

# COMPREHENSIVE SCHOOL IMPROVEMENT PLAN AND FUNDING APPLICATION



SQUIRES  
SCHOOL

Sabrina Adkins  
PRINCIPAL

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## Assurance Certification

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the *Kentucky Consolidated Planning Guidebook*. It is understood that this application constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

### Squires Elementary School

Sabrina Adkins  
Principal

5/10/11  
Date

# EXECUTIVE SUMMARY

School: Squires

## MISSION STATEMENT

The mission of Squires Elementary, with a commitment to equity and excellence, is to educate all students through effective teaching for learning.

## PROCESS OF DEVELOPING THE CONSOLIDATED PLAN

### How Planning and Needs Assessment Teams Were Organized:

The principal and PSA composed a timeline for the completion process of the School Improvement Plan. After disaggregating and analyzing test scores during a two-hour planning session, a packet of information was given to groups with selected assignments. Kentucky's Standard and Indicators for School Improvement was discussed with assessments and monitoring being the targeted indicators for improvement. Teams were organized to reflect all stakeholders of the Squires Elementary community.

### Members/Representative Groups Who Served on Planning and Needs Assessment Teams:

Squires' staff met in September 2010 to complete the data review from KCCT. All staff participated in the review of KCCT data using the KRP Analysis form. There were four to seven people on each content review team. After completing the form in small groups, the staff met and compiled the findings. Using the information obtained from the KPR analysis, Squires' staff, in the form of committees, met again in April to make necessary revisions for the 2010-2012 SIP. Each committee analyzed the SIP, made suggestions for the next biennium, and then returned the recommendations to the leadership team. The newly revised draft was then presented to the entire staff again for further approval or final recommendations. The finalized draft of the SIP was then presented to SBDM for approval.

### How the Needs of the School or District Were Determined:

All cognitive and non-cognitive data was collected, disaggregated, and analyzed to assess student success needs. Most obvious needs were in areas of **writing and math**. Instructional and assessment strategies with monitoring implementations need to be strengthened in all content

areas. Gaps were calculated and at-risk students were targeted to receive supplemental education services. Using the KASC worksheet formulas shows a need to reduce the number of novice in all content areas.

**How Goals and Strategies Were Decided Upon:**

Goals and strategies were decided upon after the staff compiled the small group data. After completing the compilation from small groups, the PSA typed the results and sent it to the staff for revisions.

**What Implementation of the Plan is expected to Achieve:**

Through implementation of this plan we expect to positively impact all stakeholders. We're expecting improved performance in all content areas after addressing instructional, assessment, and monitoring strategies (best practices). Parents will demonstrate increased participation in activities supporting student achievement when this plan is implemented. The community will be more involved with the initiatives of this plan.

**How Public Comment was Secured and What Response was Made:**

Public notice for SIP revision was sent home to all parents inviting community input during a scheduled staff meeting. Public comment was also secured at the June 2011 SBDM meeting.

**How Consolidated Planning Will be Ensured in the Future:**

Continued internal review will ensure future adherence to the plan. At team meetings teachers will report to show compliance with the plan. Managers of each component will report to the leadership team to indicate progress of plan. This will be done three times yearly. A monitoring procedure, with a timeline will be developed to gather evidence and show effectiveness of the plan. Many of the strategies throughout the plan will be repeated in order for the overall goals to be implemented in all areas.

## **COMMUNICATION PLAN**

### **How will the Consolidated Plan and Other Important Information Be Shared with Stakeholders?**

The consolidated plan will be distributed and reviewed with certified and classified faculty in a staff meeting. It will also be placed in faculty handbooks for on-going reference. The implementation and impact checks will be sent electronically to all staff three times yearly and reviewed with SBDM council three times a year. During grade level meetings, agendas will be set to review and analyze specific items on the plan by the principal and PSA. The plan will be shared with parents during open house and reviewed semi-annually in the PTA newsletter. The SIP will also be placed on Squires' webpage.

The plan will be reviewed with the public during the SBDM meeting in September, reviewed at the February SBDM meeting for the 2011-2012 school year as well as the end of the school year.

### **How will Input Continue to be Gathered from Stakeholders?**

Input will be continuous through faculty and staff discussions, surveys, data, and monitoring reports.

### SBDM Council Reporting Timeline Student Achievement Component

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>Action Component Activity</b>		A.1a	-----	A.1a	-----	A.1a	-----	A.1a	-----	A.1a	-----	
		-----	A.1b	-----	A.1b	-----	A.1b	-----	A.1b	-----	A.1b	
		A.1c	-----	A.1c	-----	A.1c	-----	A.1c	-----	A.1c	-----	
		-----	A.1d	-----	A.1d	-----	A.1d	-----	A.1d	-----	A.1d	
		-----	A.1e	-----	A.1e	-----	A.1e	-----	A.1e	-----	A.1e	
		-----	-----	-----	A.1f	-----	-----	A.1f	-----	A.1f	-----	
		-----	-----	B.1a	-----	B.1a	-----	B.1a	-----	B.1a	-----	
		-----	B.1b	-----	B.1b	-----	B.1b	-----	B.1b	-----	B.1b	
		-----	-----	C.1a	-----	C.1a	-----	C.1a	-----	C.1a	-----	
		-----	-----	-----	C.1b	-----	-----	-----	C.1b	-----	-----	
		-----	C.1c	-----	C.1c	-----	C.1c	-----	C.1c	-----	C.1c	
		-----	-----	-----	-----	-----	C.1d	-----	-----	-----	C.1d	-----

**Action Component: Student Achievement**

District Name Fayette County Component Manager

School Name Squires Elementary Date 2010-2012

Priority Need	Goal (Addresses the Priority Need)
Squires' students need to perform at the proficient level in all academic areas. Our academic index was 104.	By May 2011, the academic index scores will increase to at least 113.9 as measured by the KCCT, with novice reduction to 0%.

Causes and Contributing Factors	Objectives with Measures of Success
<p><b>I. According to Spring 2009 KCCT results, Squires' students scored below the proficient/distinguished level in the following areas:</b></p> <p>Reading: 16.6% below proficient 2.3% Novice</p> <p>Math: 13.4% below proficient 3.57% Novice</p> <p>Social Studies: 31.3% below proficient 6.3% Novice</p> <p>Science: 19.5% below proficient 0 % Novice</p> <p>Writing On Demand: 42.5% below proficient 2.5% Novice</p> <p>SES: 14% below Proficient in Math 20% below proficient in Reading</p>	<p>A. By May 2011, the reading index will increase to 114.3 and the percentage of students scoring novice will decrease to 0%.</p> <p>B. By May 2011, the math index will increase to 116.7 and the percentage of students scoring novice will decrease to 0%.</p> <p>C. By May 2011, the writing index will increase to 100 and the percentage of students scoring novice will decrease to 0%.</p> <p>D. By May 2011, the Social Studies index will increase to 111.5 and the percentage of students scoring novice will decrease to 0%.</p> <p>E. By May 2011, the Science index will increase to 124.6 and the percentage of students scoring novice will stay at 0%.</p> <p>F. By May 2011, 85% of our low SES – Free and Reduced lunch students will score Proficient and/or Distinguished in math and reading as determined by our SB 168 goals.</p> <p>G. By May 2011, 75% of students will score a 3 or 4 on ORQS.</p>

<p><b>II. According to current KPR results, District Learning Checks, and classroom Unit assessments, a majority of students score and average of 2 or less on ORQs.</b></p>	
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# *Student Achievement Component And Implementation & Impact Form*

(2010-2012 School Years)

**Component Leader: Principal, PSA, Writing Teacher**

**Objective # A and C : Implementation of School-Wide Language Arts Plan. Reading index will increase to 114.3 with novice decreasing to 0%.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>A. 1a</b> Job embedded PD will be provided for all classroom teachers by Principal and PSA to help support the current literacy program.</p>	<p><b>Implementation:</b> All teachers will participate in weekly job embedded reading PD activities.</p> <p><b>Short-Term Measures of Success:</b> This will be reported through leadership observations, lesson plans, modeled lessons by teachers, weekly data conversations, and progress statements of CSIP.</p> <p><b>Long-Term Measures of Success:</b>  Student achievement will increase according to MAP, learning checks, and KCCT.</p>	<p>Classroom teachers, PSA, principal</p>	<p>8/2010-8/12</p>				

<p><b>A.1 b</b> All staff will use the KY Common Core Standards to plan for direct instruction in reading. The Houghton Mifflin reading series will be utilized when appropriate. Guided Reading groups will be pulled daily for all levels K-5. Writing will be incorporated daily into the language arts block.</p>	<p><b>Implementation:</b> This series is currently being implemented.</p> <p><b>Short-Term Measures of Success:</b> This will be reported through leadership observations, lesson plans, weekly data conversations and modeled lessons by teachers.</p> <p><b>Long-Term Measures of Success:</b> Student achievement will increase according to MAP, KCCT, and unit assessments.</p>	<p>Classroom teachers, PSA, and Principal</p>	<p>8/2010-8/2012</p>	<p>\$40,112.07 for original funding</p>	<p>State funds</p>		
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<p><b>A. 1c</b> The Read to Achieve Grant will enable Squires' students to have a Reading Recovery teacher to work with primary at-risk students. Title 1 will fund a part time reading interventionist that will provide tier 2 and tier 3 intervention to students whose data indicates such a need. A daytime ESS highly qualified teacher will help with at risk students.</p>	<p><b>Implementation:</b> At-risk first graders will be given the opportunity for individual prescriptive instruction.</p> <p><b>Short-Term Measures of Success:</b> These activities will be monitored by their highly qualified teachers using Reading Recovery monitoring systems and through learning checks with the intermediate students. DRAs will be given to all students being instructed three times yearly by the classroom teacher.</p>	<p>Reading Recovery teacher, Reading Interventionist, ESS teacher,</p>	<p>8/10-8/12</p>	<p>\$48,000 \$14,000 \$65,000</p>	<p>RTA, ESS Title 1</p>	
	<p><b>Long-Term Measures of Success:</b> MAP, KCCT, and unit assessments will show progress over time for these students.</p>					

<p><b>A. 1d</b> The principal and PSA will be utilized to help teachers with implementation of current programs, job embedded PD, and with specific supplemental strategies.</p>	<p><b>Implementation:</b> The principal and PSA will model, conference, and assist teachers with appropriate skills and strategies to ensure student progress. The intervention teacher will instruct groups of targeted at-risk students identified as below level readers. The classroom and intervention teachers will conference and collaborate with the leadership team as well as the classroom teacher to analyze and evaluate student progress. The principal and PSA will meet weekly to offer job embedded PD.</p>	<p>Intervention teacher, principal, PSA</p>	<p>8/2010 - 8/2012</p>		<p>District RFP Staffing funds</p>	
	<p><b>Short-Term Measures of Success:</b> DRA's will be administered three times yearly by the classroom teacher to assess reading levels for all primary targeted students. AIMSweb will be utilized weekly to assess targeted students. MAP will be administered three times per year for grades K-5, and Learning Checks for grades 3-5 will be used for short term progress.</p>					

	<b>Long-Term Measures of Success:</b> MAP, KCCT, unit assessments						
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<p><b>A. 1e</b> Students in grades 3-5 will have constructed response questions to demonstrate learning. Learning Checks will also be used to monitor progress toward Common Core Standard, NCLB, and SB168 goals.</p>	<p><b>Implementation:</b> The staff working with grade K-5 students will be responsible for administering, analyzing, and reteaching short answer questions.</p>	<p>Classroom teachers, PSA, Principal</p>	<p>8/10-8/12</p>	<p>\$0</p>			
	<p><b>Short-Term Measures of Success:</b> This will be measured by data collection of the Learning Checks and analysis of student performance to determine intervention needs.</p>						
	<p><b>Long-Term Measures of Success:</b> KCCT</p>						

<p><b>A. If</b> Students in grades K-5 will have constructed response questions modeled weekly to demonstrate learning.</p>	<p><b>Implementation:</b> The staff working with grade K-5 students will be responsible for administering, analyzing, and reteaching short answer questions.</p>	<p>Classroom teachers, PSA, Principal</p>	<p>8/10-8/12</p>	<p>\$0</p>			
	<p><b>Short-Term Measures of Success:</b> This will be measured by data collection of the Learning Checks and analysis of student performance to determine intervention needs</p>						
	<p><b>Long-Term Measures of Success:</b> KCCT</p>						

<p><b>A. If C. 1a</b> A writing teacher will provide teacher support in teaching writing in grades K-5. The classroom teacher will implement the writing plan.</p>	<p><b>Implementation:</b> This activity will be implemented by the writing teacher and the classroom teacher.</p>	<p>Writing teacher and classroom teacher</p>	<p>8/10-8/12</p>	<p>\$45,000</p>	<p>discretionary</p>		
	<p><b>Short-Term Measures of Success:</b> Team analysis of student writing monthly and On-Demand analysis with fifth grade.</p>						
	<p><b>Long-Term Measures of Success:</b> KCCT improvement from 93 to 100.</p>						

<p><b>A. 1g C 1b</b> Teachers will analyze students' writing using rubrics to determine needs for small group intervention.</p>	<p><b>Implementation:</b> This activity will be implemented by classroom teachers in grades K-5.</p>	<p>Classroom teacher, Writing teacher, PSA</p>	<p>8/10-8/12</p>	<p>\$0</p>			
	<p><b>Short-Term Measures of Success:</b> Student performance will show growth based on rubrics established by the school-wide writing program.</p>						
	<p><b>Long-Term Measures of Success:</b> Watch list students will decrease and KCCT scores will show improvement from 92 to 100.</p>						

<p>A 1h. Teachers will participate in weekly backwards planning in all content areas.</p>	<p><b>Implementation:</b> The academic support staff will assist teachers with planning for each of the subject areas to ensure congruency to Common Core Standards and outcomes that focus on the Common Core Standards and the assessment.</p> <p><b>Short-Term Measures of Success:</b> Teams will be consistent in their content delivered ensuring each student is receiving equitable instruction. Assessment data from unit tests and MAP will show success throughout the year.</p> <p><b>Long-Term Measures of Success:</b> KCCT data</p>	<p>Classroom Teachers, Academic Support Staff, PSA and Principal</p>	<p>10-12</p>	<p>None</p>			
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<p>A.1i. Teachers will develop units using the Kentucky Common Core Standards that integrate curriculum and subject areas.</p>	<p><b>Implementation:</b> The academic support staff will assist teachers with planning for each of the subject areas to ensure congruency to Common Core Standards for assessments and that plans are developed with outcomes that focus on the Common Core Standards and the assessment.</p> <p><b>Short-Term Measures of Success:</b> Teams will be consistent in their content delivered ensuring each student is receiving equitable instruction. Assessment data from unit tests and MAP will show success throughout the year.</p> <p><b>Long-Term Measures of Success:</b> KCCT data</p>	<p>Classroom Teachers, Academic Support Staff, PSA and Principal</p>	<p>10-12</p>	<p>None</p>			
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<p><b>A. 1j</b> Release days will be utilized for analysis of MAP data and for teachers to plan both small group and individual instruction congruent with the Kentucky Common Core Standards. Teachers will pull small literacy groups <b>daily</b> to address individual student needs.</p>	<p><b>Implementation:</b> All classroom teachers will implement this activity. The analysis of the MAP data will be shared with the reading intervention teacher. The intervention teacher will align tier 2 and tier 3 instruction with that of the classroom teacher.</p>	<p>Principal, PSA, Reading Intervention Teacher, Reading Recovery Teacher, Classroom Teachers</p>	<p>8/10 – 8/12</p>	<p>\$0</p>	<p>RTA</p>		
	<p><b>Short-Term Measures of Success:</b> Grade level analysis of constructed response questions/learning checks and unit assessments will indicate progress.</p>						
	<p><b>Long-Term Measures of Success:</b> KCCT, MAP, Learning Checks</p>						

# Student Achievement Component And Implementation & Impact Form

Comprehensive School Improvement Plan 2010

(2010-2012 School Years)

**Component Leader: Math Specialist**

**Objective # B: Math index will increase to 116.7 and novice scores will decrease to 0%.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>B. 1a</b> Math in Focus and the Common Core Standards will be utilized to deliver mathematics instruction. Job embedded PD will be led by math specialist during weekly planning meetings to improve instructional strategies and standards of work. Math intervention will support intermediate students that are below level. Watch list students identified as struggling in math will receive IXL monitored for growth. IXL will be implemented as a technology strategy to help differentiate instruction in math.</p>	<p><b>Implementation:</b> All classroom teachers and the Title 1 teacher will implement this activity. This will be implemented when the data has been analyzed and the math specialist sees growth in data.</p>	<p>Classroom teacher, Title 1 teacher, Principal</p>	<p>8/10 – 8/12</p>	<p>\$45,000</p>	<p>Title 1</p>		
	<p><b>Short-Term Measures of Success:</b> Math in Focus unit assessments and grade level discussions will show outcomes of this activity. All students will take the MAP math assessment three times yearly. IXL will assess students after each skill and provide tutorials for the skills not mastered. AIMSWeb will be used weekly to measure progress of targeted students.</p>						
	<p><b>Long-Term Measures of Success:</b> KCCT increase from 112 to 116.7.</p>						

<p><b>B. 1b</b> Math constructed responses and learning checks will be utilized in all classrooms. Math constructed responses will be modeled and/or administered weekly for all grade levels using math journals. Flashbacks will be used as a formative assessment and review tool daily in grades K-5.</p>	<p><b>Implementation:</b> All classroom teachers and the Title 1 teacher will implement this activity. This activity will be fully implemented when math journals are utilized in all classrooms and when vocabulary is included on learning checks.</p> <p><b>Short-Term Measures of Success:</b> Grade level analysis of constructed response questions/learning checks will indicate progress. Math Journals will be measured by their effectiveness by increasing proficiency on constructed response questions.</p> <p><b>Long-Term Measures of Success:</b> KCCT, MAP, Learning Checks</p>	<p>Classroom teacher, PSA, Title 1 teacher</p>	<p>8/10 – 8/12</p>	<p>\$0</p>			
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<p><b>B. 1c</b> Math in Focus will be utilized by all classroom and special education teachers daily to drive instruction. Additionally, each classroom teacher will engage daily in Everyday Counts calendar math to supplement the Math in Focus Program.</p>	<p><b>Implementation:</b> All classroom teachers, special education teachers, and the Title 1 teacher will implement this activity. This will be implemented when the data has been analyzed and the math specialist sees growth in data.</p>	<p>Principal, PSA, Math Specialist, Math Intervention Teacher, Classroom Teachers, Special Education Teachers</p>	<p>8/10 – 8/12</p>	<p>\$0</p>	<p>Title 1/ District funds</p>		
<p><b>Short-Term Measures of Success:</b> Math in Focus unit assessments and grade level discussions will show outcomes of this activity. All students will take the MAP math assessment three times yearly.</p>							
<p><b>Long-Term Measures of Success:</b> KCCT increase from 112 to 116.7.</p>							

<p><b>B. 1d</b> Release days will be utilized for analysis of MAP data and for teachers to plan both small group and individual instruction. Teachers will pull small math groups <b>daily</b> to address individual student needs.</p>	<p><b>Implementation:</b> All classroom teachers will implement this activity. The analysis of the MAP data will be shared with the math intervention teacher. The intervention teacher will align tier 2 and tier 3 instruction with that of the classroom teacher.</p>	<p>Principal, PSA, Math Specialist, Math Intervention Teacher, Classroom Teachers</p>	<p>8/10 – 8/12</p>	<p>\$0</p>	<p>Title I</p>		
	<p><b>Short-Term Measures of Success:</b> Grade level analysis of constructed response questions/learning checks and unit assessments will indicate progress.</p>						
	<p><b>Long-Term Measures of Success:</b> KCCT, MAP, Learning Checks</p>						

# *Student Achievement Component And Implementation & Impact Form*

(2010-2012 School Years)

**Component Leader: PSA and Principal**

**Objective # \_C\_: Open response, along with content vocabulary, needs to be consistently taught, analyzed, and retaught in other content areas.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>C. 1a</b> Unit Assessments and Learning Checks for social studies and science will be analyzed by teachers and intentional instruction for improvement will be provided. Constructed Responses will be modeled weekly in social studies (5<sup>th</sup> grade) and science (4<sup>th</sup> grade) and administered through unit tests.</p>	<p><b>Implementation:</b> All 3<sup>rd</sup> – 5<sup>th</sup> classroom teachers and special area teachers will implement this activity.</p>	<p>Teachers, Principal and PSA</p>	<p>8/10 – 8/12</p>	<p>\$0</p>			
	<p><b>Short-Term Measures of Success:</b> Analysis of student work and unit assessments will be discussed at grade level meetings and what the intentional reteaching activity included.</p>						
	<p><b>Long-Term Measures of Success:</b> KCCT</p>						

<p><b>C. 1b</b> Spanish instruction will be implemented in grades K-2 30 minutes per week, in third grade 60 minutes per week, and in grades 4-5 90 minutes per week. Sixty minutes will be delivered through the specials rotation by the Spanish teacher, and 30 minutes will be delivered within the classroom by both the Spanish teacher and the classroom teacher.</p>	<p><b>Implementation:</b> Spanish teacher will provide direct instruction on both language and culture weekly both in specials and the regular classroom.</p> <p><b>Short-Term Measures of Success:</b> Progress on grade level benchmarks in grades 3, 4, and 5. Spanish quarterly assessments.</p> <p><b>Long-Term Measures of Success:</b> Exiting 5<sup>th</sup> grade students will be tested and opt out of Spanish I at the middle school level. Ten percent improvement on KCCT social studies learning check.</p>	<p>Principal, PSA, Spanish teacher, Classroom Teachers</p>	<p>8/10 – 8/12</p>	<p>\$65,000</p>	<p>Foreign Language RFP</p>	
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<p><b>C. 1c</b> Constructed Responses will be administered and feedback will be provided to students in grades K-5 through live scoring and/or the Dirty 4 process. A scoring team (consisting of academic support staff, PSA, principal and classroom teacher) will provide assistance for this process.</p>	<p><b>Implementation:</b> All 3-5 teachers will participate in this process in conjunction with academic support staff, PSA, and Principal.</p> <p><b>Short Term Measure of Success:</b> There will be an increase of the quality of student responses on constructed response questions as measured by the calculated indexes of Unit tests and Learning Checks.</p> <p><b>Long Term Measure of Success: Term Measures of Success:</b> Squires' percentage of proficient and distinguished students and the academic index on the KCCT test will increase.</p>	<p>Grades 3- 5 teachers, Academic Support Staff, PSA, Principal</p>					
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<p><b>C. 1d</b> Teachers will participate in job-embedded professional development planning for student achievement in the areas of science and social studies for the 11-12 school year. Teachers will focus on incorporating science and social studies content in the reading, writing, and mathematics Common Core Standards units when appropriate.</p>	<p><b>Implementation:</b> All grade levels will plan with teams for 12 hours focusing on curriculum mapping for school year, long-range lesson plans, composing and revising assessments, writing sample four answers for constructed response questions, and planning for review of content</p> <p><b>Short Term Measure of Success:</b> There will be an increase in the academic indexes using the goal calculator on both unit assessments and learning checks. Principal will monitor data analysis as well as assessments and lesson plans.</p> <p><b>Long Term Measures of Success:</b> Squires' percentage of proficient and distinguished students and the academic index on the KCCT test will increase. SB 168 goals will be reached.</p>	<p>Teachers, Principal and PSA</p>	<p>8/10 – 8/11</p>	<p>\$0</p>			
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**SBDM Council Reporting Timeline  
Equity Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>Action Component Activity</b>		A.1b A.1c A.1d B.1b B.1c	A.1a A.1c A.1d B.1b	A.1b A.1c B.1a A.1d B.1b B.1c	A.1a A.1c A.1d B.1b	A.1d B.1b B.1c	A.1b A.1c B.1a A.1d B.1b	A.1c A.1d B.1b B.1c	A.1a A.1b A.1c A.1d	A.1b A.1c B.1a A.1d B.1b B.1c	A.1b A.1c A.1d B.1b B.1c	

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**Action Component: EQUITY**

District Name      Fayette County                      Component Manager

School Name      Squires Elementary                      Date      2010 -2012

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
There is a need to involve all stakeholders and design programs to reflect our community diversity as indicated through teacher discussion and SBDM committee work.	By June 2012, teachers will understand and teach to cultural, behavioral, and intellectual needs of all students. This will reflect a school wide commitment to equity and appreciation of diversity.

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
Squire’s KCCT disaggregated index concludes that: Social Studies, 83 f/r while 105 non f/r, Science, 94 f/r while non is 113, Math, 86 f/r while non is 109, and Reading, 85 f/r while non in 104.	<p>A. By June 2012, student test scores will improve by 10% due to improved cultural, behavioral, and academic interventions.</p> <p>B. By April 2012, 90% of our low SES – Free and Reduced lunch students will score proficient and/or distinguished in math and reading as determined by our SB 168 goals.</p>

# *Equity Component And Implementation & Impact Form*

(2008-2010 School Years)

**Component Leader: PSA, FRC, CGS**

**Objective #A-C: Squires will continue to have an instructional program that is equitable for all students.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>A. 1a</b> Monthly parent education activities will be used to help increase student achievement and parents will be better prepared. The workshops will enable parents to observe and participate in strategies being used to help increase student achievement, and how they may help at home to continue student learning.</p>	<p><b>Implementation:</b> FRC, RTA teacher, Principal, PSA, Title 1 teacher, along with a committee will organize these workshops.</p>	<p>Principal, PSA, Title 1 Lead teacher, FRC, classroom teacher, RTA teacher</p>	<p>8/10 - 8/12</p>	<p>\$700</p>	<p>FRC RTA Title1</p>		
	<p><b>Short-Term Measures of Success:</b> Parents will understand how their child learns from a different modality.</p>						
	<p><b>Long-Term Measures of Success:</b> Surveys and evaluations will measure the parental involvement.</p>						

<p><b>A. 1b</b> CHAMPS, Conflict Resolution, and No Bullying will be in every classroom. Embedded PD will be provided for review of programs. All students will receive practical living and guidance lessons weekly.</p>	<p><b>Implementation:</b> Classroom teachers and CGS will be responsible for the continuation of these programs.</p>	<p>Classroom teachers and CGS</p>	<p>8/10 – 8/12</p>	<p>\$0</p>			
	<p><b>Short-Term Measures of Success:</b> There will be a decrease in incidents involving insensitive behavior by surveys and office referrals.</p>						
	<p><b>Long-Term Measures of Success:</b> Test scores will increase by 10% with less time spent on conflicts.</p>						

<p><b>A. 1c B. 1a</b> Read to Achieve Grant will enable Squires to have a Reading Recovery teacher to work with primary students that are at risk. Daytime ESS will also be implemented.</p>	<p><b>Implementation:</b> At risk first graders will be given the opportunity for individual prescriptive instruction which will enable them to reach proficiency via monitoring by the Reading Recovery teacher. Small groups of low SES and struggling readers will be seen by the same trained teacher in the afternoons and their progress will be reported by the teacher. The intervention teacher will work with K-2 students that are having difficulty with strategies and concepts.</p> <p><b>Short-Term Measures of Success:</b> DRA's will be given by the classroom teacher at least 3 times yearly for kindergarten and qualifying first grade students. AIMSWeb will be administered weekly for targeted students. Learning Checks will also be a measurement to compile information.</p> <p><b>Long-Term Measures of Success:</b> MAP, and KCCT.</p>	<p>Classroom teachers and RTA teacher, ESS teacher, intervention teacher</p>	<p>8/10 – 8/12</p>	<p>\$60,000 \$44,000 \$44,000 \$44,000 Total \$217,000</p>	<p>RTA ESS RFP</p>	
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<p><b>A. 1d B. 1b</b> Math intervention will be provided by Title 1 to intermediate students.</p>	<p><b>Implementation:</b> Math intervention teacher and classroom teachers.</p>	<p>Title 1 teacher, Math Coach, Math interventionist</p>	<p>8/10 – 8/12</p>	<p>\$44,000</p>	<p>Title 1</p>		
<p><b>Short-Term Measures of Success:</b> Everyday Math unit assessments, MAP, IXL will indicate student progress.</p>	<p><b>Long-Term Measures of Success:</b> KCCT improvement to 114 with novice scores decreasing to 0%.</p>						
<p><b>B. 1c</b> Develop student incentives and parent events promoting academic success, character education, and attendance improvement.</p>	<p><b>Implementation:</b> Classroom teachers, PSA, and principal will work as a team to promote academic and social skills success. Student Assistance Team and CGS will help with strategies and monitoring behavior plans.</p>	<p>CGS, PSA, Principal, FRC and classroom teachers</p>	<p>8/10 – 8/12</p>	<p>\$500</p>			

	<b>Short-Term Measures of Success:</b> Students will be recognized for academic achievement, attendance, and behavior according to school wide expectations which will increase student awareness of importance of expectations.						
	<b>Long-Term Measures of Success:</b> KCCT scores will increase.						

**SBDM Council Reporting Timeline  
Student, Family, and Community Component**

<b>Months</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Action Component Activity</b>		A.1a B.1b	A.1b B.1a A.1d	A.1a A.1b B.1a	A.1a A.1c B.1a B.1b	A.1b B.1a A.1d	A.1a B.1b	A.1b B.1a A.1d	A.1a A.1b B.1a B.1b	A.1d B.1a	A.1b B.1a B.1b	

**Action Component: Student, Family and Community**

District Name      Fayette County                      Component Manager      FRC and CGS  
 School Name      Squires Elementary                      Date      2010 - 2012

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
According to the staff and survey by FRC there is limited family involvement in after hours school academic based activity. There is a need for more community resources to continue to support academic and social skills activities.	By June 2012, the overall academic index will increase to 113.9 as measured by the KCCT.

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<p>A. Continue more community resources to plan and promote meaningful programs, such as career awareness activities, health and safety programs, economic awareness programs, service learning programs, etc.</p> <p>B. More opportunities for parental involvement to support academics are indicated through the FRC survey.</p>	<p>A. By June 2012, the FRC will host activities at different times during the school year so that all parents have equal opportunity to attend a program with their child as documented by invitations and parent sign in sheets which will increase student achievement by 4%.The CGS will work with the FRC to include parents in the service learning activities after school as well as community members such as Kiwanis Club.</p> <p>B. Parents will be invited to observe specific content projects and activities and have the opportunity to be involved with academic initiatives which will increase KCCT scores by 4%.</p>

# *Student, Family, and Community Component*

## *And*

### *Implementation & Impact Form*

(2010-2012 School Years)

**Component Leader: RFC and CGS**

**Objective # A To have activities that support equal opportunity for parents to be involved at school.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>A. 1a</b> Boo Hoo Breakfast in August, Fall Festival in Oct., Grandparents Luncheon in Dec., Kindergarten Luncheon in May, POPS (parents of preschoolers), GRANDS (grandparent support group), Breakfast with Books, plus communications to inform parents of available resources to promote awareness and involvement.	<b>Implementation:</b> The activity will be implemented by the FRC and a committee.	FRC, PTA, Title 1	8/10 – 8/12	\$700.	FRC		
	<b>Short-Term Measures of Success:</b> Parents will come more often because of welcoming feeling as shown by surveys and event sign in logs.						
	<b>Long-Term Measures of Success:</b> Increase in parental involvement by 5 parents as indicated by log in records.						

<p><b>A. 1b B. 1a</b> FRC will inform parents of literacy activities and math activities taking place at Squires or within their community via the FRC newsletter. Collaborative partners will include Title I, Parks and Recreation, Lexington Public Library, Southside FRC, and Carnegie Center for Literacy. Family Literacy and Math Nights at Squires that correspond with their needs/grade level will be provided for parents.</p>	<p><b>Implementation:</b> FRC coordinator, Title I lead teacher, and classroom teachers. This will be implemented after these initiatives have been completed.</p>	<p>FRC, classroom teachers, Title I</p>	<p>8/10 – 8/12</p>	<p>\$400</p>	<p>FRC</p>	
	<p><b>Short-Term Measures of Success:</b> Increase the number of families attending Family nights with their child by 5 families from 22 to 27.</p>					
	<p><b>Long-Term Measures of Success:</b> Reading and writing KCCT scores will increase by 10% as suggested by the KCCT questionnaire.</p>					

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>A. 1c B. 1a</b> CGS, FRC, and PTA will involve parents and community members in a yearly Economics Fair for 4<sup>th</sup> and 5<sup>th</sup> grade students.</p>	<p><b>Implementation:</b> FRC, CGS, and PTA will implement this activity and it will be fully implemented when Economics Fair has taken place.</p>	<p>FRC,CGS, PTA</p>	<p>8/10 – 8/12</p>	<p>\$100</p>			
	<p><b>Short Term Measure of Success:</b> A goal of 50 approved parent volunteers as stated by the FCPS background check logs that are eligible to volunteer at Student Activities.</p>						
	<p><b>Long-Term Measures of Success:</b> 15% more parent and community volunteers.</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>A. 1d</b> The FRC will collaborate with local agencies such as Baby Health, Health Department, PACS Now, the Lions Club and KCHIP to promote activities or literature that helps families maintain a</p>	<p><b>Implementation:</b> FRC will implement as timeline suggest.</p>	<p>FRC</p>	<p>8/10 – 8/12</p>	<p>\$600</p>	<p>FRC</p>		
	<p><b>Short Term Measure of Success:</b> Increase the number of parents who will learn to be socially, emotionally, and physically healthy and teach that lifestyle to their children.</p>						

<p>healthy lifestyle. A health fair will be presented during the school year that includes presentations and displays from these groups. Information will be sent to parents promoting community classes and activities presented by these groups. Prizes will be awarded to students which promote engaging in healthy activities</p>	<p><b>Long-Term Measures of Success:</b> Increased participation at “Health Centered” events such as Walk You Child to School Day and the Spring Health Fair.</p>						
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<p><b>A. 1d.</b> Continued Focus on promoting the Anti-Bullying message through the components of the Olweus Anti-Bullying program.</p>	<p><b>Implementation:</b> Each certified staff member will continue to implement classroom meetings to address children’s concerns.</p> <p><b>Short-Term Measures of Success:</b> School-wide awareness of bullying will increase. Climate of Squires will begin to show evidence that bullying behavior is not accepted. Discipline referrals related to bullying will decrease.</p> <p><b>Long-Term Measures of Success:</b> Climate of Squires will show evidence that bullying behavior is not accepted. Discipline referrals related to bullying will decrease.</p>	<p>Child Guidance Specialist, Principal, PSA, FRC coordinator, Certified Teachers</p>	<p>August 2010- August 2012</p>	<p>Cost for surveys related to bullying \$300</p>	<p>Activity Funds FRC</p>	Empty greyed-out area
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# *Student, Family, and Community Component*

## *And*

### *Implementation & Impact Form*

*(2008-2010 School Years)*

**Component Leader: FRC and CGS**

**Objective # C Academic initiatives will be supported by parents.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>B. 1a</b> The FRC and Title 1 will support activities designed three times yearly that will reinforce and review skills before Student Achievement Testing.	<b>Implementation:</b> PSA, FRC	FRC, PSA, Title 1 Teacher	8/10 – 8/12	\$800	FRC, PTA, Title 1		
	<b>Short-Term Measures of Success:</b> Students will look forward to the experience from students that have previously participated and will be excited about the learning process that will take place.						
	<b>Long-Term Measures of Success:</b> Index scores on KCCT will increase in the areas of:  Social Studies to 111.5  Science to 124.6  Math to 116.7  Reading to 114.3						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>B. 1b</b> Supervised homework time will be provided to those CASTLE students in need of extra assistance.</p>	<p><b>Implementation:</b> FRC, CASTLE Teachers</p>	<p>FRC, CASTLE Teachers</p>	<p>8/10 – 8/12</p>	<p>\$1000</p>	<p>RFC</p>		
	<p><b>Short-Term Measures of Success:</b> Students will work in small groups which will promote content understanding and academic responsibility.</p>						
	<p><b>Long-Term Measures of Success:</b> School accountability goals will increase in the following areas:</p> <p>Social Studies to 111.5</p> <p>Science to 124.6</p> <p>Math to 116.7</p> <p>Reading to 114.3</p>						

<p><b>B. 1c</b> Teachers will send home weekly newsletters to parents. These may include:</p> <ul style="list-style-type: none"> <li>• Instructional topics that were covered that week, and ones that will be covered in the next week.</li> <li>• Special projects and Readings</li> <li>• Special Events</li> <li>• Tips for families to support content covered at home and/or homework.</li> </ul>	<p><b>Implementation:</b> Classroom teachers will foster communications between families and school with weekly newsletters.</p> <p><b>Short Term Measures of Success:</b> Homework, projects and parent participation will increase through feedback from parental surveys.</p> <p><b>Long Term Measures of Success:</b> An increase of parent involvement and parent understanding of classroom events and activities will occur. Evidence will be gained from parental surveys.</p>	<p>Classroom Teachers</p>	<p>8/10 – 8/12</p>	<p>Copier Cost</p>			
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