # 3. Decision-making: School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C.3.1. Establish a Parent Advisory Committee (PAC)	<b>Implementation:</b> This activity will be implemented by all staff members.	Teachers K-5, Parents	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by parent participation, sign in sheets and parent feedback.						
	<b>Long-Term Measures of Success:</b> Success will be measured by parent sign up sheets and parent feedback.						
Objective #4. Advocacy: For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C.4.1. / (B.15.) Continue Student Assistance Team (SAT) to collaborate on any issue involving student performance.	<b>Implementation:</b> This activity will be implemented throughout the year by the SAT Team.	Teachers SAT Team	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by review of SAT case conference plan.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						
Objective #5: Learning Opportunity: School staff ensures that families have multiple learning opportunities to understand how to support their children's learning							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C5.1. Offer training to parents that enables them to work with students in the classroom (i.e. Great Leaps, Phonics chant, Literature circle, reading centers, math boxes, etc.)	<b>Implementation:</b> This activity will be implemented by teachers in grades K-5 and K-5 literacy teachers.	Teachers K-5, Literacy Teachers, Parents	2-/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by the number of parent participation, sign in sheet and parent feedback.						

**Comment [s2]:** Parent Advisory Committee (PAC) The PAC would be a subcommittee of the SBDM and be made up of parents from each grade level.  
The role of the PAC:  
•Partner with the school to hold a yearly open house with a focus on curriculum, instructional methods, student services, SBDM, school decision-making process, IEP/ILP process, ESL services and opportunities, CATS testing and scoring, informational/communication tools, school policies, etc. These open houses would be specific to grade levels and held before the beginning of each school year.  
•Create and maintain a parent informational area near the entryway to display PAC meetings, PTA meetings, SBDM meetings, visitation and other school policies, grievance procedures, as well as informational topics (i.e. examples of distinguished and proficient work in core areas with scoring guidelines; examples of writing portfolios, etc.)  
•Develop a strategy to increase parent participation in SBDM elections.  
•Use of existing resources for greater parent outreach (i.e. use of Rosa Parks radio station, etc.)

	<b>Long-Term Measures of Success:</b> Success will be measured by the number of hours recorded in the parent involvement log.						
<b>C.5.2.</b> Share writing portfolio/scoring expectations with P3/4 <sup>th</sup> grade parents.	<b>Implementation:</b> This activity will be implemented by P3/4 <sup>th</sup> grade teachers.	Teachers, Parents, PTA	2/08-2/10	-0-			
	<b>Short-Term Measures of Success:</b> Success will be measured by parent participation, student work samples and monthly learning checks.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data.						
<b>Objective #6:Community Partnerships: School staff engages and partners with community members to plan and implement substantive work to improve student achievement.</b>							
<b>Activity</b>	<b>Measure</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Cost</b>	<b>Fund Source</b>	<b>I, P, N</b>	<b>Progress Statement</b>
<b>C.6.1.</b> Implementation of Instrumental Petting Zoo/Showcase - Philharmonic	<b>Implementation:</b> This activity will be implemented by P3, 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers.	Teachers Parents Ky Arts Council	2/08-2/10		Grant CIPL Ky Arts Council		
	<b>Short-Term Measures of Success:</b> Success will be measured by parent participation, student work samples and monthly learning checks.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data.						
<b>C.6.2.</b> Implementation of Photography Club – Artist Residency Literacy Through Photography	<b>Implementation:</b> This activity will be implemented by parents, 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers..	Teachers Parents Ky Arts Council	2/08-2/10				
	<b>Short-Term Measures of Success:</b> Success will be measured by parent participation, student work samples and monthly learning checks.						

	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data.						
<b>C.6.3.</b> Continue Art Enrichment, Chorus, Academic Team, and add additional enrichment programs and/or clubs to meet student needs.	<b>Implementation:</b> This activity will be implemented each fall by the enrichment coordinator in each area.	Teachers, Assistants, Academic Coaches, Parent volunteers		Supplemental duty Club fees			
	<b>Short-Term Measures of Success:</b> Success will be measured by participation logs.						
	<b>Long-Term Measures of Success:</b> Success will be measured through review of end-of-year achievement data and KCCT scores.						