



**BRYAN STATION HIGH SCHOOL**  
**COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**  
**SCHOOL ASSURANCE REVIEW**  
**SCHOOL YEAR 2008-2010**

The Bryan Station High School council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* (2006) prior to approval of our plan.

Dr. Gladys Peoples \_\_\_\_\_  
 Chairperson, School Council Date

Jamee Barton \_\_\_\_\_  
 Chairperson, School Planning Committee Date

**Plan Approved by the School Council: \_\_\_\_\_**  
**Date**

**School Council Members:**

<b>Gladys Peoples, Chairperson</b>	<b>Brett Owens</b>
<b>John Barnes</b>	<b>Shaun Owens</b>
<b>Wenda Higgins</b>	<b>Mary Arthur</b>
<b>Lonnie Leland</b>	<b>Brian Radcliffe</b>
<b>Steve Case</b>	<b>Abby Corder</b>
<b>Sandra Johnson</b>	<b>Michelle Gardner</b>

**Note:** Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances are in the Comprehensive School Improvement Planning Framework and can be downloaded from the KDE Web Page at:

<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm>

# COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

*As a result of aligning the curriculum with state and national standards, using CATS-like assessments that address critical thinking and authenticity and incorporating a variety of instructional strategies in classroom instruction, Bryan Station High School's Accountability Index will be no lower than 77.7. In addition, the novice index will be reduced to 19.24, the White-African American gap will be reduced by 50%, and the SES gap will be decreased by 50%.*

*A professional development plan will be designed that includes scheduled collaboration, research-based strategies/activities that meet the individual, as well as school-wide needs of the faculty, and a school-wide discipline plan.*

*Bryan Station High School will create a learning community based on positive relationships and high expectations for all stakeholders and will establish and monitor a process and procedures for teaching and learning behaviors. A learning community will be developed that values school and individual growth.*

1. When and how did your school develop its mission statement? When and how did your school community last review it?

*The mission of Bryan Station High School is to provide an atmosphere of equality, diversity, and excellence that will enable students to become self-sufficient, responsible citizens who have the necessary skills to succeed in school and in life. The BSHS faculty and administration are in the process of reviewing the mission.*

2. Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? If not, please identify and describe the process that was used.

*Bryan Station High School received a Scholastic Review in November 2006 conducted by the School Improvement Division of the Kentucky Department of Education. All of the Kentucky Standards and Indicators were addressed and used as our needs assessment in developing the Comprehensive School Improvement Plan. As part of the Scholastic Review, the KCCT, PAS data on Math and Reading, data on scheduling, student grades, discipline referrals, attendance data, and teacher failure rates were analyzed for instructional implications. The Scholastic Review also included the review and analysis of some 100 school documents and reports; including equity plans, grant proposals that had been approved, and Title I reports.*

*Each content area also analyzed area scores and identified strengths and improvement areas that delineated instructional strategies that would best improve student achievement.*

3. When did the council complete each step of its Needs Assessment Work? If some parts were completed in past years and not repeated in the current school year, please identify those parts and when they were most recently completed.

- *The Scholastic Review was completed in November 2006.*

- *A group of Kentucky's Highly Skilled Educators reviewed all of the school's individual plans and grants to identify like needs and compiled them into a comprehensive list to be addressed in the school improvement plan, including professional development needs, instructional strategies, and assessment needs.*
- *The department chairs reviewed the KCCT results during the month of October 2007.*
- *The content area departments analyzed all data in November 2007.*
- *The entire faculty discussed the achievement gap data and target areas in October 2007.*
- *Council reviewed KCCT and NCLB results on October 8 and 29, 2007.*

4. When did the council decide on Priority Needs, Causes, Goals, and Objectives?

*Discussions were held at faculty meetings during November 2007 to discuss the priority needs, the causes and contributing factors and provide recommendations that were used to create the goals and objectives.*

*The school council was provided with a draft of the plan on December 3, 2007 and asked for feedback on the plan. The Plan was also reviewed at a Parent and Community Meeting, October 16, 2007. The PTSA reviewed a draft of the plan on October 22, 2007.*

5. When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps?

*The entire faculty disaggregated the KCCT data during departmental meetings in the fall of 2007. The achievement gap information was introduced to the school council by department chair persons at SBDM meetings where they were requested to present their findings after analysis of the KCCT.*

6. When did the council review drafts of the components?

*The council reviewed drafts of the document on: October 16<sup>th</sup>, 2007, December 3<sup>rd</sup>, 2007, and March 26<sup>th</sup>, 2008.*

7. When did the council review estimates for costs and drafts of Section 7 requests?

*The district allocation procedure of Section 7 funds does not include a school council request. The funds are distributed to the schools as the Board of Education determines school needs.*

8. When did the council officially adopt your revised Plan?

*The plan was adopted, on contingency of revisions to meet compliance on December 10<sup>th</sup>, 2007.*

9. When did the council officially adopt any Section 7 requests?

*Section 7 requests were officially adopted on March 10<sup>th</sup>, 2008.*

10. When and why has the Plan been revised since that data?

*The plan has been revised several times since December 10<sup>th</sup>, in attempt to get into compliance. The Plan was submitted for compliance checks on: February 11<sup>th</sup>, 2008, March 6<sup>th</sup>, 2008, March 11<sup>th</sup>, 2008, and April 8, 2008.*

11. How will you evaluate your Plan, and when?

*The Plan will be monitored monthly using the Implementation and Impact Check procedure. Reports will be made to the school council indicating the status of each activity. These reports will be presented by component to the school council at each regular meeting. Evidence folders will be kept in a secure location on each strategy/activity to support the implementation and impact of the strategy/activity and provide information for the CSIP committee to review for revisions and updates/adjustments to the plan on a continuous basis.*

12. For each step listed above, what other stakeholders were involved and how? Include names and identify those who represent parents, teachers, other staff, other stakeholders, primary parents, migrant parents, and your community's ethnic diversity.

*For each step, the stakeholders included all council members (see below) and all faculty members (see attached).*

Gladys Peoples, Chairman  
John Barnes  
Wenda Higgins  
Lonnie Leland  
Steve Case  
Michelle Gardner

Brett Owens  
Shaun Owens  
Mary Arthur  
Brian Radcliff  
Abby Corder

Action Component: Curriculum, Instruction, Assessment

District Name: Fayette

Component Manager: Jamee Barton

School Name: Bryan Station High School

Date: March 6, 2008

Priority Need	Goal (Addresses the Priority Need)
<p><b>A. Curriculum</b></p> <ul style="list-style-type: none"> <li>• Ensure that the aligned curriculum that uses the Program of Studies and the Core Content for Assessment 4.1 is being taught by every teacher in every class and that all curriculum timelines are being followed.</li> </ul> <p><b>B. Instruction</b></p> <ul style="list-style-type: none"> <li>• Staff shall deliver instruction that is guided by daily analysis of outcomes.</li> <li>• Staff shall teach using multi-disciplinary and content based instruction.</li> <li>• Staff will disaggregate student data to identify strengths, areas of improvement, and instructional implications.</li> </ul> <p><b>C. Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessments in all content areas that are KCCT-like including open response questions, multiple choice items, portfolio, and on-demand writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce novice scores and increase proficient and distinguished scores through a vertically and horizontally aligned curriculum.</li> <li>• Increase student achievement through a curriculum that sets high expectations for all students.</li> <li>• Increase student achievement through multi-disciplinary and content based instruction that addresses the learning needs of all students.</li> <li>• Increase student achievement through instruction that sets high expectations for all students.</li> <li>• Reduce novice scores and increase proficient and distinguished scores on the KCCT by providing students classroom assessments that are KCCT-like.</li> <li>• Increase student achievement through the analysis of student work including homework, class assessments, and KCCT.</li> </ul>
Causes and Contributing Factors	Objectives with Measures of Success
<p><b>Causes and Contributing Factors</b></p> <p><b>A.</b> Not every teacher has aligned their daily lesson plans to match POS, CC4.1, Academic Expectations, and district timelines.</p>	<p><b>Objectives with Measures of Success</b></p> <p><b>A.</b> All courses will be taught to aligned curriculum that matches POS, CCA 4.1, Academic Expectations, and district and building curriculum according to building and district timelines as measured by lesson plans and leadership team observations.</p>
<p><b>A.2</b> A challenging curriculum that provides opportunities for higher- order thinking and problem solving is offered to only some students.</p>	<p><b>A.2</b> All teachers will be teaching to a rigorous and relevant curriculum that provides opportunities for higher-order thinking, problem-solving, and real-world applications, as measured through lesson plans and leadership team observations, common formative and common summative assessment.</p>

<p><b>B.1.</b> Based on a 9.61 % retention rate and a 24.67% novice rate on the 2007 KCCT, the learning needs of all students are not being met. The retention rate and the novice rate also indicate that all students are not being taught to think critically, or provided with instruction to improve their reading comprehension skills.</p>	<p><b>B.1.</b> All teachers will provide content based, multi-disciplinary instruction that is rigorous to be measured by the 2006-2008 KPR Academic Index rate of 81.1, with no more than 19.24 percent of students scoring novice.</p>
<p><b>C.1</b> Based on a 9.61 % retention rate and a 24.67% novice rate on the 2007 KPR teachers are not analyzing student work for instructional improvement.</p>	<p><b>C.1.</b> Teachers will analyze student work collectively by department to help improve instruction to be measured by a 2006-2008 KPR Academic Index rate of 81.1, with no more than 19.24 percent of students scoring novice.</p>

**SBDM Council Reporting Timeline  
Curriculum, Instruction, Assessment Component**

Months	July 07	Aug 07	Sept 07	Oct 07	Nov 07	Dec 07	Jan 08	Feb 08	Mar 08	Apr 08	May 08	June 08
Curriculum, Instruction, & Assessment						1A, 1B, 2A, 1C, 2B					1A, 1B, 2A, 1C, 2B	

***Curriculum, Instruction, Assessment Component  
And  
Implementation & Impact Form***  
(2006-2008 School Years)

**Component Leader: Jamee Barton**

**Objective # A: All courses will be taught to aligned curriculum that matches POS, CCA 4.1, Academic Expectations, district, and building curriculum according to district and building timelines and as measured by lesson plans and leadership team observations.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1. Departments will meet to assure all courses are teaching according to the aligned curriculum	<b>Implementation:</b> This activity will be fully implemented when the departments have met and completely aligned curriculum with CCA 4.1 and POS, as well as Academic Expectations.	Principal, Academic Dean, Department Chairs, and Teachers	08/06 – 08/08	No Cost		I	Each department has meet and worked to align curriculum with POS, CCA 4.1, and Academic Expectations.
	<b>Short-Term Measures of Success:</b> After six weeks, the department chairs will be able to show evidence that meetings have occurred and all lessons are aligned to curriculum.						
	<b>Long-Term Measures of Success:</b> All courses will have developed a syllabus divided into units that aligned with POS, CCA 4.1, AE, district and building curriculum.						
2. Departments will meet and write a syllabus for each course taught.	<b>Implementation:</b> This activity will be fully implemented when all courses have a common syllabus that is being followed.	Principal, Academic Dean, Department Chairs, and Teachers	08/06 – 08/08			P	Each department has met and begun to write a syllabus for each course offered in the building.
	<b>Short-Term Measures of Success:</b> After the first six weeks of the school year, the department chairs will be able to show evidence that the syllabi have been written.						

	<b>Long-Term Measures of Success:</b> All courses will have developed a syllabus divided into units that aligned with POS, CCA 4.1, AE, district and building curriculum.						
3. All language arts and math teachers will deliver instruction to students based on Fayette County's aligned core content and curriculum maps. (The focus for the activity is the two core content areas that make up the targets on the NCLB AYP reports)	<p><b>Implementation:</b> This activity will be fully implemented when all language arts and math teachers are delivering instruction to students based on Fayette County's aligned core content and curriculum maps as evidenced by lesson plan reviews, walkthroughs, classroom observations etc.</p> <p><b>Short-Term Measures of Success:</b> Student work and Learning checks will indicate students are learning language arts and math core content, as well as PAS results.</p> <p><b>Long-Term Measures of Success:</b> KCCT scores will indicate an increase in the number of students scoring at the proficient level in language arts and math and the NCLB report will indicate that all reading and math sub-group targets have been met.</p>	Principal, Academic Dean, Department Chairs	October 2007 – June 2008			P	Currently the English department is the only department that has fully implemented this activity, however, the math, science, and social studies departments are beginning to implement the activity.

**Objective # A2:** All teachers will be teaching to a rigorous and relevant curriculum that provides opportunities for higher-order thinking, problem-solving, and real-world applications, as measured through lesson plans and leadership team observations, common formative and common summative assessments.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1. Teachers will be meeting in departments to plan common formative and common summative assessment.	<b>Implementation:</b> This activity will be fully implemented when every course is being taught using common formative and common summative assessments.	Principal, Academic Dean, Department Chairs, and	8/06 – on-going			P	The math and language arts departments have met and worked on common assessments.

	<p><b>Short-Term Measures of Success:</b> Approximately six weeks into the school year, department chairs will be able to show common formative and summative assessments.</p>	Teachers					
<p><b>2. All teachers will be using assessments that are KCCT-like in design.</b></p>	<p><b>Implementation:</b> This activity will be fully implemented when all courses have designed their assessments to be KCCT-like.</p> <p><b>Short-Term Measures of Success:</b> After the first six weeks of the school year, the department chairs will be able to show evidence that the assessments are being written to the KCCT-like design</p> <p><b>Long-Term Measures of Success:</b> Students will be performing on the KCCT with an accountability index of no lower than 81.1</p>	Principal, Academic Dean, Department Chairs, and Teachers	08/06 – 08/08			P	English, math, and science departments are using the KCCT-like design for assessments, but not the entire school.
<p><b>3. A school-wide writing plan will be developed in order to help students with higher-order thinking, problem solving, and real-world application.</b></p>	<p><b>Implementation:</b> This activity will be fully implemented when a plan has been written and approved by the school-based decision making council.</p> <p><b>Short-Term Measures of Success:</b> The school cluster leader will be able to produce evidence that the department chairs have written a draft of a plan that will help students with higher-order thinking skills, problem-solving, and real-world application of curriculum being taught school-wide.</p> <p><b>Long-Term Measures of Success:</b> Students will be performing on the KCCT with an accountability index of no lower than 81.1</p>	Cluster Leader, Department Chairs	08/07 – on-going	\$2000	PD Funds	N	The development of this plan has been discussed with Cluster Leader and English Department Chairperson.

4. Because math and science are BSHS's lowest performing content areas, the math and science teachers will receive specialized instruction on better meeting the needs of their students.	<b>Implementation:</b> This activity will be fully implemented when math and science scores improve at BSHS according to KCCT and NCLB.	Principal	08/07 – on going	\$5000	CSIF	P	The math department and one representative from the science department are currently receiving professional development from a Science/Math Partnership at the University of Kentucky; the plans include an expansion of this work for next school year.
	<b>Short-Term Measures of Success:</b> All math teachers and a representative of the science department will be registered to attend a support group for the purpose of improving instruction.	Math teachers					
	<b>Long-Term Measures of Success:</b> Students will be performing on the KCCT with an accountability index of no lower than 70 in math, and 80 in science.	Science Dept. Chairman					

**Objective # B: All teachers will provide content-based, multi-disciplinary instruction that is rigorous to be measured by the 2006-2008 KPR Academic Index rate of 81.1, with no more than 19.24 percent of students scoring novice.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1. A committee will be formed to plan the continuation of the Information Technology (IT) Career Academy for the 2008-2009 school year.	<b>Implementation:</b> This activity will be fully implemented when the committee has met and plans for the 2008-2009 school year are updated.	IT Director	8/06- on-going	\$25,000	RFP Grant, and SLC Grant	P	Some classes are being offered at this time with the intent to add more classes in the future. Currently, applications are being accepted from incoming freshmen.
	<b>Short-Term Measures of Success:</b> A rough draft of a plan for the continuation of the IT committee will be provided with course offerings listed for the 2008-2009 school year.						
	<b>Long-Term Measures of Success:</b> Applications for incoming freshmen will be accepted for the 2008-2009 school year.						
2. A committee will be formed to plan and implement an Engineering/Manufacturing/Construction Career Academy.	<b>Implementation:</b> This activity will be fully implemented when the committee has met and plans for the 2008-2009 school year are updated.	Construction Career Academy Director	8/06- on-going	\$25,000	Pipeline to Success Grant, Perkins Funds, and SLC Grant	P	Some courses are being offered at this time with the intent to add more to the schedule in the future.
	<b>Short-Term Measures of Success:</b> A rough draft of a plan for the continuation of the IT committee will be provided with course offerings listed for the 2008-2009 school year.						
	<b>Long-Term Measures of Success:</b> A full curriculum will be offered within the Academy.						
3. Expand the human and Medical Services Career Academy	<b>Implementation:</b> Courses will continue to be added to this Academy.	Science Department	8/07- on going		SLC Grant,	P	Students are enrolled in these academy classes and applications for incoming freshmen are

	<p><b>Short-Term Measures of Success:</b> An expansion committee will be able to show evidence of the development of additional courses in 07-08.</p> <p><b>Long-Term Measures of Success:</b> The Human and Medical Services Academy expansion will be implemented in 08-09, the applications will be accepted and the courses will be offered.</p>	Chairperson, Practical Living Chairperson			Southside		being accepted.
4. Plan an International Law and Finance Career Academy	<p><b>Implementation:</b> This activity will be fully implemented when a committee has met and a curriculum for this academy has been established.</p> <p><b>Short-Term Measures of Success:</b> The committee will show evidence of a plan for the Academy.</p> <p><b>Long-Term Measures of Success:</b> The International Law and Finance Career Academy will be ready to begin accepting applications at the end of the 2008-2009 school year.</p>	<p>Social Studies Chairperson</p> <p>Practical Living Chairperson</p> <p>Arts &amp; Humanities Chairperson</p>	9/07 – on going		SLC Grant	<b>N</b>	The committee has met and will continue to meet during the year planning the classes and activities for the year.
5. Fine Arts Academy will be expanded.	<p><b>Implementation:</b> This activity will be fully implemented when a committee has met and a curriculum for this academy to be expanded.</p> <p><b>Short-Term Measures of Success:</b> The committee will show evidence of a plan for the Academy.</p> <p><b>Long-Term Measures of Success:</b> Additional courses will be offered for the 2008-2009 school year and applications will be taken from the incoming freshmen.</p>	Music Director, and the Arts & Humanities Chairperson	8/07 – on going		SLC Grant	<b>P</b>	Some additional courses have been offered and more course are being planned to add in the future.

**Objective # C: Teachers will analyze student work collectively by department to help improve instruction to be measured by a 2006-2208 KPR Academic Index rate of 81.1, with no more than 19.24 percent of students scoring novice.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1. In department meetings teachers will be trained to analyze student work in order to adjust instruction.	<p><b>Implementation:</b> This activity will be fully implemented when all departments have been trained in the analysis of student work.</p> <p><b>Short-Term Measures of Success:</b> Department chairs will provide evidence that all department members have been trained in the analysis of student work.</p> <p><b>Long-Term Measures of Success:</b> The 2006-08 KPR Accountability Index will be no lower than 81.1 and the percent of students scoring novice will be no higher than 19.24% by 2008.</p>	Principal, Academic Dean,  Department Chairs,  Teachers	8/06 – on-going	No Cost		<b>P</b>	Departments are beginning to analyze student work for the purpose of adjusting instruction, but it is not occurring in all departments.
2. In department meetings teachers will analyze student work including, open response items, on-demand items, entrance slips, exit slips, common assessments, and homework instruction to help design instruction.	<p><b>Implementation:</b> This activity will be fully implemented when all departments are consistently analyzing student work in order to drive instruction.</p> <p><b>Short-Term Measures of Success:</b> Department chairs will provide evidence that all department members are analyzing student work consistently and regularly.</p> <p><b>Long-Term Measures of Success:</b> The 2006-08 KPR Accountability Index will be no lower than 81.1 and the percent of students scoring novice will be no higher than 19.24% by 2008.</p>	Principal, Academic Dean,  Department Chairs,  Teachers	8/06 – on-going	No Cost		<b>P</b>	Departments are beginning to analyze student work for the purpose of adjusting instruction, but it is not occurring in all departments.

**Action Component: Equity**

District Name: Fayette  
School Name: Bryan Station

Component Manager: Tammy Hopkins  
Date: February 14, 2008

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>A. All students should have access to a challenging and relevant curriculum.</p> <p>B. Student achievement gaps (reading) between Whites (73.9) and African- Americans (60.3); between students with disabilities (31.6) and students without disabilities (71.1); and Free/Reduced Lunch students (58.5) and non-Free/Reduced Lunch students (74.7) should be addressed as well as the gaps in math between Whites (59.1) and African- Americans (40.6); between students with disabilities (18.6) and students without disabilities (52.8); and Free/Reduced Lunch students (40.0) and non-Free/Reduced Lunch students (57.5).</p> <p>C. Faculty membership needs to be consistent</p>	<ul style="list-style-type: none"><li>• Increase student achievement through curriculum and instruction that sets high expectations for all students.</li><li>• Increase student achievement through differentiated instruction that addresses the learning needs of all students.</li><li>• Increase consistency and maintain a sense of community within the school</li></ul>
<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<p><b>A.1.</b> A challenging, relevant curriculum that provides opportunities for higher- ordered thinking and problem solving skills is offered to only some students.</p>	<p><b>A.1.</b> Additional AP courses will be offered; increasing the number of students participating in AP courses.</p>
<p><b>B.1.</b> Data-driven instruction is not taking place throughout the building.</p>	<p><b>B.1.</b> Decrease achievement gaps by 50% with the implementation of differentiated instruction and cultural competency strategies in all classes.</p>
<p><b>C.1.</b> Teachers are not feeling supported in their roles as first-year teachers.</p>	<p><b>C.1.</b> Decrease teacher turnover as evidenced by numbers of new hires each year.</p>

**SBDM Council Reporting Timeline  
Equity 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>Equity</b>				1A, 1B,	1B,	1A,	C1	1A, 1B,	1B,		1A,	

# *Equity Component And Implementation & Impact Form*

(2006-2008 School Year)

**Component Leader: Tammy Hopkins**

**Objective # A: Nine additional AP courses will be offered; increasing the number of students participating in Advanced Placement Courses.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>1. Additional teachers will be trained to teach Advanced Placement courses.</b>	<b>Implementation:</b> This activity will be fully implemented when enough teachers have been trained to offer additional AP courses.	Teachers	8/06- On going	\$5000	Title I	P	During the summer of 2008, a few additional teachers will receive training which will certify them to teach Advanced Placement courses.
	<b>Short-Term Measures of Success:</b> By the end of the first semester teachers will be involved or registered for the training.						
	<b>Long-Term Measures of Success:</b> All teachers needed for the addition AP classes will have completed the training enabling them to teach AP.						
<b>2. Teachers and guidance staff will meet to design and plan additional AP courses.</b>	<b>Implementation:</b> This activity will be fully implemented once the courses have been designed and added to the course listings.	AP teachers and Guidance Counselors	8/06 – on-going	No Cost		P	Nine additional Advanced Placement Courses have been added to the course offerings at Bryan Station High School.
	<b>Short-Term Measures of Success:</b> After the first year of planning, the guidance department will be able to show proof that the courses are outlined.						
	<b>Long-Term Measures of Success:</b> Course descriptions will be complete, and the additional AP courses will be offered for students.						

**Objective # B: Decrease achievement gaps by 20% with the implementation of differentiated instruction and cultural competency strategies in all classes.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1. Examine middle school data to determine incoming freshmen who are performing two or more grade-levels behind in math and/or reading	<p><b>Implementation:</b> This activity will be fully implemented when all incoming freshman data is examined and lists are made of students who are two or more grade levels behind in math and reading.</p> <p><b>Short-Term Measures of Success:</b> The math and/or reading levels of students identified as being at least two grade levels behind will make steady progress toward grade level as evidenced by PAS, and Explore.</p> <p><b>Long-Term Measures of Success:</b> All students who are two or more grade levels behind in math and/or reading are enrolled in a double block Algebra or English class.</p>	<p>Math Chairperson</p> <p>English Chairperson</p> <p>Teachers</p> <p>Guidance Counselors</p>	9/06-on-going	No Cost		P	The students are being enrolled in the double blocked Algebra and or reading classes.
2. All 9 <sup>th</sup> grade students will be given the Predictive Assessment Series Tests in math and reading to determine performance level	<p><b>Implementation:</b> This activity will be fully implemented when all 9<sup>th</sup> graders have taken the PAS test in math and reading three times during the school year.</p> <p><b>Short-Term Measures of Success:</b> By the end of the first semester, there must be evidence that all 9<sup>th</sup> grade students have taken the PAS test in math and reading.</p> <p><b>Long-Term Measures of Success:</b> By the end of the school year, there must be evidence that all 9<sup>th</sup> grade students have taken the PAS test in math and reading.</p>	<p>English Chairperson and the Math Chairperson</p> <p>Academic Dean</p>	9/06-on going	\$5000	Title I IAKSS	P	The tests are being given three times per year with the majority of 9 <sup>th</sup> grade students taking the tests in math and reading.
3. All 10 <sup>th</sup> grade students will be given the Predictive Assessment Series Tests in math and reading to determine performance level	<p><b>Implementation:</b> This activity will be fully implemented when all 10<sup>th</sup> graders have taken the PAS test in math and reading three times during the school year.</p> <p><b>Short-Term Measures of Success:</b> By the end of the first semester, there must be evidence that all 10<sup>th</sup> grade students have taken the PAS test in math and reading.</p>	<p>English Chairperson</p> <p>Math Chairperson</p> <p>Academic Dean</p>	9/06-on going	\$3600.00	Title I IAKSS	P	The tests are being given three times per year with the majority of 10 <sup>th</sup> grade students taking the tests in math and reading.

	<b>Long-Term Measures of Success:</b> By the end of the school year, there must be evidence that all 10 <sup>th</sup> grade students have taken the PAS test in math and reading.						
4. All 11 <sup>th</sup> grade students will be given the Predictive Assessment Series Tests in math to determine performance level	<b>Implementation:</b> This activity will be fully implemented when all 11 <sup>th</sup> graders have taken the PAS test in math three times during the school year.	English Chairperson  Math Chairperson	4/07-On-going	\$3000.00	Title I IAKSS	P	The tests are being given three times per year with the majority of 11 <sup>th</sup> grade students taking the tests in math.
	<b>Short-Term Measures of Success:</b> By the end of the first semester, there must be evidence that all 11 <sup>th</sup> grade students have taken the PAS test in math.	Academic Dean					
	<b>Long-Term Measures of Success:</b> By the end of the school year, there must be evidence that all 11 <sup>th</sup> grade students have taken the PAS test in math.						
5. Teachers will review and analyze the results of the PAS tests in order to modify and adjust instruction to meet the learners at their levels.	<b>Implementation:</b> This activity will be fully implemented when teachers have retrieved their PAS test results and meet to adjust instruction based on those test results.	Math Chairperson  English Chairperson	8/06-On-going	No Cost		P	The analysis of the data and the revising of lessons is not being done consistently by all teachers.
	<b>Short-Term Measures of Success:</b> After the first round of PAS testing, teachers will be able to show evidence that units and lessons have been adjusted to meet the needs of the learners.	Math and English Teachers  Academic Dean					
	<b>Long-Term Measures of Success:</b> After the third round of PAS testing, teachers will be able to show evidence based on the goal calculator that students will reach department goals on the KCCT test.						
6. Collaboration Training for special education teachers and core teachers who are team teaching in a collaborative classroom setting will be provided throughout the school year.	<b>Implementation:</b> This activity will be fully implemented when all teachers have been trained and are using the training in their classroom settings.	Special Education Chairperson	2/07- on-going	\$3000	CSIF	P	After the initial training, weekly meetings have been held for follow-up. The successful training will be offered again summer 2008.
	<b>Short-Term Measures of Success:</b> All teachers will have completed the training before the beginning of the school year.						

	<p><b>Long-Term Measures of Success:</b> Increased performance of special education students and other gap students as measured by the KCCT, common assessment, PLAN, and PAS.</p>						
7. Teachers will receive ongoing training and will implement cultural competency, understanding poverty, and differentiated instructional strategies in order to increase student achievement and close the achievement gaps of minority and SES students.	<p><b>Implementation:</b> This activity will be fully implemented when all teachers have been trained and are implementing the strategies successfully in their classrooms.</p> <p><b>Short-Term Measures of Success:</b> By the end of summer, all teachers will have attended a Cultural Competency Training.</p> <p><b>Long-Term Measures of Success:</b> A decrease in the achievement gap as evidenced by KCCT, PAS, and BSHS common course assessments throughout the school year.</p>	Dr. Gladys Peoples  Reading Specialist	9/06-6/07	\$9000	CSIF	I	The training got started during the summer and has continued with a book study during the 2007-2008 school year.
8. Reading Specialist will offer training for teachers on reading strategies for struggling readers.	<p><b>Implementation:</b> This activity will be fully implemented when the reading specialist has been able to work with all the teachers requesting assistance.</p> <p><b>Short-Term Measures of Success:</b> Reading specialist will be able to provide evidence that all teachers have had the opportunity to gain assistance.</p> <p><b>Long-Term Measures of Success:</b> A decrease in the achievement gap as evidenced by KCCT, PAS, and BSHS common course assessments throughout the school year.</p>	Teachers, Reading Specialist	9/07 – On going			P	Reading Specialist has made reading intervention strategies available for student, however more direct help will need to be implemented for the summer (2008) and the upcoming school year.
9. Advanced Placement After School Tutoring Program will be implemented to assist AP students who are intending to take the AP Exam.	<p><b>Implementation:</b> This activity will be fully implemented when teachers are staying after school to offer assistance to students planning to take the AP exams.</p> <p><b>Short-Term Measures of Success:</b> Teachers will be able to produce evidence that students are staying after to take advantage of this advanced placement tutoring.</p> <p><b>Long-Term Measures of Success:</b> The number of students scoring a 3 or better on the AP exams will increase by 5%.</p>	Guidance Co-Chairperson , AP teachers	9/06 – on going	\$1000	Title I Funds	P	One teacher is currently working after school with a group of students who are planning to take the AP exam in US History and World Civilizations.

<p>10. A Student Assistance Team (SAT) will process all referrals for students who are struggling.</p>	<p><b>Implementation:</b> This activity will be fully implemented when a team has been put into place which will work together to assist students who are struggling in various areas.</p> <p><b>Short-Term Measures of Success:</b> SAT team members will be able to produce evidence of meetings and plans to work with students in need of assistance.</p> <p><b>Long-Term Measures of Success:</b> Reduction of retention and drop-out rate by 2%</p>	<p>Youth Service Center Coordinator</p>	<p>9/06-on-going</p>			<p>P</p>	<p>This team meets weekly to discuss students who are struggling and to make decisions for assisting these students</p>
<p>11. Develop an Advisory Program for 10<sup>th</sup>-12<sup>th</sup> grade students to assist them in continuing their school experience to post-secondary opportunities.</p>	<p><b>Implementation:</b> This activity will be fully implemented when students, grades 10-12 have advisory groups and a teacher advisor who is responsible for that group.</p> <p><b>Short-Term Measures of Success:</b> By the end of the 2007-2008 school year, 10<sup>th</sup> graders will have an advisory program in place.</p> <p><b>Long-Term Measures of Success:</b> The Advisory Program for 11<sup>th</sup>-12<sup>th</sup> graders will be implemented in 2008-09</p>	<p>Guidance Counselors</p> <p>Associate Principal</p> <p>Academic Dean</p>	<p>8/06-on-going</p>	<p>\$1000</p>	<p>Title I</p>	<p>P</p>	<p>Currently Bryan Station has advisory groups for 9<sup>th</sup> and 10<sup>th</sup> grades with plans for 11<sup>th</sup> and 12<sup>th</sup> grades to be added in the 2008-2009 school year.</p>
<p>12. A BSHS summer math and reading camp will be established; invitations to the camp will be based on 8<sup>th</sup> grade PAS results and Middle School teacher and guidance counselor recommendation.</p>	<p><b>Implementation:</b> This activity will be fully implemented when the camp is held in the summer of 2008.</p> <p><b>Short-Term Measures of Success:</b> By the end of the 2007-2008 school year, plans for the summer camp, along with a list of attendees will be completed.</p> <p><b>Long-Term Measures of Success:</b> A decrease in the achievement gap as evidenced by KCCT, PS, and BSHS common course assessments given throughout the year.</p>	<p>Youth Service Center Coordinator</p> <p>Reading Specialist</p>	<p>4/07- On Going</p>	<p>\$34,000</p>	<p>Title I</p>	<p>P</p>	<p>The camp was held successfully in the summer of 2007, and will be offered again this summer (2008). This year, BSHS will be working to recruit even more students to attend.</p>

**Objective # C: Decrease teacher turnover each year as evidenced by the number of new hires each year.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>1. A new teacher cadre will be established to meet monthly for the purpose of supporting new teacher</b></p>	<p><b>Implementation:</b> This activity will be fully implemented when all new teachers are meeting on a regular monthly basis.</p>	<p>Academic Dean</p>	<p>8/07- On going</p>	<p>\$500</p>	<p>Title I</p>	<p>P</p>	<p>The new teacher cadre was established this year, however, it was not attended each month by all new teachers</p>
	<p><b>Short-Term Measures of Success:</b> By the end of the first month of each school year, new teachers will have met and set up the schedule for the school year.</p>						
	<p><b>Long-Term Measures of Success:</b> New teachers will opt to return for the following school year.</p>						
<p><b>2. New teachers, and teachers who are new to the building, will be assigned a mentor teacher to assist them with orientation to the school</b></p>	<p><b>Implementation:</b> This activity will be fully implemented once the mentors have been assigned and have worked with their mentee for the school year.</p>	<p>Principal  Mentor Teachers</p>	<p>8/06 – on-going</p>	<p>No Cost</p>		<p>P</p>	<p>The mentor program is in place, however, not all teachers are receiving the support they need.</p>
	<p><b>Short-Term Measures of Success:</b> After the first two weeks of school, each new teacher and new to the building teacher will be assigned a mentor.</p>						
	<p><b>Long-Term Measures of Success:</b> : New teachers will opt to return for the following school year.</p>						

**Action Component Learning Environment**

District Name Fayette  
School Name: Bryan Station High School

Component Manager: Dr. Bobbie Burcham  
Date: February 14, 2008

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>A. Clearly communicated and consistently implemented safe and orderly environment.</p> <p>B. Create a learning environment where all stakeholders believe in high expectations for all students.</p>	<p>A. To increase student achievement by providing them with a safe and orderly environment where student, staff, and administrative expectations are clearly defined and implemented.</p> <p>B. To increase student achievement by including all stakeholders in the development and implementation of rigorous and relevant work.</p>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<p>A.1. The behavior policy is not implemented consistently throughout the building.</p> <p>B.1. Based on district walkthrough data and teacher interviews, not all teachers are creating classrooms that are conducive to learning.</p>	<p>A.1. Reduce discipline referrals by 25% by implementing a clear and concise set of behavior expectations in the school community and by training and supporting all faculty and staff in the implementation of a school wide behavior plan.</p> <p>B.1. All teachers will attend learning enhancement sessions that focus on high expectations and how they can help students achieve those expectations.</p>

**SBDM Council Reporting Timeline  
Learning Environment 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>					1A	1B			1A		1B	

# *Learning Environment And Implementation & Impact Form*

(2006-2008 School Years)

**Component Leader: Dr. Bobbie Burcham**

**Objective # A: Reduce discipline referrals by 25% by implementing a clear and concise set of behavior expectations in the school community by training and supporting all faculty and staff in the implementation of a school-wide behavior plan.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1. An expectations booklet will be written and distributed to all teachers, students, and staff.	<b>Implementation:</b> This activity will be fully implemented when the expectations booklet has been distributed to all stakeholders of the school.	Foundations Team	9/06 on-going	\$5000.00	CSIF	P	An expectations booklet was written and distributed to all teachers, students, and parents. A version was also made available in Spanish.
	<b>Short-Term Measures of Success:</b> By the end of the 2006-2007 school year, the expectations document will be completed and distributed to all stakeholders						
	<b>Long-Term Measures of Success:</b> By reviewing discipline referrals and tardy referrals, there will be a decrease of 40%.						

**Objective # B: All teachers will attend learning enhancement sessions that focus on high expectations and how they can help students achieve those expectations.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1. Training for all teachers will be provided on how to set and consistently maintain high academic and behavioral expectations.	<b>Implementation:</b> This activity will be fully implemented when all teachers have been trained.	Foundations Team	8/06 on-going		CSIF	P	Trainings have been offered for teachers, both after-school and during the day (during planning periods). These trainings were open to all teachers.
	<b>Short-Term Measures of Success:</b> By the end of the first semester, teachers will have created environments conducive to learning and will consistently implement rigorous and relevant instruction and assessment as evidenced by lesson plans, walk-through data, and observations.						

	<b>Long-Term Measures of Success:</b> Student achievement will increase as evidenced by KCCT, AP, Predictive Assessment Series and classroom assessments throughout the school year.						
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**Action Component: Efficiency**

District Name: Fayette County

Component Manager: Gladys Peoples

School Name: Bryan Station High School

Date: February 14, 2008

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
A. A communication system needs to be formed to gather and share information.  B. There is a need to share the decision making with all stakeholders.	A. Increase communication between school and all stakeholders.  B. Involve all stakeholders in the decision making process.

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
A. There is not a systematic process in place to disseminate information.  B. The faculty does not feel they are involved in the information gathering process when decisions are made.	A. To increase the level of communication within the school while increasing the parental/community involvement.  B. To increase involvement in the decision making process.

**SBDM Council Reporting Timeline  
Efficiency 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>Efficiency</b>				1A, 1B				1A, 1B				

# *Efficiency And Implementation & Impact Form*

(2006-2008 School Years)

**Component Leader: Dr. Gladys Peoples**

**Objective # A: To increase the level of communication within the school while increasing the parental/community involvement.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1. The communications committee will implement and monitor communications among stakeholders via webpage, Phonemaster, media, etc.	<b>Implementation:</b> This activity will be fully implemented when all communications to stakeholders are being handled by the communications committee.	Communication Committee	8/06-8/08			P	The committee has established improvements with internal communication and external communication by implementing the process of posting announcements on the school's webpage.
	<b>Short-Term Measures of Success:</b> By December, 2007, the Communication Committee chair will be able to produce evidence that the committee is working towards improvement of communication.						
	<b>Long-Term Measures of Success:</b> There will be an increase in the exchange of information between stakeholders as evidenced by webpage, Phonemaster, media, etc.						

**Objective # B: To increase involvement in the decision-making process.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1. Department Chairpersons will facilitate a review of the CSIP each semester in order to monitor progress and recommend changes/improvements to the instructional team.	<b>Implementation:</b> This activity will not be fully implemented until a schedule for the review dates is complete and a systematic process for review is in place.	Department Chairpersons  Teachers	8/06-8/08	\$0		P	The discussion of the Improvement Plan is on the agenda for each department to discuss at the end of the semester and the close of the school year.
	<b>Short-Term Measures of Success:</b> Department chairs will be able to show evidence of planning for the CSIP review.						
	<b>Long-Term Measures of Success:</b> There will be an increased involvement in the decision making process regarding school improvement/change.						

**Action Component: Parental Involvement**

District Name: Fayette County

Component Manager: Sabina Massey

School Name: Bryan Station High School

Date: February 15, 2008

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<ul style="list-style-type: none"><li>A. A clear, concise, and focused Public Relations Plan needs to be established for all stakeholders.</li><li>B. Parent Teacher Student Association should be an integral part of the school community in open communication with all stakeholders.</li><li>C. Develop a community cultured high school that encourages community and business leaders, faith-based organizations, and parents to participate in and support a positive learning environment.</li><li>D. Underrepresented families should have access to school resources.</li></ul>	<ul style="list-style-type: none"><li>To increase student achievement through the use of technology, media, and personal contacts with all stakeholders.</li><li>The PTSA will be utilized in a more effective manner to improve student achievement.</li><li>To increase the number of people volunteering both during and after school hours to create and sustain a positive learning environment.</li><li>To increase the involvement of underrepresented families.</li></ul>
<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<ul style="list-style-type: none"><li>A. According to parents and students, most school contacts and communications are parent initiated.</li><li>B. Predominately, past, active PTSA membership consists of parents who have followed their children from middle school.</li><li>C. Volunteerism has been stagnating for several years.</li><li>D. Families that are underrepresented have trouble accessing school resources and events.</li></ul>	<ul style="list-style-type: none"><li>A. School to home communications will be increased by 50% as indicated by communication logs.</li><li>B. Increase PTSA active membership by 10% as indicated by attendance reports.</li><li>C. Increase the number of volunteers by 10% and volunteer hours by 20% as measured by sign-in sheets and volunteer logs.</li><li>D. Increase involvement of underrepresented families by 10% as measured by sign-in sheets and volunteer logs.</li></ul>

**SBDM Council Reporting Timeline  
Parental Involvement 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>Parental Involvement</b>			4A	2B	1A, 1B, 2A, 3A, 1C, 1D				1A, 1B, 2A, 3A, 1C, 1D	4A	2B	

# *Parental Involvement And Implementation & Impact Form*

(2006-2008 School Years)

**Component Leader: Sabina Massey**

**Objective #A: School to home communications will be increased by 50% as indicated by communication logs.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1. All parents will be notified of school activities through phone, newsletter, e-mail, or school marquee.	<b>Implementation:</b> This activity will not be fully implemented until parents are reporting they are receiving adequate communications from the school.	Youth Service Coordinator	8/06-on going	\$10,000	Title I	P	The phone message system is being used, as well as newsletters, e-mail and the school marquee to notify parents of all school activities in order to increase parental participation.
	<b>Short-Term Measures of Success:</b> By the end of the first nine weeks, parents will have received two communicate from the school.						
	<b>Long-Term Measures of Success:</b> There will be a 15% increase in parental attendance at academic functions						
2. The Youth Service Center, Counseling Office and others will hold 10 workshops where parents can learn about: <ul style="list-style-type: none"> <li>• The schools participation in the Title I program</li> <li>• The school's curriculum</li> <li>• School wide assessments and what they mean</li> <li>• Kentucky's academic</li> </ul>	<b>Implementation:</b> this activity will be fully implemented when all ten workshops have been offered.	Youth Service Coordinator	8/06-on going	\$2,000	Title 1 Youth Service Center	P	Several workshops for parents have been held and several more are scheduled for the upcoming year.
	<b>Short-Term Measures of Success:</b> The Youth Services Center Coordinator will be able to show evidence that the workshops are being planned and carried out as planned.						

<p>content standards and student achievement standards</p> <ul style="list-style-type: none"> <li>• How they can work with teachers to help improve their child's achievement</li> <li>• How they can be involved in the planning, review, and improvement of the school's Title I Program and Title I Parent Involvement Policy.</li> <li>• Individual Learning Plan</li> </ul>	<p><b>Long-Term Measures of Success:</b> Parent attendance will increase by 2% over the previous year.</p>						
<p>3. A public relations officer will be selected who will write all media announcements which will then be approved by Dr. Peoples.</p>	<p><b>Implementation:</b> This activity will be fully implemented once this new system is in place.</p> <p><b>Short-Term Measures of Success:</b> A public relation position will be established.</p> <p><b>Long-Term Measures of Success:</b> The BSHS achievements and successes will be shared with all stakeholders as evidenced by the number of press releases.</p>	<p>Principal Communications Committee Chairperson</p>	<p>8/06-on going</p>			<p>P</p>	<p>The public relations officer has been put into place and the communication system is improving.</p>

**Objective # B: Increase PTSA active membership by 10% as indicated by attendance reports.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>1. The PTSA will be included in all school events in order to raise the awareness of the vital contribution this organization makes to the BSHS community.</p>	<p><b>Implementation:</b> This activity will be fully implemented when the active PTSA membership is included in all school events.</p> <p><b>Short-Term Measures of Success:</b> Evidence will be available to demonstrate inclusion of the active PTSA in school events.</p> <p><b>Long-Term Measures of Success:</b> Increased membership in PTSA by 15%.</p>	<p>Principal  Youth Services Center</p>	<p>9/06-on going</p>			<p>P</p>	<p>Communication at BSHS has improved and the PTSA is currently being included in the planning and initiation of all school events.</p>

**Objective # C: Increase the number of volunteers by 10% and the number of volunteer hours by 20% as measured by sign-in sheets and volunteer logs.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1. Parents and community members will be recruited to Volunteer in the school community.	<b>Implementation:</b> This activity will be fully implemented when a system is in place to recruit parent volunteers in the school community.	Principal	9/06-on going			P	Parental involvement has increased at BSHS according to Youth Service Center records.
	<b>Short-Term Measures of Success:</b> Evidence that a plan is in place for the recruitment of parent volunteers.	Youth Services Center,					
	<b>Long-Term Measure of Success:</b> Parent and community involvement will be increased by 20% as measured by Youth Service Center Records.	Communications Committee Chairperson					

**Objective #D: Increase involvement of underrepresented families by 10% as measured by sign-in records and YSC records.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1. Families that are underrepresented will be offered childcare, transportation, or translation services at parent involvement activities.	<b>Implementation:</b> This activity will be fully implemented when underrepresented families are using the resources available through the Youth Service Center.	Dr. Gladys Peoples, Principal	8/06- on going		Title I	I	According to Youth Service Center records for transportation, parental involvement has increased at school activities.
	<b>Short-Term Measures of Success:</b> Attendance of families that are currently underrepresented at school functions will increase by 5% by the end of the first semester of the 2007-2008 school year.	Sabina Massey, FRC Coordinator					
	<b>Long-Term Measure of Success:</b> Attendance of families that are currently underrepresented at school functions will increase by 5% by the end of the first semester of the 2007-2008 school year.						