



Veterans Park Elementary School

4351 Clearwater Way ♦ Lexington, KY 40515
Phone: (859) 381-3161 ♦ fax: (859) 381-3151
Amy McVey, Principal

VETERANS PARK ELEMENTARY

The mission of Veterans Park Elementary School is to provide an education, which ensures that all students become critical, creative thinkers; independent, lifelong learners; and active, responsible citizens through a shared commitment of the home, community, and school.

SCHOOL IMPROVEMENT PLAN

➤ **SBDM Council approval date: February 5, 2008**

➤ **Signature of Principal:**

Amy McVey

➤ **Council Members:**

Janet Neal parent

Paul Offenberg parent

Kelly Dubray Teacher

Sarah Hally Teacher

Cindy Simpson - teacher

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

VISION

It is our vision that Veterans Park Elementary School be a place characterized by a caring, open and flexible environment, with teachers as managers empowered to make instructional decisions, with the principal as a manager of managers, and with students as self-assured learners being challenged to greater achievement through an individualized and equitable program. This program will be one that emphasizes knowledge and the critical-thinking skills necessary for making decisions in a democratic society. The school is a place in which the dignity of the individual is paramount, and in which people of all ages, preschool through senior citizen, work as a team to ensure that learning occurs.

BELIEFS

We believe ...

- that high expectations improve student achievement.
- that an emphasis on math, science, and technology will better prepare each child for the future.
- that an equitable education for each child is essential.
- that education should be designed to meet the unique needs of the child and be compatible with what we know of his/her physical, mental, social, and emotional patterns of growth.
- that the child, as an individual, should be the paramount concern of every teacher.
- that, in order to build strong self-image, each child should have the opportunity to meet with continuing success and to move at his/her best possible rate of progress through the expected levels of achievement.
- that maximum educational achievement is best accomplished in a safe environment, which provides well-defined guidelines of behavior, consistently enforced through the cooperative efforts of teacher, child, parent, and principal.
- that the total program should help the child understand his/her world and aid in the development of good human relationships through a concern and respect for others.

MISSION

The mission of Veterans Park Elementary School is to provide an education, which ensures that all students become critical, creative thinkers; independent, lifelong learners; and active, responsible citizens through a shared commitment of the home, community, and school.

GOALS

By June 2010, the index for Reading as measured by the KCCT will be 122.8.

By June 2010, the index for Mathematics as measured by the KCCT will be 127.8.

By June 2010, the index for Science as measured by the KCCT will be 125.2.

By June 2010, the index for Social Studies as measured by the KCCT will be 129.4.

By June 2010, the index for Arts and Humanities as measured by the KCCT will be 128.2.

By June 2010, the index for Practical Living/Vocational Studies as measured by the KCCT will be 118.7.

By June 2010, the index for Writing as measured by the KCCT will be 110.4.

PROCESS OF DEVELOPING THE IMPROVEMENT PLAN

The Needs Assessment Teams are the SBDM Council's standing committees, which include the Budget, Climate/Communication/Social, Comprehensive School Improvement, Curriculum/Equity/Resources, Extra Curricular/In-school Programs, Professional Development, and Technology. The Council determined the committees based on the needs of the school. Committees are open to faculty, staff, parents, and the community members of Veterans Park Elementary. Faculty members are required to serve on one standing committee. Primary, intermediate, and special area staff is represented on each committee. Staff members are encouraged to serve and parents are invited, encouraged, and recruited to serve on committees. These committees work with the School Council to disaggregate data collected from various sources. These sources include but are not limited to: Kentucky Core Content Tests, Metropolitan Achievement Test, Measures of Academic Progress (MAP), Developmental Reading Assessment (DRA) and Group Reading and Diagnostic Assessment (GRADE) assessments as well as parent and teacher surveys. Based on these findings, the school determines its goals for the biennium. Goals are reviewed annually and amended as needed.

The standing committees within the school also review the school's vision, beliefs, and mission statement annually. Input from committees is shared with the SBDM council and revisions or refinements are written.

Climate/Communication/Social

Sarah Breault, Chairperson	Terry Goldfarb, School Based Facilitator
Jamie Belcher, Teacher	Beverly McClenney, Teacher
Judy Blakeman, Guidance Counselor	Melissa Melton, Teacher
Pam Bradley, Teacher	Christy Bradley, Parent
Nicole Campbell, Teacher	Amy Newsome, Parent
Kristen Diggs, Teacher	

School Improvement Planning Committee

This committee is made up of the chairperson from each committee and grade level chairs

Amy McVey, Chairperson	Emily Harris	Jane Smith
Sarah Breault	Kari Kirchner	
Kate Christianson	Melissa Melton	
Molly Dabney	Susie Nudd	
Kristen Diggs	Rebecca Puckett	
Andrea Gilliam	Cindy Simpson	

Curriculum/Equity/Resources Committee

Rebecca Puckett, Chairperson
Tracy Christopher, Teacher
Molly Dabney, Teacher
Shannon Feenick, Teacher
Erin Rowe, Teacher
Cindy Simpson, Teacher

Toni Tencza, Teacher
Sally Wilkinson, Teacher
Molly Williams, Teacher
Tammie Marsh, Parent
Margaret Workman, Parent
Scott Workman, Parent

Extra Curricular/In-School Programs Committee

Kate Christianson, Chairperson
Laura Bosworth, Teacher
Cathy Corales, Teacher
Susan Davis, Teacher
Kay Isaacs, Teacher
Janet Jones, Teacher

Christi Lindeman, Teacher
Scott McAtee, Teacher
Melody Newton, Teacher
Cheri Sanger, Teacher
Diane Carter, Parent
William Napier, Parent
Kristi Phillips, Parent

Professional Development

Kari Kirchner, Chairperson
Jana Callahan, Teacher
Michele Cornett, Teacher
Jane Culler, Teacher
Shonda Hall, Teacher
Emily Harris, Teacher

Linda Little, Teacher
Jessica Mullannix, Teacher
Leslie Nuckols, Teacher
Vida Burton, Parent
Traci Ransdell, Parent

Technology Committee

Jane Smith, Chairperson
Stacey Altwies, Teacher
Missy Evans, Teacher
Andrea Gilliam, Teacher
Sarah Nally, Teacher

Susie Nudd, Teacher
Kathy Roberts, Teacher
Kempa Turner, Teacher
Romona Willhoite, Teacher
Christiana Stephens, Parent
Vincent Tan, Parent

Determining Needs, Goals and Strategies

Multiple sources were used to determine needs. These sources include but are not limited to: Kentucky Core Content Tests, Metropolitan Achievement Test, Measures of Academic Progress (MAP), Developmental Reading Assessment (DRA) and Group Reading and Diagnostic Assessment (GRADE) assessments as well as parent and teacher surveys. The Board of Education goals, the district's mission, and the school mission were taken into account. Test data were considered in determining key findings. The committees reported to the planning committee who compiled and categorized the key findings. The School Improvement

Committee then determined the priority needs and school goals. School goals were written and measurable objectives were decided upon. Strategies and activities were determined based on “best practices.”

Implementation and Internal Review

Implementation of the plan is expected to improve student achievement for all learners in all areas. The Implementation and Impact Check will be used to monitor implementation of the plan. Standing committees will assess progress and report to the planning committee and SBDM Council three times a year. Adjustments will be made based on these reports.

The plan was sent to district program coordinators for review and comment. Feedback was returned to the school and the plan was revised based on the feedback. A second review was completed and additional revisions were made. The Planning Committee and SBDM Council reviewed the plan. Following some fine-tuning, the Council accepted the plan.

Public comment was secured through parent participation on committees, reports at the PTA Board Meeting, a notice to read the document via the principal’s newsletter, and an invitation to attend the Council meeting to discuss the plan. The Council will review the plan annually.

COMMUNICATION PLAN

As a public document, the plan will be available in the school office and library. Each Council member will have a copy of the plan. Committee chairs and all teachers will be given a copy of the plan as a basis for their committee work. The committee structure will ensure that input continues to be gathered from stakeholders. Progress reports will be made quarterly to the planning committee which will then report to the SBDM Council.

1 – Action Components, VPE 2008-2010

Action Component Student Achievement

District Name Fayette County Component Manager: Curriculum, Equity and Resources Committee Chairperson

School Name Veterans Park Elementary Date February, 2008

Priority Need	Goal (Addresses the Priority Need)
According to the Spring 2007 KCCT data the academic index at VPE was 122.7	To increase the percentage of students performing at or above the proficient level on the KCCT increasing our overall academic index to a combined score of 123.

Causes and Contributing Factors	Objectives with Measures of Success
According to the 2007 KCCT data: Reading: 119.1 Mathematics: 125.4 Science: 124.3 Social Studies: 129.1 Arts and Humanities: 127.1 Practical Living/Vocational Studies: 113.4 Writing: 108.1	A1- By June 2010, the index for Reading, as measured by the KCCT, will be 122.8 and by June 2010, the index for Writing will be 110.4. A2- By June 2010, the index for Mathematics, as measured by the KCCT, will be 127.8. A3- By June 2010, the index for Science, as measured by the KCCT, will be 125.2. A4- By June 2010, the index for Social Studies, as measured by the KCCT, will be 129.4. A5- By June 2010, the index for Arts and Humanities, as measured by the KCCT, will be 128.2. A6- By June 2010, the index for Practical Living/Vocational Studies, as measured by the KCCT, will be 118.7.

III. Strategies/Activities	Goal (Addresses the Priority Need)
<p>All Objectives</p> <ul style="list-style-type: none"> a. Develop a best practice guide for instruction at each grade level. b. Intentionally set aside time for open response buddies to collaborate together (with or without classroom students). c. Investigate the idea of having a club day with all students. d. Homeroom and Special Area teachers will collaborate with the PSA to model ORQs with students. e. Continue to develop and revise open response notebooks developed by each grade level. f. Develop and implement a school wide plan to recognize students that score a 4 on their first try on open response questions. g. Develop student friendly learning targets to guide formative assessment and promote learning for understanding for all students h. Continue to maintain 24:1 student to teacher ratio in all classrooms. <p>A1 – Language Arts</p> <ul style="list-style-type: none"> a. Continue to implement RTA state grant to provide small group interventions for students reading below grade level in primary and quality professional development in reading for teachers and staff. b. Develop ORQs and implement the use of assessments for all chapter books and literacy circles (K-5). c. Continue to develop writing lessons on crafting portfolio pieces and on demand letters, articles. d. Hire a Writing Coach to work with staff at all levels on writing instruction. <p>A2– Math</p> <ul style="list-style-type: none"> a. Implement SuccessMaker Math in the technology lab. <p>A3 & A4 – Science & Social Studies</p> <ul style="list-style-type: none"> a. Develop vertical alignment of Science and Social Studies units and assessments involving primary and intermediate teachers. <p>A5 & A6 – Arts and Humanities & Practical Living</p> <ul style="list-style-type: none"> a. Employ an Arts and Humanities & Practical Living Coach to collaborate between special area and homeroom teachers in the implementation of ORQs. 	<p>A1- By June 2010, the index for rReading, as measured by the KCCT, will be 122.8. and June 2010, the index for Writing will be 110.4.</p> <p>A2- By June 2010, the index for Mathematics, as measured by the KCCT, will be 127.8.</p> <p>A3- By June 2010, the index for Science, as measured by the KCCT, will be 125.2.</p> <p>A4- By June 2010, the index for Social Studies, as measured by the KCCT, will be 129.4.</p> <p>A5- By June 2010, the index for Arts and Humanities, as measured by the KCCT, will be 128.2.</p> <p>A6- By June 2010, the index for Practical Living/Vocational Studies, as measured by the KCCT, will be 118.7.</p>

**SBDM Council Reporting Timeline
Student Achievement Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity	<p>Hire a Writing Coach to work with staff at all levels on writing instruction.</p> <p>Employ an Arts and Humanities & Practical Living Coach to collaborate between special area and homeroom teachers in the implementation of ORQs.</p>	<p>Develop a best practice guide for instruction at each grade level.</p> <p>Intentionally set aside time for Open Response buddies to collaborate together (with or without classroom students).</p> <p>Implement SuccessMaker Math in the technology lab.</p>	<p>Intentionally set aside time for Open Response buddies to collaborate together (with or without classroom students).</p>									<p>Develop and implement a school-wide plan to recognize students that score a 4 on their first try on open responses</p> <p>Continue to develop writing lessons on crafting portfolio pieces and on demand letters, articles.</p>

Ongoing: Homeroom and Special Area teachers will collaborate with the PSA to model ORQs with students.
 Continue to develop and revise open response notebook developed by each grade level.
 Develop student friendly learning targets to guide formative assessment and promote learning for understanding for all students
 Continue to maintain 24:1 student to teacher ratio in all classrooms.
 Continue to implement RTA state grant to provide small group interventions for students reading below grade level in primary and quality professional development in reading for teachers and staff.
 Develop ORQs and implement the use of assessments for all chapter books and literacy circles (K-5).
 Develop vertical alignment of Science and Social Studies units and assessments involving primary and intermediate teachers

Student Achievement Component And Implementation & Impact Form

(2008-2010 School Years)

Component Leader: Curriculum, Equity and Resources Committee Chairperson

All Objectives:

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
a. Develop a best practice guide for instruction at each grade level.	Implementation: Grade Level Chairs will work with the PSA to develop best practice charts for each level.	PSA, Committee Chairs, Grade Level Chairs	May 2008- June 2010	0	n/a		
	Short-Term Measures of Success: Draft charts will be presented to the staff and council.						
	Long-Term Measures of Success: Completed charts will be adopted by as policy by SBDM council						
b. Intentionally set aside time for Open Response buddies to collaborate together (with or without classroom students).	Implementation: Non-Flexible records and IOU days will be organized with a structure to review ORQs.	PSA, PD Committee	May 2008- June 2010	0	n/a		
	Short-Term Measures of Success: Collaboration schedules and meeting minutes.						
	Long-Term Measures of Success: Increase in student achievement due to the development of better questions.						

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c. Investigate the idea of having a club day with all students	Implementation: Extra Curricular/In-School Performance will investigate this idea including observations and visits to schools that are using a similar format.	Extra Curricular/In-school Performance Committee	May 2008-June 2010	0	n/a		
	Short-Term Measures of Success: Report of findings from other schools will be reported to staff and SBDM Committee.						
	Long-Term Measures of Success: Student achievement will be increased based on involvement in clubs and groups.						
d. Homeroom and Special Area teachers will collaborate with the PSA to model ORQs with students.	Implementation: Collaboration and release time schedules will be completed by the PSA.	PSA/Homeroom Teachers/Special Area Teachers	May 2008-June 2010	0	n/a		
	Short-Term Measures of Success: ORQs for each unit of study developed for use at all grade levels						
	Long-Term Measures of Success: Student achievement will be increased on the KCCT.						
e. Continue to develop and revise open response notebooks developed by each grade level	Implementation: Ongoing- will begin in June	PSA, Committee Chairs, Grade Level Chairs	May 2008-June 2010	0	n/a		
	Short-Term Measures of Success: An assessment section for each unit of study will be completed at each level						
	Long-Term Measures of Success: Increased student achievement will increase on the KCCT.						
f. A school wide plan to recognize students who score a 4 on their first try on open response questions will be developed and implemented.	Implementation: A “First-Time 4s” display will be developed by the PSA	PSA, Grade Level Chairs	May 2008-June 2010	0	n/a		
	Short-Term Measures of Success: Students who score 4 on ORQ assessments will have their work displayed in hallway						
	Long-Term Measures of Success: Student achievement will increase on the KCCT.						

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g. Develop student friendly learning targets to guide formative assessment and promote learning for understanding for all students	Implementation: “Unpacking” standards in each academic area will be completed	PSA, Grade Level teams, Special area, Special Education teachers	May 2008- June 2010	0	0		
	Short-Term Measures of Success:						
	Long-Term Measures of Success: Student achievement will increase on the KCCT.						
h. Continue to maintain 24:1 student to teacher ratio in all classrooms.	Implementation: Dependent upon staffing/budget	SBDM council	May 2008- June 2010	\$50,000	Staffing		
	Short-Term Measures of Success:						
	Long-Term Measures of Success: Student achievement will increase on the KCCT.						
Objective A1 : Language Arts							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
a. Continue to implement RTA state grant to provide small group interventions for students reading below grade level in primary and quality reading professional development for teachers and staff.	Implementation: Continuation of this program is contingent upon continuation of RTA grant	Reading Specialist	May 2008- June 2010	\$60,000	RTA		
	Short-Term Measures of Success: Student achievement on formative reading assessments will increase.						
	Long-Term Measures of Success: Student achievement will increase in Reading on the KCCT.						
b. Develop ORQs and implement the use of assessments for all chapter books and literacy circle (K-5).	Implementation: Teaching teams will work during designated PD time in monthly staff meetings to develop units.	PSA, PD Committee, Grade Level Chairs, Homeroom Teachers	May 2008- June 2010	0	n/a		
	Short-Term Measures of Success: Units will be developed and implemented upon completion.						
	Long-Term Measures of Success: Student achievement in Reading will increase on the KCCT.						
c. Continue to develop writing lessons on crafting portfolio pieces	Implementation: Writing consultants will be hired to present PD modules.	PD Committee, Writing cluster	May 2008- June 2010	\$1,000	PD		

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and on demand letters, articles.	Short-Term Measures of Success: Writing lessons and units will be developed in designated areas.	leader					
	Long-Term Measures of Success: Student achievement in Writing will increase on the KCCT						
d. Hire a Writing Coach to work with staff at all levels on writing instruction.	Implementation: This is contingent upon receiving a district RFP.	SBDM Council	May 2008-June 2010	\$60,000	RFP		
	Short-Term Measures of Success: The writing program alignment will be completed; Small group writing and coaching for staff will be put in place.						
	Long-Term Measures of Success: Student achievement in Reading and Writing will increase on the KCCT.						
Objective A2 : Math							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
a. Implement SuccessMaker Math in the technology lab.	Implementation: The program will be installed in the technology lab as well as classrooms.	Technology Committee	May 2008-June 2010	\$50,000	RFP		
	Short-Term Measures of Success: Student achievement will increase on formative math assessments.						
	Long-Term Measures of Success: Student achievement in Math will increase on the KCCT.						
Objective A3 & A4 : Science & Social Studies							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
a. Vertical alignment of Science and Social Studies units and assessments involving primary and intermediate teachers will be completed.	Implementation: Vertical teaching teams will collaborate with Science Lab teacher to align the curriculum during professional development time.	PD Committee, Homeroom teachers, Science Lab Teacher	May 2008-June 2010	0	n/a		

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	<p>Short-Term Measures of Success: Long range plans will be aligned across grade levels.</p> <p>Long-Term Measures of Success: Student achievement in Science and Social Studies will increase on the KCCT.</p>						
Objective A5 & A6 : Arts and Humanities & Practical Living							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
a. An Arts and Humanities & Practical Living Coach will be employed to collaborate between special area and homeroom teachers in the implementation of ORQs.	<p>Implementation: This will be contingent on receiving an RFP grant.</p>	SBDM Council	May 2008-June 2010	\$50,000	RFP		
	<p>Short-Term Measures of Success: ORQ coaching for all staff responsible for A&H and PL/VS curriculum will be implemented.</p>						
	<p>Long-Term Measures of Success: Increased student achievement in Arts & Humanities and Practical Living/Vocational Skills on the KCCT.</p>						

9 – Action Components, VPE 2008-2010

Action Component Equity

District Name Fayette County

Component Manager Curriculum, Equity and Resources Committee Chairperson

School Name Veterans Park Elementary

Date February 2008

Priority Need	Goal (Addresses the Priority Need)
<p>According to the KCCT 2007 data, 5th grade students without disabilities scored 13 points higher in Reading than students with disabilities (13% gap).</p> <p>According to the KCCT 2007 data, 3rd grade students without disabilities scored 17 points higher in Math than students with disabilities (17% gap).</p> <p>According to the KCCT 2007 data, 5th grade students without disabilities scored 21 points higher in Math than students with disabilities (19% gap).</p> <p>According to the KCCT 2007 data, students without disabilities scored 14 points higher in math than student with disabilities (9% gap).</p> <p>According to the KCCT 2007 data, students without disabilities scored 31 points higher in Arts & Humanities than students with disabilities (23% gap).</p>	<p>To increase the percentage of special education students performing at or above the proficient level on the KCCT increasing our overall academic index to a combined score of 123.</p>

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Causes and Contributing Factors	Objectives with Measures of Success
<p>% of special needs students scoring below grade level on the KCCT 2008:</p> <p>Reading: 5th grade: 10% Math: 3rd grade: 25% 5th grade: 30% Social Studies:10% Arts & Humanities: 30%</p>	<p>Scores on the 2010 KCCT will be as follows:</p> <p>Reading: 5th- 125 Math: 3rd- 127 5th- 135 Social Studies: 132 Arts & Humanities: 122</p>
III. Strategies/Activities	Goal (Addresses the Priority Need)
<p>a. ESS instruction in reading will be provided for students performing below grade level on at least two reading assessments.</p>	<p>Scores on the 2010 KCCT will be as follows:</p> <p>Reading: 5th -125 Math: 3rd- 127 5th- 135 Social Studies: 132 Arts & Humanities: 122</p>
<p>b. An increase and/or revision of accommodations will be implemented for special needs students through additional programs and materials that support direct instruction across the curriculum.</p>	<p>Scores on the 2010 KCCT will be as follows:</p> <p>Reading: 5th-125 Math: 3rd- 127 5th- 135 Social Studies: 132 Arts & Humanities: 122</p>

**SBDM Council Reporting Timeline
Equity Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity			<p>Provide ESS instruction in reading for students performing below grade level on at least two reading assessments.</p> <p>Increase and/or revise accommodations for special needs students through additional programs and materials that support direct instruction across the curriculum.</p>									

Equity Component And Implementation & Impact Form

(2008-2010 School Years)

Component Leader:

Objective A1-A4

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
a. ESS instruction in reading will be provided for students performing below grade level on at least two reading assessments	Implementation: Form small group(s) following assessments in August for qualifying students.	ESS coordinator, intervention teacher	September 2008-May 2010	\$2,000/year	ESS		
	Short-Term Measures of Success: An increase in achievement scores on formative assessments will occur.						
	Long-Term Measures of Success: Student achievement in reading will increase on the KCCT.						
b. An increase and/or revision in accommodations for special needs students through additional programs and materials that support direct instruction across the curriculum will be implemented.	Implementation: IOU meeting speakers and PD modules involving instruction and materials for effective instruction involving special needs students will take place.	Regular classroom teachers, special education teachers	September 2008-May 2010	\$2,000	PD		
	Short-Term Measures of Success: Achievement on formative assessments by special needs students will increase.						
	Long-Term Measures of Success: Student achievement on the KCCT will increase.						

Action Component Family Involvement

District Name Fayette County Component Manager SBDM Council

School Name Veterans Park Elementary Date February 2008

Priority Need	Goal (Addresses the Priority Need)
<p>Ongoing two-way communication with parents and stakeholders pertaining to school programs, policies, and procedures</p>	<p>To continue to seek more and different ways to effectively communicate with parents and all community stakeholders regarding schools policies, procedures, and programs</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p><u>In 3 areas 100% felt we meet or exceed their expectations</u></p> <ul style="list-style-type: none"> • School policies and practices are designed by staff and are consistently enforced to provide all students with a safe, orderly, and equitable learning environment (e.g. emergency drills). • Students have various opportunities to use technology (e.g. computers, calculators, educational software, keyboarding programs, word processing, Reading Counts). • Students and the school community have the opportunity to participate in service projects which benefit the community and promote good citizenship (e.g. food drive, blood drive, toiletries for the VA hospital). <p><u>In 6 areas 99.7% felt we meet or exceed their expectations</u></p> <ul style="list-style-type: none"> • Physical structures of the school provide all students and staff with safety, order, and equitable access (e.g. parking, coded locks). • Meaningful, two-way communication between the home and school is regular and encouraged (e.g. student agendas, e-mail, conferences). • The school uses technology to facilitate communication with stakeholders (e.g. school website, teacher websites, e-mail, voicemail, teacher 	<p>By June 2010, according to the parent survey, there will be a one percent increase in parents responding that VPE meets or exceeds their expectations in facilitating meaningful two-way communication.</p>

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newsletters).

- Quality student work is displayed in all classrooms and the school halls.
- The school staff creates a welcoming and inviting atmosphere which contributes to a positive learning environment.
- Parents are given opportunities to be involved in their child's education (e.g. SBDM committees, PTA, classroom volunteers).

In 2 areas 99.3% felt we meet or exceed their expectations

- Students have various opportunities to use technology (e.g. computers, calculators, educational software, keyboarding programs, word processing, Reading Counts).
- The school has a guidance/counseling program to meet the various needs of all students.

In 3 areas 99% felt we meet or exceed their expectations

- School leadership and staff have established operational policies and procedures to keep disruptions to a minimum during the instructional day.
- Both academic and behavior standards are defined and communicated to students and equitably enforced for all students (e.g. school-wide behavior plan).
- The school has established and maintains a focus on academic achievement for all students.

In 1 area 98.3% felt we meet or exceed their expectations

- Written communication about the school is sent home with students on a regular basis (e.g. monthly principal and PTA newsletters, teacher newsletters).

In 1 area 98% felt we meet or exceed their expectations

- The intervention programs are designed to support and promote individual student achievement (e.g. STAR program, reading and math tutors).

In 1 area 97.7% felt we meet or exceed their expectations

- Students have the opportunity to participate in extracurricular activities, which extend and support core content instruction (e.g. chorus, production team, recycling team, safety patrol, band, orchestra, academic team, flag patrol, chess club, Battle of the Books).

**SBDM Council Reporting Timeline
Family Involvement Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity			Each grade level will create a parent/ student information packet/brochure of expectations and policies that will be distributed to parents and students.									Professional Development will be provided for teachers to develop, update, and refine classroom web pages and set up class distribution lists.

Ongoing: Update website monthly with school activities and celebrations
 Band and Orchestra articles in PTA newsletter monthly; special area newsletter included in progress reports each nine weeks
 Communication with all parents via website and Principal’s newsletter about ESS programs and purposes

Family Involvement Component And Implementation & Impact Form

(2008-2010 School Years)

Component Leader: School Climate, Communication, and Social Committee

Objective #

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
a. Professional Development will be provided for teachers to develop, update, and refine classroom web pages and set up class distribution lists.	Implementation: The technology resource person will disseminate pertinent information and set up trainings as needed for staff.	Grade Level Chairs, Technology Resource Specialist	Spring 2008	0			
	Short-Term Measures of Success: Updated, refined classroom web pages and distribution lists will be created.						
	Long-Term Measures of Success: Current, comprehensive communication with all stakeholders will be maintained.						
b. Each grade level will create a parent/ student information packet of expectations and policies that will be distributed to parents and students and also posted on the website.	Implementation: Each grade level will create a brochure to be distributed to parents.	Grade Level chairs, PSA	Fall 2008				
	Short-Term Measures of Success: Increased communication about programs and practices at VPE will be established.						
	Long-Term Measures of Success: Current, comprehensive communication with all stakeholders will be established.						

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c. Band and Orchestra articles will communicate monthly via a subject or PTA newsletter and every nine weeks in student progress reports.	Implementation: Band and orchestra teachers will submit short updates regarding their programs for the PTA newsletter each month and include a nine-week summary in progress reports	Band and Orchestra teachers, staff PTA liaison, PTA	Fall 2008	0			
	Short-term Measures of Success: Increased communication pertaining to instrumental music programs at VPE.						
	Long-term Measures of Success: Current, comprehensive communication with all stakeholders will be established.						
d. Communication will be distributed to all parents about ESS programs and purposes.	Implementation: Communication regarding Extended School Services will be published on the school website.	ESS chair, Homeroom teachers	Fall 2008	0			
	Short-term Measures of Success: Increased communication pertaining to Extended School Service programs at VPE						
	Long-term Measures of Success: Current, comprehensive communication with all stakeholders will be established.						
e. Update the school website monthly regarding school activities and celebrations.	Implementation: Webmaster will post school activities and celebrations on the website each month		Fall 2008	0			
	Short-term Measures of Success: Increased communication regarding school activities and celebrations at VPE						
	Long-term Measures of Success: Current, comprehensive communication with all stakeholders will be established.						
f. Develop a plan to communicate with families via email in order to reduce multiple paper copies of information.	Implementation: Parents will be given the opportunity to choose whether they receive communications from VPE electronically or by hard copy.		Fall 2008	0			
	Short-term Measures of Success: Increased communication between parents and VPE staff.						

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	Long-term Measures of Success: Current, comprehensive communication with all stakeholders will be established.							
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