



Kentucky Department of Education  
Capital Plaza Tower  
500 Mero Street  
Frankfort, Kentucky 40601

## 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

2/4/08  
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:**

Mrs. Adkins and Mr. Howell composed a timeline for the completion process of the Consolidated 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 on September 28, 2007 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, we met as a whole staff and compiled our findings. Using the information obtained from the KPR analysis, Squires' staff, in the form of committees, met again in January to make necessary revisions for the 2008-2010 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 February 4, 2008 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 as well as the end of the school year. A meeting to inform parents of SB 168 targets was held on January 29, 2007. On the same date approval by SBDM Council approved the identified targets. An SBDM meeting will be held on February 4, 2008 to approve the School Improvement Plan for the upcoming 2008 – 2010 biennium.

### **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      2008-2010

Priority Need	Goal (Addresses the Priority Need)
<p>Squire’s students need to perform at the proficient level in all academic areas. Our overall percent novice for 2007 was 5.24 with the index being at 99.8 with an adjusted index of 95.8.</p>	<p>By May 2010, the academic index scores will increase to at least 105 as measured by the KCCT, with novice reduction to 0%.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p><b>I. According to Spring 2007 KCCT results, Squires’ students scored below the proficient/distinguished level in the following areas:</b></p> <p>Reading:                      19.29% below proficient    5.26% Novice</p> <p>Math:                              25% below proficient    5.26 % Novice</p> <p>Social Studies:              26.77% below proficient    5.64 % Novice</p> <p>Science:                        22.21% below proficient    2.46 % Novice</p> <p>Writing Portfolio:        18.52 % below proficient    0% Novice</p>	<p>A. By April 2010, the reading index will increase to 110 and the percentage of students scoring novice will decrease to 0%.</p> <p>B. By April 2010, the math index will increase to 110 and the percentage of students scoring novice will decrease to 0%.</p> <p>C. By April 2010, the writing index will increase to 100 and the percentage of students scoring novice will decrease to 0%.</p> <p>D. By April 2010, the Social Studies index will increase to 105 and the percentage of students scoring novice will decrease to 0%.</p> <p>E. By April 2010, the Science index will increase to 110 and the percentage of students scoring novice will decrease to 0%.</p> <p>F. By April 2010, the Arts and Humanities index will increase to 106 and the percentage of students scoring novice will decrease to 0%.</p> <p>G. By April 2010, the PL/VS index will increase to 100 and the percentage of students scoring novice will decrease to 0%.</p>

Writing On Demand: 42.25% below proficient  
2.82 % Novice

Arts & Humanities: 25.35% below proficient  
9.86 % Novice

PL/VS: 28.4% below proficient  
18.52 Novice

SES: 39.5% below Proficient in Math  
30% below proficient in Reading

**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.**

- H. By April 2010, 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.
- I. By April 2010, 75% of students will score a 3 or 4 on ORQS.

# *Student Achievement Component And Implementation & Impact Form*

(2008-2010 School Years)

**Component Leader: Literacy Coach and Writing Specialist**

**Objective # \_A and C\_: Implementation of School-Wide Language Arts Plan. Reading index will increase to 110, 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 the Literacy coach to help support the current literacy program.</p>	<p><b>Implementation:</b> All teachers will participate in weekly job embedded PD activities.</p> <p><b>Short-Term Measures of Success:</b> This will be reported through leadership observations, lesson plans, modeled lessons by teachers, and progress statements of CSIP.</p> <p><b>Long-Term Measures of Success:</b> Student achievement will increase according to GRADE, PAS, learning checks, and KCCT.</p>	<p>Classroom teachers, PSA, principal, Literacy Coach</p>	<p>8/2008-8/10</p>	<p>\$40,112.07</p>	<p>State</p>		

<p><b>A. 1b</b> Reading intervention will be provided for at risk students through the Read to Achieve Grant and daytime waiver ESS.</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.</p>	<p>Reading Recovery teacher, ESS teacher</p>	<p>8/08-8/10</p>	<p>\$65,000 \$16,000</p>	<p>RTA, ESS</p>	
	<p><b>Long-Term Measures of Success:</b> GRADE, PAS, and KCCT will show progress over time for these students.</p>					

<p><b>A. 1c</b> A Literacy Coach 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 Literacy coach will model, conference, and assist teachers with appropriate skills and strategies to ensure student progress. The teacher will confer and collaborate with the leadership team as well as the classroom teacher to analyze and evaluate student progress. The Literacy coach will meet weekly to offer job embedded PD.</p>	<p>Literacy Coach, principal, PSA</p>	<p>8/2008 - 8/2010</p>	<p>\$44,000</p>	<p>District RFP</p>		
	<p><b>Short-Term Measures of Success:</b> DRA's will be administered three times yearly to assess reading levels for all primary targeted students. GRADE will be administered three times yearly. Learning Checks and PAS for grades 3-5 will be used for short term progress.</p>						
	<p><b>Long-Term Measures of Success:</b> KCCT</p>						

<p><b>A. 1d</b> Students in grades 3-5 will be given weekly open response/ Learning Checks to monitor progress toward KCCT, NCLB, and SB168 goals.</p>	<p><b>Implementation:</b> The staff working with grades 3-5 students will be responsible for administering, analyzing, and reteaching.</p>	<p>Classroom teachers, PSA, Principal, Literacy coach, Math coach</p>	<p>8/08-8/10</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. 1e C. 1a</b> A writing specialist will provide teacher support in teaching writing in grades 2-5. The classroom teacher will implement the writing teacher's strategies throughout the course of the lessons.</p>	<p><b>Implementation:</b> This activity will be implemented by the writing specialist and the classroom teacher.</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. 1f C 1b</b> Students who score below proficient on portfolio checks/on-demand checks will be placed on a watch list and receive supplemental opportunities such as : small group intervention, mentoring.</p>	<p><b>Implementation:</b> This activity will be implemented by classroom teachers in grades 3-5.</p>	<p>Classroom teacher, Writing teacher, PSA</p>	<p>8/08-8/10</p>	<p>\$0</p>			
	<p><b>Short-Term Measures of Success:</b> Students will show proficiency based on Portfolio and On-Demand analysis using the Marker Papers and KY Scoring Guide.</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>						

# *Student Achievement Component And Implementation & Impact Form*

(2008-2010 School Years)

**Component Leader: Math Title 1 Teacher**

**Objective # B: Math index will increase to 110 and the novice score 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 instruction will be 1 1/2 hours daily, with direct instruction in problem solving and number sense 1 hour per week.</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><b>Short-Term Measures of Success:</b> Everyday Math unit assessments and grade level discussions will show outcomes of this activity. All students will take the PAS math assessment three times yearly. SuccessMaker will assess students after each skill and provide tutorials for the skills not mastered.</p>	<p>Classroom teacher, Title 1 teacher, Principal, PSA</p>	<p>8/2008-8/2010</p>	<p>\$45,000</p>	<p>Title 1</p>		

	<p><b>Long-Term Measures of Success:</b> KCCT increase to from 105 to 110.</p>						
<p><b>B.1b</b> Everyday Math games to support the program will be modeled and used at frequency suggested at each grade level.</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, PSA</p>	<p>8/2008-8/2010</p>				
<p><b>Short-Term Measures of Success:</b> Everyday Math unit assessments and grade level discussions will show outcomes of this activity. All students will take the PAS math assessment three times yearly. SuccessMaker will assess students after each skill and provide tutorials for the skills not mastered.</p>							
<p><b>Long-Term Measures of Success:</b> KCCT increase to from 105 to 110.</p>							

<p><b>B.1c</b> Job embedded PD will be led by math coach during weekly planning meetings to improve instructional strategies and standards of work.</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 I teacher, Math Coach, Principal, PSA</p>	<p>8/2008-8/2010</p>				
<p><b>Short-Term Measures of Success:</b> Everyday Math unit assessments and grade level discussions will show outcomes of this activity. All students will take the PAS math assessment three times yearly. SuccessMaker will assess students after each skill and provide tutorials for the skills not mastered.</p>							
<p><b>Long-Term Measures of Success:</b> KCCT increase to from 105 to 110.</p>							
<p><b>B.1d</b> Math intervention will support intermediate students that are below level.</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, Math coach, Principal,</p>	<p>8/2008-8/2010</p>				

	<p><b>Short-Term Measures of Success:</b> Everyday Math unit assessments and grade level discussions will show outcomes of this activity. All students will take the PAS math assessment three times yearly. SuccessMaker will assess students after each skill and provide tutorials for the skills not mastered.</p>	PSA					
<p><b>B.1e</b> SuccessMaker will be implemented as a technology strategy to help differentiate instruction in math as well as facilitate additional instruction for watch list</p>	<p><b>Long-Term Measures of Success:</b> KCCT increase to from 105 to 110.</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>	Classroom teacher, Title 1 teacher, Principal, PSA	8/2008-8/2010				

<p>students identified as struggling in math.</p>	<p><b>Short-Term Measures of Success:</b> Everyday Math unit assessments and grade level discussions will show outcomes of this activity. All students will take the PAS math assessment three times yearly. SuccessMaker will assess students after each skill and provide tutorials for the skills not mastered.</p>						
<p><b>B. If</b> Math open response and learning checks will be utilized in all classrooms.</p>	<p><b>Implementation:</b> All classroom teachers and the Title 1 teacher will implement this activity. Math Open Responses will be modeled and/or administered to K-2<sup>nd</sup> twice monthly and weekly in grades 3-5. This activity will be fully implemented when math journals are utilized in all classrooms and when vocabulary is included on learning checks.</p>	<p>Classroom teacher, PSA, Title 1 teacher</p>	<p>8/08-8/10</p>	<p>\$0</p>			

	<p><b>Short-Term Measures of Success:</b> Grade level analysis of open responses/learning checks will indicate progress. Math Journals will be measured by their effectiveness by increasing proficiency on open response questions.</p>						
<p><b>B.1g</b> Flashbacks will be used as a formative assessment and review tool daily in grades K-5.</p>	<p><b>Implementation:</b> All classroom teachers will administer math flashbacks daily.</p>	<p>Classroom teacher, PSA, Title 1 teacher</p>	<p>8/08-8/10</p>	<p>\$0</p>			
<p><b>Short Term Measure of Success:</b> Increase in student proficiency on PAS and district Learning Checks.</p>							
<p><b>Long-Term Measures of Success:</b> KCCT, PAS, Learning Checks</p>							

# *Student Achievement Component And Implementation & Impact Form*

(2008-2010 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> Learning Checks for social studies, science, arts and humanities, and practical living will be analyzed by teachers and intentional instruction for improvement will be provided.</p>	<p><b>Implementation:</b> All classroom teachers and special area teachers will implement this activity. In grades 3-5, Science and Social Studies ORQs will be administered bi-monthly (alternating weeks) and Arts and Humanities ORQs will be administered once monthly.</p>	<p>Teachers, Principal and PSA</p>	<p>8/2008-8/10</p>	<p>\$0</p>			
	<p><b>Short-Term Measures of Success:</b> Analysis of student work will be discussed at grade level meetings and what the intentional reteaching activity included.</p>						
	<p><b>Long-Term Measures of Success:</b> KCCT improvement in these content areas by 96 to 106.</p>						

<p><b>C. 1b</b> Mentoring and support to grade level point leaders to facilitate technology based projects for all content areas to enhance students learning will be provided. Teacher support for technology integration of hardware and software will be given.</p>	<p><b>Implementation:</b> District TRT and classroom teachers will be responsible for implementing these projects. It will be fully implemented when 2/3 of the students can participate and be proficient at least two of the programs.</p>	<p>Teachers, District TRT, Technology Committee, School MRT, Principal and PSA</p>	<p>8/2008-8/10</p>	<p>\$0</p>	<p>EETT</p>	
	<p><b>Short-Term Measures of Success:</b> The evaluation components as well as student surveys will be the evaluation tools for the technology component.</p>					
	<p><b>Long-Term Measures of Success:</b> Student products scored using the ISTE standards will reflect the effectiveness of the integration and participation.</p>					

<p><b>C. 1c Open Response</b> Scoring Team will provide bi-monthly feedback to students and teachers in grades 3-5 through live scoring and/or reworking to a 4.</p>	<p><b>Implementation:</b> All 3-5 teachers will participate in this process in conjunction with coaches, PSA, and Principal.</p> <p><b>Short Term Measure of Success:</b> There will be an increase of the quality of student responses on ORQs 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, Coaches, PSA, Principal</p>					
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<p><b>C. 1d</b> Classroom teachers will conference with students in the fall and the spring to allow for one-on-one conferencing for student achievement. The outcomes of the conferences will include:</p> <ul style="list-style-type: none"> <li>• goal setting by students</li> <li>• analyzing of personal achievement data by students (testing results, classroom behavior, grades, etc.).</li> </ul>	<p><b>Implementation:</b> Classroom Teachers</p> <p><b>Short-Term Measures of Success:</b> Students' scores on learning checks, GRADE, PAS, DRA scores and classroom grades will improve.</p> <p><b>Long-Term Measures of Success:</b> Squires' Academic Index from the KCCT tests will increase and SB168 Goals will be met.</p>	<p>Classroom Teachers, Principal</p>	<p>2008-2010</p>	<p>\$4,000</p>			
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**SBDM Council Reporting Timeline  
Equity Component**

<b>Months</b>	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	

**Action Component: EQUITY**

District Name      Fayette County                      Component Manager

School Name      Squires Elementary                      Date      2008-2010

<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 2010, 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 free/reduced lunch students scored 89, while non free/reduced scored 107.2. The discrepancy is the greatest in Arts and Humanities, 81 f/r while non is 105, 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 is 104.	<p>A. By June 2010, student test scores will improve by 10% due to improved cultural, behavioral, and academic interventions.</p> <p>B. By April 2010, 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>

# *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, Literacy Coach, Title 1 teacher, along with a committee will organize these workshops.</p>	<p>Literacy Coach, Title 1 teacher, FRC, classroom teacher, RTA teacher</p>	<p>8/2008-8/10</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>June 2008 – June 2010</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. A literacy coach will be hired to help teachers with students that need intervention.</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 literacy coach will model for teachers and help with preparation of lessons. 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 at least 3 times yearly. Learning Checks will also be a measurement to compile information.</p> <p><b>Long-Term Measures of Success:</b> GRADE, PAS, and KCCT.</p>	<p>Classroom teachers and RTA teacher, ESS teacher, intervention teacher and literacy coach</p>	<p>8/08-8/10</p>	<p>\$85,000 \$44,000 \$44,000 \$44,000 Total \$217,000</p>	<p>RTA ESS RFP</p>	Empty cells for the remaining columns
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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>8/08-8/10</p>	<p>\$44,000</p>	<p>Title 1</p>		
	<p><b>Short-Term Measures of Success:</b> Everyday Math unit assessments, PAS, SuccessMaker will indicate student progress.</p>						
	<p><b>Long-Term Measures of Success:</b> KCCT improvement to 110 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>8/06-8/08</p>	<p>\$500</p>			
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	<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.</p>						
	<p><b>Long-Term Measures of Success:</b> KCCT scores will increase.</p>						

<p><b>B. 1d</b> At risk students will be given the opportunity to participate in the Summer Math and Literacy program.</p>	<p><b>Implementation:</b> This activity will have been successfully completed after comparing the at risk students that took the summer session to those that did not. This activity will be implemented by two certified teachers.</p>	<p>Two certified teachers</p>	<p>7/06-5/07</p>	<p>\$2566.20</p>	<p>ESS</p>		
	<p><b>Short-Term Measures of Success:</b> Students will score proficient on open responses during the summer session. They will complete a survey on the outcomes of the program.</p>						

	<p><b>Long-Term Measures of Success:</b> Students will be monitored and compared to at risk students that did not take the program. The students who took the program will score higher on the learning checks during the school year according to the goal calculator.</p>						
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**SBDM Council Reporting Timeline  
Student, Family, and Community Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<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      2008-2010

Priority Need	Goal (Addresses the Priority Need)
According to the staff and survey by FRC there is limited family involvement in after hour’s school academic based activity. There is a need for more community resources to continue to support academic and social skills activities.	By June 2008, the overall academic index will increase to 105 as measured by the KCCT.

Causes and Contributing Factors	Objectives with Measures of Success
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. B. More opportunities for parental involvement to support academics are indicated through the FRC survey.	A. By June 2010, 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 10%.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 and Henry Clay History Club. Parents will also be included in programs offered such as Peace Pals and Peace by Piece Scrapbook Club. 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 10%.

# *Student, Family, and Community Component*

## *And*

# *Implementation & Impact Form*

(2008-2010 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, 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,CGS, PTA	June 2008- 2010	\$700.	FRC		
	<b>Short-Term Measures of Success:</b> Parents will come more often because of welcoming feeling as shown by surveys and PTA sign in log.						
	<b>Long-Term Measures of Success:</b> Increase in parental involvement by 20% 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, and Carnegie Center for Literacy. Family Literacy and Math Nights at Squires that correspond with their needs/grade level will be provided, writing workshops 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>June 2008-2010</p>	<p>\$400</p>	<p>FRC</p>		
	<p><b>Short-Term Measures of Success:</b> Increase the number of families attending Family Literacy nights with their child and learning activities to work on together at home will increase by 10% as shown by school log in.</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 leaders in a yearly Career/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>June 2008-2010</p>	<p>\$100</p>			
	<p><b>Short Term Measure of Success:</b> 15% of parent and community volunteers working with students as evidenced by school sign in log.</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, and KCHIP to promote activities or literature that helps families maintain a healthy lifestyle. A health</p>	<p><b>Implementation:</b> FRC will implement as timeline suggest.</p>	<p>FRC</p>	<p>June 2008-2010</p>	<p>\$300</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>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.</p>	<p><b>Long-Term Measures of Success:</b> Less referrals to the office for sickness by 10%</p>						
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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
<p><b>B. 1a</b> The FRC will support activities designed three times yearly that will reinforce and review skills before KCCT testing.</p>	<p><b>Implementation: PSA, FRC</b></p>	<p>FRC, PSA</p>	<p>June 2008- 2010</p>	<p>\$800</p>	<p>FRC</p>	<p></p>	<p></p>
	<p><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.</p>						
	<p><b>Long-Term Measures of Success:</b> Index scores on KCCT will increase in the areas of:</p> <p>Social Studies to 105</p> <p>Science to 112</p> <p>Math to 115</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>B. 1b</b> Literature Circles will be provided weekly, on a rotating basis by the month, for third-fifth graders at CASTLE.</p>	<p><b>Implementation:</b> FRC, Literature Circle Teacher</p>	<p>FRC, Literature Circle Teacher</p>	<p>June 2008-2010</p>	<p>\$1000</p>	<p>RFC</p>		
	<p><b>Short-Term Measures of Success:</b> Students will work in small groups in area of reading which will promote literacy and responsibility.</p>						
	<p><b>Long-Term Measures of Success:</b> Reading scores will increase by 10% by students participating.</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>08/2008 – 08/2010</p>	<p>Copier Cost</p>			
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