

**M.M. BRECKINRIDGE ELEMENTARY SCHOOL
COMPREHENSIVE SCHOOL
IMPROVEMENT PLAN**

Plan Approved by the SBDM Council on

3/16/2010

Date

Revised

School Council Members

| | |
|--------------------------------|--|
| Karen Smith Haskins, Principal | |
| Angela Ricks, parent | |
| Stephanie Clarke, parent | |
| Jenny Barrett, teacher | |
| Jeff Shearer, PSA | |
| Jay Jones, teacher | |

EXECUTIVE SUMMARY

M.M. BRECKINRIDGE ELEMENTARY

PLAN SUMMARY

The school focus is to narrow the achievement gaps between the sub-populations of free/reduced lunch versus non-free/reduced lunch and African American versus Caucasian, in the areas of reading and social studies. In order to move all students to proficiency, the school will also focus on full inclusion of the special education population. To ensure that a high level of instruction is implemented, fiscal resources will be targeted toward on-going and job-embedded professional development through the use of in-house coaches for reading, writing, and social studies. The integration of high-level, quality instruction along with effective collaboration will ensure that the needs of ALL students in all content areas are being addressed.

MISSION

Every day it is our mission to work together as students and teachers to continue learning and to become more successful and responsible citizens.

MOTTO

Breckinridge Bears...Believe in Every student's Ability to Reach beyond the moon and Successfully grab a STAR.

PHILOSOPHY

The faculty of Breckinridge Elementary recognizes that each child is unique and develops at his/her own rate intellectually physically, socially, and emotionally. We believe that our program should provide for those individual differences so that each student will experience success and also reach his/her greatest potential.

We believe that it is our responsibility to provide instruction in the basic areas of communication, computation, critical thinking, and listening. The acquisition of these skills is necessary for all persons striving to attain a productive life.

We believe that teachers are personally responsible to improve themselves educationally and keep abreast of current materials and trends. We must also maintain high personal standards and an understanding on concern of children.

We believe that we should guide each child in developing moral values so that he/she may make a meaningful contribution to a democratic society. This should include character education, self-awareness, and respect for the rights, worth, and dignity of others.

GOALS

By June 2010 on the KPR:

Accountability Index – 100

Percent Novice – 5.28% or lower in Reading

Percent Novice - 5.77% or lower in Math

Percent Novice- 8.33% or lower in Science

Percent Novice- 10.61% or lower in Social Studies

Percent Novice 6.06% or lower in Writing/On demand

Increase by 14% the number of Male students scoring Proficient/Distinguished to bring the score to 74% scoring Prof./Dist. in reading *SB168

Increase by 13% the number of African American students scoring Proficient/Distinguished to bring the score to 74% scoring Prof./Dist. in reading. *SB168

Increase the reading index to 94

PROCESS OF DEVELOPING THE IMPROVEMENT PLAN

The SBDM Council's standing committees, which include the Professional Development, Discipline/Safety, Technology, Culture/Climate and Communication, Budget and Staffing, Curriculum/Instruction/Assessment, and Planning and Needs Assessment were used to develop the plan along with SBDM. The council determined the committees based on the needs of the school. Committees are open to faculty, staff, parents, and the community members of Breckinridge Elementary. Faculty members are required to serve on one standing 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 Test, California Test of Basic Skills, PAS, GRADE, and DRA, as well as parent and teacher surveys. Based on these findings, the school determined its goals for the biennium. District goals and the school mission were kept in mind when determining the school's goals. Goals will be reviewed annually and amended as needed. We will also get input from district personnel as to revisions and amendments.

WHAT IMPLEMENTATION OF THE PLAN IS EXPECTED TO ACHIEVE

Student achievement will increase as students are provided with an appropriately aligned curriculum and developmentally appropriate instruction. The needs of diverse learners will be addressed and teachers will deliver appropriate instruction based on student needs..

HOW PUBLIC COMMENT WAS SECURED AND WHAT RESPONSE WAS MADE

The plan was made available in various locations in the school for review by parents and community members, with comments requested. Several parents volunteered to take the plan home and review. They sent back comments.

HOW WILL THE PLAN BE SHARED WITH STAKEHOLDERS?

Each SBDM member and certified staff member will be given a copy of the Comprehensive School Improvement Plan. Additional copies of the plan will be available in the Family Resource Center, the office, and the library. Further, the plan will be posted on the Breckinridge Elementary website.

MONITORING AND EVALUATION

Continuous evaluation of the CSIP is scheduled throughout the year through staff meetings, committee meetings, team meetings, and leadership meetings. The CSIP will be listed as an agenda item every month on the SBDM calendar. Regularly scheduled I&I checks will help ensure that all activities and strategies are being implemented and reflect the results. Formal and informal assessments will be analyzed for monitoring the progress toward the goals and objectives.

COMMITTEES 2010-2011

Planning and Needs Assessment

- Melinda Spurlock
- Angela Nunn
- Anna Price
- Brooke Bayko
- Tonya Harman
- Crystal Pinczewski

Discipline/Safety

- Shawn Ransom
- Kristin Marcum
- Beth Breeding
- Jeff Shearer
- Angela Rey-Barreau
- Megan Karr
- Dee Bailey

Technology

- Elaine Scott
- Lenora Combs
- Erin Oakes
- Joyce Lane
- Jessica Kendall

Culture/ Climate and Communication

- Nicholas Ayers
- Brooke MacDonald
- Emma Blanton
- Allison Rakestraw

Budget and Staffing

- Karen Haskins
- Anne Kelly

- Candice Newbern
- Betty Hostler
- Cara Harris

Curriculum/ Instruction/ Assessment

- Whitney Pulcini
- Jennifer Mink
- Allison Givan

- Beverly Evans

Parent Review Committee

- Angela Ricks
- Stephanie Clarke

IMPLEMENTATION AND INTERNAL REVIEW

Implementation of the plan is expected to improve student achievement for all learners in all areas. Standing committees will assess progress and report to the planning committee and SBDM Council during the biennium. As data and reports become available, we will revisit and revise the plan according to current needs.

Action Component: Student Achievement

School District Preliminary Revised

District Name: Fayette County

Component Manager: Leadership Team

School Name: Breckinridge Elementary

Current Date: 03/16/10Breckinridge CSIP 09-2010

Public Private, Non-Profit

| Priority Need: | Goal: |
|---|---|
| <p>According to the 2008-2009 CATS assessment:</p> <ul style="list-style-type: none">• Accountability Index – 95• 5.28% Novice in Reading• 5.77% Novice in Math• 8.33% Novice in Science• 10.61% Novice in Social Studies• 6.06% Novice in Writing/On demand• Significant Gaps exist in African American vs. White, Male vs Female in reading | <p>2010 CATS assessment data will reflect:</p> <ul style="list-style-type: none">• Accountability Index – 100• Percent Novice – 5.28% or lower in Reading• Percent Novice - 5.77% or lower in Math• Percent Novice- 8.33% or lower in Science• Percent Novice- 10.61% or lower in Social Studies• Percent Novice 6.06% or lower in Writing/On demand• Increase by 14% the number of Male students scoring Proficient/Distinguished to bring the score to 74% scoring Prof./Dist. in reading *SB168• Increase by 13% the number of African American students scoring Proficient/Distinguished to bring the score to 74% scoring Prof./Dist. in reading. *SB168• Increase the reading index to 94 |

| Cause(s) Contributing Factors: | Objective(s) with Measures of Success: |
|--|---|
| <p>Curriculum:</p> <ol style="list-style-type: none">1. Curriculum map has insured when core content is to be taught at each grade level.2. Communication between related arts, classroom, special education, and intervention teachers needs to be more effective to ensure all core content is taught to all students.3. Integration of content areas in the literacy block is occurring more effectively.4. Collaboration between classroom, intervention, and special education teachers needs to be on-going and teachers trained in how to do this effectively. | <p>By the end of the 2012school year:</p> <p>A. Professional Development Plan will address research-based instructional methods, technology, and differentiating instruction resulting in an increase in African Americans scoring P/D in reading.</p> <p>B. Staff will use collaborative planning time to analyze student work, plan interventions to meet diverse needs, and design varied, authentic assessments that require higher-order thinking and problem solving (as evidenced by team meeting minutes) resulting in an increase in African Americans and males scoring P/D in reading.</p> |

Instruction:

5. Emphasis is needed on higher-order thinking and problem solving instruction **in the area of multiple choice.**
6. Professional development needs will include how to effectively differentiate instruction.
7. Continue analyzing student work on a regular basis and using data results to drive instruction needs to become a focus.
8. The use of technology in instruction is an area of needed growth, as noted by many individual Professional Growth Plans, committees, and administrators' feedback from classroom walkthroughs.

Assessments

9. Assessments reflecting Kentucky's Core Content for Assessment are continuing to be used to adjust classroom instruction.
10. Training will be continued on using data analysis results to move students toward proficiency.
11. Student choice will occur in activities to address various learning styles.

Learning Environment:

12. ESS students are provided individualized goals/objectives by regular classroom teachers.
13. A communication procedure between classroom and ESS teachers has increased.
14. Families are not fully active partners in school.
15. Resource teachers are providing teachers with help on reducing barriers, finding resources.

C. Focus on literacy will continue. By the end of the 2010-2011 school year, 85% of primary students will be on/above grade level in reading (as measured by the MAP and Reading A-Z benchmarks assessments).

D. SBDM policies will clearly define the process of referring, monitoring, and measuring the effectiveness of all instructional programs.

E. Students will be able to learn in a safe and orderly environment.

F. Technology will be used to facilitate learning and KCCT scores will increase.

SBDM Council Reporting Timeline
Student Achievement Component

| Months | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June |
|--|------|-----|---|---|-----------------------------------|-------------------|---|-------------------|-------------------|-------|-----|------|
| Action Component Activity | | | B.3 B.4 B.5 B.6 C.1 C.3 C.4 C.6 C.7 | A.4 A.9 A.10 C.2 F.1 F.2 F.3 F.4 | A.2 A.5 A.11 A.12 C.5 | D.1 D.2 D.3 | E.1 E.2 E.3 E.4 E.5 E.6 E.7 | B.1 B.2 D.4 | A.3 A.7 A.8 | | A.1 | |

Student Achievement And Implementation & Impact Form

(2009-2010)

Component Manager: Leadership Team

Objective # A. Professional Development

| Activity | Measure | Responsible Person | Start/End Date | Cost | Fund Source | I, P, N | Progress Statement |
|--|--|-----------------------------------|----------------|--------|---------------------|---------|--|
| A.1 New primary teachers will be trained in reading SBRR strategies. | Implementation: Professional Development related to scientifically based reading research as recorded by the Breckinridge PD log. | PD Committee, Curriculum Coach | 8/10-6/11 | 25,000 | | I | Reading Index Spring 2008 was 88.6 from 89.9 the year before. Continue with objective until met. |
| | Short-Term Measures of Success: Success of this activity will be measured through analysis of both whole group and small group teacher observation data. This data will indicate that 100% of Reading teachers are implementing SBRR in their daily instruction. | | | | | | |
| | Long-Term Measures of Success: KCCT data will show an increase to 85% of students performing at proficient/distinguished in reading. | | | | | | |
| A.3. All certified staff will be trained in the development of Multiple Choice Questions and rubrics. Follow up activities for all certified staff, such as modeling and mentoring, will | Implementation: All certified staff will receive training on the development of KCCT-like Multiple Choice and accompanying rubrics at the beginning of the school year. Training for any new staff arriving later in the year will also be provided ASAP. | PD Committee | 8/10-6/11 | -0- | PD, Title One Funds | P | Currently we are writing multiple choice questions for all assessed core content. We are implementing effective test taking strategies. There is a plan in place to do live scoring weekly with 3rd -5th grade students in the content they are assessed on in the |

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| occur. | Short-Term Measures of Success: Monthly learning checks will reflect a decrease in the number of students scoring novice and an increase in the number scoring proficient. | | | | | | spring. |
| A. 4. All certified staff will receive job embedded training or stand alone PD on expectations and behavior management (behavior theory; designing, implementing, and documenting interventions, CHAMPS). Follow-up activities, such as coaching and mentoring will occur for all teachers. | Implementation: All new certified teachers will receive training on the school's behavior plan at the beginning of the year with subsequent trainings as needed. | Principal/Foundations Committee Behavior specialist/Guidance Specialist/Social Worker, PD Committee, IAKSS SAFE Schools | 8/10-6/11 | 500 | PD Funds/ Foundations Funds from IAKSS | P | Foundations Trainings have been given. We had a whole faculty PD at the beginning of the year and monthly follow-up trainings as the year |
| | Short-Term Measures of Success: Monthly reports will reflect a decrease in office and SAFE referrals. | | | | | | |
| | Long-Term Measures of Success : SAFE Schools data will reflect a decline in the number of referrals and suspensions | | | | | | |
| A. 5. All certified staff will receive training on current core content and DOK targets and objectives. Follow-up activities such as coaching and mentoring will occur for all teachers. | Implementation: All certified teachers will receive training on the Core Content and DOK targets and objectives. Ongoing coaching and mentoring will be provided by the curriculum coach | PD Committee/Instructional Coaches/PSA, IAKSS Content Specialist | 8/10-6/11 | -0- | Title One Funds, PD Funds | P | Team meetings document that teachers are reflecting on training and focus in core content. Target and objective training and follow up activities are being worked on monthly by teachers with the curriculum coach during team meetings. After-school training is being provided by the curriculum coaches on analyzing work and refining instruction according to data analysis. Monthly learning checks are being used to assess core content that is mastered. |
| | Short-Term Measures of Success: Lesson plans; walkthrough and student work will reflect the implementation of the new Core Content and DOK. | | | | | | |
| | Long-Term Measures of Success: Student work, monthly learning checks and KCCT scores will reflect that students are learning at high levels. | | | | | | |
| A.6. Provide training for all teachers on, Differentiated Instruction and learning strategies. | Implementation: PD chair will have log of every teacher participating in training on Differentiated Instruction. | PD Committee, Instructional Coaches | 8/10-6/11 | 500 | PD Funds- Title One | R | Teachers have had after-school PD on analyzing scores and planning so that all students are successful in mastering core content as shown by |

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| | <p>Short-Term Measures of Success: Individual student needs will be met and results will be reflected in the monthly learning checks and classroom work.</p> <p>Long-Term Measures of Success: The achievement gap data will show a reduction/closing of the achievement gaps in all sub-populations.</p> | | | | Funds | | open response and multiple choice questions. |
| A.7. Training will be provided for all teachers on the use of data to drive instruction. | <p>Implementation: Agendas and PD will show dates and times of data analysis.</p> <p>Short-Term Measures of Success: Individual student plans will reflect instruction based on individual student needs.</p> <p>Long-Term Measures of Success: Achievement Gap data will show a narrowing/closing of the gaps in all areas.</p> | PD Committee, PSA, Instructional Coaches | 8/10-6/11 | 2000 | | R | During a faculty meeting in September the school disaggregated scores on the KPR report. This information has been used to drive team meeting agendas. List of students that are not being successful have been generated. ESS, ESL, Special Ed. and regular teachers have met and decided how to meet individual needs during small group times especially in social studies and reading. After school PD with Curriculum Coaches and teachers on Thursdays. |
| A.8. Sub-release days and after school PD will be utilized to analyze data especially in the areas of reading , math, and social studies. *SB 168 | <p>Implementation: Agendas from sub-released days will be kept indicating teachers disaggregating data and planning quality instruction.</p> <p>Short-Term Measures of Success: Individual student plans will reflect instruction based on individual student needs.</p> <p>Long-Term Measures of Success: Achievement Gap data will show a narrowing/closing of the gaps in all areas</p> | PD Committee, PSA, Instructional Coaches | 8/10-6/11 | 5000 | PD funds, Title One Funds | P | |
| A.9. 100 hours of effective training is being provided at all grade levels on Math in Focus instruction and Calendar Math | <p>Implementation: Logs of teachers receiving job embedded or stand alone training on research-based math strategies.</p> | PD Committee, curriculum coach | 8/10-6/11 | | PD, Title One, RFP | I | Curriculum Coach will be hired through the RFP process. The coach will work with teachers in K-5th grade in planning, modeling lessons and meeting with teams weekly in grade |

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| <p>supplemental program.</p> <p>*SB 168</p> | <p>Short-Term Measures of Success: All teachers will effectively deliver high-quality math instruction as evidenced through student work results.</p> | | | | | | <p>level meetings.</p> |
| | <p>Long-Term Measures of Success: Monthly learning checks and PAS results will reflect an increase in students scoring at the proficient level.</p> | | | | | | |
| <p>A.10 . Communication models will be implemented to increase effective communication / collaboration between classroom teachers, special ed. teachers, ESS teachers, ELL teachers, and special area teachers.</p> | <p>Implementation: All classroom teachers will implement 15 minutes of Calendar Math per day.</p> | <p>Instructional Coaches/ Teachers in all areas. Resource</p> | <p>8/10-6/11</p> | <p>-0-</p> | | <p>P</p> | <p>ESS teachers meet with teachers and are given the skills and strategies that are being taught in the subject areas they are being the intervention specialist. Special ed. teachers attend team meetings with regular classroom teachers.</p> |
| | <p>Short-Term Measures of Success All teachers will effectively deliver high-quality math instruction as evidenced through student work results.</p> | | | | | | |
| | <p>Long-Term Measures of Success: Monthly learning checks and PAS results will reflect an increase in students scoring at the proficient level.</p> | | | | | | |
| | <p>Implementation: Record of communication between teachers will be filed. (Agendas, forms, conferences)</p> | | | | | | |
| | <p>Short-Term Measures of Success: Students will show gains on learning checks, MAP, Reading A-Z benchmark assessments, and informal assessments.</p> | | | | | | |
| | <p>Long-Term Measures of Success: KCCT data will reflect an increase in the number of students scoring at proficient or above.</p> | | | | | | |

Objective # B: Collaborative Planning

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| B.1 Once a month, multiple choice and Open Response questions will be analyzed with a member of the Leadership Team and feedback given. This information will be used to aid in individualizing instruction (i.e. "Watch List", individual intervention plans). | Implementation: Minutes from monthly team meetings will reflect that student work has been analyzed and "next steps" for instruction will be identified for each child. | Leadership Team and classroom teachers | 8/10-6/11 | 600 | | P | Multiple choice and Open Response questions have been written and sample 4's written with them. We have been completing these a month at a time. Live scoring is aiding us in picking out students that need one on one intervention along with scores. Strategies have been implemented for MC and OR. |
| | Short Term Measures of Success: Student work will reflect more correct answers on multiple choice questions. | | | | | | |
| | Long Term Measures of Success: All students will reach proficiency on state assessments. | | | | | | |
| B.2. Teachers will analyze student work samples in each content area on a regular basis in grade level teams and use the information to aid in individualizing instruction (i.e. "Watch List", individual intervention plans). | Implementation: Students that are struggling will be identified and monitored on a regular basis and a list will be maintained. | Leadership Team and classroom teachers | 8/10-6/11 | -0- | | R | Teachers are grading monthly learning checks and analyzing areas that students need to grow in and areas the class as a whole needs to grow in. |
| | Short Term Measures of Success: Monthly learning checks will reflect a decrease in the number of students scoring novice and an increase in the number scoring proficient. | | | | | | |
| | Long Term Measures of Success: The number of students scoring proficient on KCCT in all subject areas will increase. | | | | | | |
| B.3. Master schedule will reflect common planning time among same level teachers/teams for designing authentic assessments, analyzing student work, and modifying instruction. | Implementation: The master schedule will be determined at the beginning of the school year and modified as deemed necessary reflecting common planning time. | PSA, Leadership Team, Principal | 8/10-6/11 | | | R | Schedule reflects team planning times for all grade levels and common planning for related arts as well. Teams meet weekly with leadership. |
| | Short Term Measures of Success: Walkthroughs and lesson plans will reflect a differentiated high level of instruction for all students. Student work will reflect improved student achievement. | | | | | | |

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| | Long Term Measures of Success: All students will reach proficiency on state assessments. | | | | | | |
| B. 4. A science teacher will be hired to work with all K-5th grade students. | Implementation: A science teacher will be hired to work with students on hands on science lessons and assist with teachers in planning science lessons. | Principal/Science teacher | 8/10-6/11 | | | R | A science teacher will be hired. |
| | Short Tem Measures of Success: Science teacher will create and implement a schedule so that all students have access to hands on science lesson. | | | | | | |
| | Long Term Measure of Success: Our science index will increase 8 points. | | | | | | |
| B. 5. Teachers will be hired to lower class size in primary classrooms. Added 12/07 | Implementation: Primary classes will not be at maximum capacity. | Principal/teachers | 8/10-6/11 | \$150,000 | Title One | I | |
| | Short Tem Measures of Success: Smaller class sizes in primary. | | | | | | |
| | Long Term Measure of Success: The number of students scoring proficient on KCCT will increase by 10%. | | | | | | |
| B. 6 Reading, science, social studies teacher/s will be hired in the intermediate grades to work with students on differentiating instruction in collaboration depending on the most need. | Implementation: There will be more reading, science, social studies teachers in fourth and fifth grades. | Principal/teacher | 8/10-6/11 | | | | |
| | Short Tem Measures of Success: Students will receive more one to one help in social studies, science, and writing. | | | | | | |
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| Objective # C: Focus on Literacy | | | | | | | |

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| C.1. Intermediate teachers will integrate science and social studies into the literacy block, in addition to regular content instructional time. | Implementation: Intermediate teachers will complete a two hour training to demonstrate strategies for integrating literacy into the content areas. | PSA, Principal, Intermediate Teachers, Instructional Coaches | 8/10-6/11 | -0- | | I | According to lesson plans students are being taught science and social studies content in their literacy block as well as in separate content blocks. |
| | Short Term Measure of Success: Administrators will conduct regular walk-thrus to document implementation of these strategies. Weekly lesson plans will reflect reading strategies being integrated into the content areas | | | | | | |
| | Long Term Measure of Success: KCCT data will reflect an increase of 10 points in social studies and science. | | | | | | |
| C.2. Teachers will implement scientifically based reading research (SBRR) strategies into the science and social studies content. | Implementation: All classroom teachers will integrate science and social studies into literacy. | Curriculum Coach, Teachers, PSA, Principal | 8/10-6/11 | -0- | | I | |
| | Short Term Measure of Success: Weekly lesson plans will reflect an emphasis of the five essential components of literacy, as applicable to the integration of reading in the content areas. Grade level team meeting minutes will include a reflection of the impact of integration. Administrators will conduct regular walk-thrus to document implementation. | | | | | | |

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| | <p>Long Term Measure of Success: Monthly learning checks (intermediate grades) will show an increase in proficiency in reading, science, and social studies.</p> <p>Teachers will independently and successfully implement reading strategies in science and social studies.</p> <p>KCCT data will reflect an increase of 10 points in both science and social studies.</p> | | | | | | |
| C.3. Every primary student will receive at least 90 minutes of SBRR instruction. | <p>Implementation: Primary teacher schedules will reflect 90 minute reading blocks.</p> <p>Short Term Measure of Success: Weekly lesson plans will document strategies planned in team meetings.</p> <p>The Curriculum Coach/Principal will observe teachers on a regular basis to monitor areas of strength and of growth needed.</p> <p>Progress monitoring: Benchmark A-Z assessment running records will show an increase in students reading on grade level.</p> <p>Long Term Measure of Success: The MAP will show an increase of 10% of students on grade level in reading from August to January and a 10% increase of student reading on grade level from January-May.</p> | Curriculum Coach, Principal, Primary Teachers | 8/10-6/11 | -0- | | R | Lesson plans show that all primary students have 90 minutes of reading. |
| C.4. During the school day provide comprehensive interventions that focus on | <p>Implementation: Documentation of students receiving interventions will be on file.</p> | Curriculum Coach | | | ESS/ Title One/ | I | ESS, , ESL, and teachers provide intervention instruction for students below level in reading. |

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| literacy /reading. Multiple assessments will be used to determine student eligibility. *SB 168 | Short Term Measure of Success: Progress monitoring (Reading A-Z benchmark assessment) will show a decrease of targeted students in the “Intensive” range. MAP results will show an increase of targeted students on grade level from August-January and January-May. Monthly learning checks will show targeted intermediate students reaching proficiency from August-January and January-May. | | | | RFP / | | 08-09 - We met all NCLB goals |
| | Long Term Measure of Success: Student reading achievement data across all grade levels will reflect identified students making steady progress towards proficiency in reading. NCLB reading goals will be met. | | | | | | |
| C. 5 A Reading Monitoring Tool Action Plan will be followed by primary teachers. | Implementation: The Action Plan will be developed, by October and implemented and monitored each year and recorded. | Curriculum Coach, Principal , Primary Teachers, Literacy Team | 8/10--6/11 | -0- | / | R | Curriculum Coach has documentation for this plan and how it is implemented. |
| | Short-Term Measures of Success: The number of students scoring benchmark or above on Reading A-Z benchmark assessment and MAP will increase. | | | | | | |
| | Long-Term Measures of Success: KCCT data will reflect an increase of 10 point in reading achievement and NCLB reading goals will be met. | | | | | | |

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| <p>C.6 All Language Arts and Social Studies teachers will deliver instruction to students based on FCPS newly aligned core content and curriculum maps.</p> | <p>Implementation: All Language Arts and Social Studies teachers delivered instruction to students based on FCPS newly aligned core content and curriculum maps as evidenced by lesson plans and walkthroughs.</p> | <p>Leadership Team</p> | <p>8/10-6/11</p> | | | <p>I</p> | |
| | <p>Short Term: Student work and Learning Checks will indicate students are learning LA and Social studies core content.</p> | | | | | | |
| | <p>Long Term: KCCT scores will indicate an increase in the number of students scoring at the proficient level in LA and Social Studies and the NCLB Report will indicate that all Reading and Social studies Sub-group Targets have been met.</p> | | | | | | |
| <p>Objective # D: SBDM</p> | | | | | | | |
| <p>D.1 SBDM policies will show a monitoring and updating system to ensure the implementation of varied instructional strategies.</p> <p>A new writing policy will be developed.</p> | <p>Implementation: All SBDM policies will have a monitoring system in place to ensure the implementation of best practices instructional strategies. Policies will be reviewed at scheduled monthly SBDM meetings throughout the year</p> | <p>Principal, SBDM</p> | <p>8/10-6/11</p> | <p>-0-</p> | | <p>I</p> | <p>Policy 6.0, 6.1,6.3</p> |
| | <p>Short Term Measures of Success: Walkthroughs and student work will reflect implementation of varied instructional strategies in all grades.</p> | | | | | | |

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| | Long Term Measures of Success: Student work, monthly learning checks and KCCT scores will reflect that students are learning at high levels. | | | | | | |
| D.2. SBDM policies will indicate a clear process for monitoring, measuring effectiveness, and revising of all instructional programs. | Implementation: All policies will have a monitoring system in place and approved by the council be the start of the school year. | Principal, SBDM | 8/10-6/11 | -0- | | I | Policy 6.0 |
| | Short Term Measures of Success: Minutes from council meetings will reflect that monitoring of the instructional programs is taking place on a regular basis. | | | | | | |
| | Long Term Measures of Success: Students will be offered instructional programs that are research based and meet the needs of all students in all grades. KCCT and other formal assessments will show an increase in student achievement and gaps will decrease/close. | | | | | | |
| D.3. SBDM policies will be reviewed on a regular basis and feedback on implementation by faculty and staff will be reported to SBDM. | Implementation: Minutes from SBDM meetings will reflect a review of policies at least once each biennium. | Principal, SBDM | 8/10-6/11 | -0- | | P | Policies were revised in '06. |
| | Short-Term Measures of Success: Policies will address the current needs of students. | | | | | | |
| | Long-Term Measures of Success: The accountability Index on KCCT will increase by 12.9 points. | | | | | | |
| D.4. SBDM will get input on budget and staffing from staff prior to the SBDM council approving it to insure that all | Implementation: Faculty meeting agendas and sign in sheets will show time for input from faculty on budget and staffing. | Principal, SBDM | 8/10-6/11 | -0- | | P | In spring '07 the staff was surveyed during a faculty meeting for their input on staffing. |

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| students' needs are being met. | Short-Term Measures of Success: Faculty will have the chance to give SBDM input on staffing and budget. | | | | | | |
| | Long-Term Measures of Success: The academic index will increase by 12.9 points. | | | | | | |
| Objective # E: Learning Environment | | | | | | | |
| E.1. Continue CHAMPS school-wide. | Implementation: SAFE Data will show a decrease in referrals/ Students will follow CHAMPS guidelines | Principal, Foundations Team, Teachers, | 8/10-6/11 | 500 | PD Funds | R | Foundations team had a .5 PD day at the beginning of the year to review rules and remind teachers to CHAMP all activities. |
| | Short Term Measures of Success: Walkthrough data will show an increase in time on task in all classrooms. | | | | | | |
| | Long Term Measures of Success: KCCT biennium goals will be met. | | | | | | |
| E.3. Students whose behaviors and/or emotions are believed to be affecting their academic performance will be identified and targeted for interventions and/or appropriate referrals by the SAT or Behavior Resource Specialist. | Implementation: Students that display behavior or emotional problems will be identified and intervention plans will be developed and referred to SAT. | Teachers, Student Assistant Team, | 8/10-6/11 | -0- | | R | SAT has weekly meetings and discusses children that are on the watch list. Referral process has been updated to improve response to intense students. |
| | Short Term Measures of Success: Data from SAT will reflect that interventions are taking place as needed. Formal and informal assessments will show an increase in student achievement. | | | | | | |
| | Long Term Measures of Success: Performance on monthly learning checks and other assessments will show an increase in the number of students scoring proficient. | | | | | | |
| E.4. The Discipline/Safety Committee will review and revise the school discipline | Implementation: The school policy will be revised at the end of the 2010-2011 school year. | Foundations Committee | 8/10-6/11 | -0- | | R | "Foundations" team works with faculty monthly to revise or review discipline/behavior policies and |

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| policy as needed. | Short Term Measures of Success: SAFE data will show a decrease in student referrals. | , Behavior Specialist, SAFE | | | | | procedures. |
| E.5. Teach and review rules and expectations in every classroom and common areas and post the expectations and Guidelines for Success. | Implementation: SAFE referrals will be documented and show a decrease in the number of referrals | Principal, Foundations Team | 8/10-6/11 | -0- | | R | Teachers begin every school year by review and teaching expectations for classrooms and common areas. After long breaks teachers review rules. Lesson plans show this is being done. |
| | Short Term Measures of Success: Walkthrough data will show an increase in time on task in all classrooms. | | | | | | |
| | Long Term Measures of Success: KCCT biennium goals will be met. | | | | | | |
| E.6. Celebrations for student success will occur. Additionally, positive incentives will be provided in individual classrooms. | Implementation: Celebrations will occur monthly and incentives given by homeroom teachers. | Climate and Culture Committee, Teachers | 8/10-6/11 | 2000 | SCIF, | R | Monthly incentives are given out. Teachers have incentives in their classrooms along with school-wide incentives. |
| | Short Term Measures of Success: Minutes from the Climate and Communications committee will show a plan in place. Newsletters will contain information from the celebrations. | | | | | | |
| | Long Term Measures of Success: KCCT data will reflect an increase of the number of students scoring at the proficient level. | | | | | | |
| E.7. Conduct survey (i.e. Foundations Survey) by parents, certified and classified staff, and students, to identify | Implementation: School climate survey will be completed and tallied with recommendations for changes presented to faculty for adoption. | Climate and Culture | 8/10-6/11 | -0- | | R | Report with faculty to address concerns raised by surveys. |

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| areas of need in regards to safety and well being. | Short Term Measures of Success: The survey will show at least 60% participation. | Committee, Foundations Committee | | | | | |
| | Long Term Measures of Success: School culture and climate will be academically focused based on student achievement scores showing an increase in the number of students learning at the proficient level. | | | | | | |
| E.8. The "Foundations" team will continue collecting data to determine areas of need in student behavior and safety concerns and consult with staff to plan strategies to improve safety, discipline, and behavior support. | Implementation: At monthly staff meetings, behavior and safety concerns will be discussed and "next steps" will be determined collectively. | Foundations Committee | 8/10-6/11 | -0- | | R | Behavior specialist works in team meetings to address individual concerns. Foundation team works with faculty monthly to work with faculty on areas of concerns. |
| | Short Term Measures of Success: Data will show a reduction in office and SAFE referrals. | | | | | | |
| | Long Term Measures of Success: Formal and informal data will show an increase in the number of students learning at the proficient level. | | | | | | |
| Objective # F: Technology | | | | | | | |
| F.1. Instructional technology "SMART classrooms" will be implemented in all classrooms in order to facilitate integration and the five E's in core content. | Implementation: Lesson plans and student products will show the use of technology in all content areas. | Principal, Classroom Teachers | 8/10-6/11 | 2000 | RFP, Title I | P | Students have access to SuccessMaker for reading. There are at least two computers in each classroom available for students. Teacher can also sign up to use the computer lab. All classrooms have "SMART classrooms" installed with a document camera, LCD projector and SMART Slate. Audio enhancement is used in 5th grade. |
| | Short-Term Measures of Success: Lesson plans will show integration of technology. | | | | | | |
| | Long-Term Measures of Success: Formal and informal data will show an increase in the number of students learning at the proficient level. | | | | | | |
| F.2. Successmaker will be implemented as a technology | Implementation: Classroom teachers will implement this activity | Primary teachers | 8/10-6/11 | -0- | | R | All students that have been identified as needing SuccessMaker have been |

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| strategy to help differentiate instruction in math as well as facilitate additional instruction for watch list. | Short-Term Measures of Success: Sucessmaker will assess students after each skill and provide tutorials for the skills not mastered. | | | | | | placed in it. |
| | Long-Term Measures of Success: The number of students scoring at grade level will increase, as evidence in MAP scores in Jan. and May. | | | | | | |
| F.4. Reading Counts will be exposed to primary students and implemented in 3rd – 5th grades. | Implementation: Students using Reading Counts in 3-5 and the number of students taking Reading Counts tests will increase. | Librarian, Teachers | 8/10-6/11 | -0- | | R | Students have been taking Reading Counts tests and the librarian tracks points and gives out rewards for students that reach certain levels. |
| | Short-Term Measures of Success: Lesson plans show students taking reading counts tests in 3-5th grade. | | | | | | |
| | Long-Term Measures of Success: The reading academic score will increase. | | | | | | |

Action Component: EQUITY
District Name: Fayette County
School Name: Breckinridge Elementary

School District Preliminary Revised
Component Manager: Leadership Team
Current Date: 3/16/10
 Public Private, Non-Profit

| Priority Need: | Goal: |
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| <p>According to the 2008-2009 CATS assessment: Accountability Index – 95 Reading 5.28% Novice 73.64% Proficient and Distinguished Math 5.77% Novice 79% Proficient and Distinguished Science 8.33% Novice 69.35% Proficient and Distinguished Social Studies 10.61% Novice 62.12% Proficient and Distinguished</p> <p>Significant Gaps exist in African American vs. White, and Male vs. Female</p> | <p>2010CATS assessment data will reflect:</p> <ul style="list-style-type: none"> • Accountability Index – 100 • Reading 82% Proficient and Distinguished • Math 79% Proficient and Distinguished • Science 72% Proficient and Distinguished • Social Studies 65% Proficient and Distinguished • No significant difference in African American vs. White, Male vs. Female |

| Cause(s) Contributing Factors: | Objective(s) with Measures of Success: |
|--|---|
| <p>Curriculum and Instruction</p> <ol style="list-style-type: none"> 1. Need instructional strategies that will reduce barriers to learning for our gap students. 2. Instructional plans are developed based on disaggregated data of targeted gap groups. 3. Teachers need additional training on differentiating instruction and making appropriate accommodations. <p>Assessment</p> | <p>G.1 Review of teacher materials (lesson plans, intervention plans, etc.) and walkthroughs will document teachers' daily use of differentiated instructional strategies that reduce barriers to learning resulting in an increase in African Americans scoring P/D in reading.</p> <p>G.2. Disaggregated data of identified minority, and males will show a minimum of a 14% decrease in the achievement gap by the end of the 2009-2010 school</p> |

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| <p>4. On-going, varied assessments need to occur.</p> <p>5. Assessments and activities do not provide for student choice.</p> <p>Learning Environment</p> <p>6. There are vast cultural differences between the staff and the majority of students they serve.</p> <p>7. Outside of school factors have effected students ability to complete homework</p> <p>8. Daytime ESS has been effective and allows students with needs access to the additional help</p> <p>9. Outside factors effect student performance</p> | <p>year.</p> <p>H.1 Interventions will be used to reduce the gap between Male & AA. in reading..</p> <p>H.2 ESS documentation will show a 14% decrease of achievement gaps in those students participating.</p> <p>SB 168 - Other activities from other components have been added to this section so that they can all be found in this section.</p> <ul style="list-style-type: none"> A. Professional Development B. Collaborative Planning C. Focus on Literacy E. Learning Environment I. Data driven intervention |
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SBDM Council Reporting Timeline
Equity Component

| Months | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June |
|--|-------------|------------|-------------|--------------------------|------------|------------|-------------------|------------|------------|--------------|------------|-------------|
| Action Component Activity | | | | H.1 G.1 G.2 G.4 | | | G.1 G.2 G.4 | | | G.3 | | |

Equity Component

And Implementation & Impact Form

2010-2012

Component Manager: Leadership Team

Objective # G : Data-driven Intervention

| Activity | Measure | Responsible Person | Start/End Date | Cost | Fund Source | I, P, N | Progress Statement |
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| G.1. Intermediate targeted gap students will be identified and an intervention plan will be developed. | Implementation: 2nd through 5th grade targeted gap students will be identified by bi-weekly goal folders which include assessments of students who score below proficient, sample four ORQ, print out goal's calculator analysis of the assessment, and teacher reflection of next steps to be taken. | PSA, Second-Fifth grade teachers, Intervention Teachers/ Staff, Instructional Coaches | 8/10-6/11 | | ESS Coordinator, RFP | P | Intermediate students that are in gap groups and did not get a P/D on KCCT reading have been identified by their teachers. Teachers had this information when assigning students to intervention groups by ESS, ESL, and collaborating special education teachers. |
| | Short-Term Measures of Success Informal measures of achievement will show improvement in targeted gap students' performance as well as a narrowing of the gap between sub-groups. | | | | | | |
| | Long-Term Measures of Success: Learning Checks will show an increase in targeted gap students' performance and there will be no gap between sub-groups. | | | | | | |
| G. 2. At risk students will be referred for special services in a timely manner and the intervention work plan will be completed for all students being referred. | Implementation: Data from intervention notebooks and minutes from SAT meetings will show that at-risk students are being referred to special services and needs are being met | All certified teachers, Student Assistance Team | 8/10-6/11 | -0- | | R | SAT team has devised a new plan for referring children that need interventions and possible referrals to special education, 504's. or a highly structured classroom. |
| | Short Term Measure of Success: Student work samples, formal and informal assessments will be analyzed during monthly leadership team meetings and will reflect academic growth for targeted students. | | | | | | |

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| | Long Term Measures of Success: Formal measures of achievement will show an increase in performance for at-risk students that have been identified for special services. | | | | | | |
| G.3. Teachers in key transition levels (Kindergarten, end of primary, 5 th grade) will collaborate during the last semester of the school year with homeroom teachers to provide a smooth transition for students moving up to the next level. | Implementation: Copy of the transition day plan will be kept. | Principal, Transition level teachers | 8/10-6/11 | -0- | | P | Middle school counselors come and meet with 5th grade students. Early Start works with kindergarten teachers to get students ready to go into their new classrooms and plan activities with kindergarten and Early Start. Kindergarten students are assessed at orientation and given information. |
| | Short Term Measure of Success: Lesson plans will reflect that collaboration is taking place. Minutes from team meetings will show discussions of transitioning success and Next Steps for those students. | | | | | | |
| | Long Term Measures of success: Formal and informal assessment results will show students starting the next level at a more proficient level. | | | | | | |
| G.4. Students in assessed grade levels will be coached to a 4 on ORQ's and multiple choice by having Live Scoring sessions | Implementation: Live scoring would be regularly scheduled as evidenced by lesson plans and students ORQ's and MC that are 4's. | Leadership Team, Teachers | 8/10-6/11 | | | | |
| | Short Term Measure of Success: Students will have success at scoring 4 on OQR's and MC. | | | | | | |
| | Long Term Measure of Success: Monthly learning checks results reflect an increase as evidenced through student work results. | | | | | | |
| G.5 All Reading, Social Studies and Science teachers will deliver instruction to students based on FCPS aligned core content and curriculum maps. | Implementation: All Reading, S. St, and Science teachers will deliver instruction to students based on FCPS aligned core content and curriculum maps. | Leadership Team | 8/10-6/11 | | | | |
| | Short Term: Student work and Learning Checks will indicate students are learning Reading, S. St. and Science core content. | | | | | | |

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| | Long Term: KCCT scores will indicate an increase in the number of students scoring at the proficient level in Reading, S. St. and Science. | | | | | | |
| Objective #H: Extended School Services | | | | | | | |
| H. 1. A daytime waiver for ESS will be used to provide a reading/social studies teacher for small, flexible grouping with targeted gap students. It was also be used to help students with any significant gaps in reading and social studies. . * SB168 | Implementation: Short Term Measure of Success: Formal and informal assessments will show an increase of students scoring at the proficient level and a decrease in the number of students scoring novice. Long Term Measures of /success: Monthly Learning Checks and KCCT scores will reflect a gain in student achievement for all students. NCLB targets will be met. | Leadership Team | 8/10-6/11 | 51,000 (ESS) | ESS Funds, Title One Funds | I | 3 intervention teachers have been hired to work 5 hour days four days a week. They will work at least up until time for KCCT testing. |
| Objective : Objectives from other sections | | | | | | | |
| A10. Training will be provided at all grade levels on research based social studies and reading integration instruction. "Groovin' Project" | Implementation: Logs of teachers receiving job embedded or stand alone training on research-based social studies strategies. Short-Term Measures of Success: All teachers will effectively deliver high-quality social studies instruction as evidenced through student work results. Long-Term Measures of Success: Monthly learning checks results will reflect an increase in students scoring at the proficient level. | PD Committee, Curriculum Coach, IAKSS Resource | 8/10-6/11 | | PD, , Title One, | P | |

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| <p>A 12.Utilize the KCCT data to identify African American and Male students scoring novice and apprentice in reading, and design instruction based on diagnostic data.</p> <p>*SB 168</p> | <p>Implementation: A “watch list” will be developed for children that are A.A. and male and intervention strategies for reading will be implemented as recorded by lesson plans and list.</p> <p>Short-Term Measures of Success: AA and Male students will show gains and reduce the gap in reading on learning checks.</p> <p>Long-Term Measures of Success: Monthly learning check results, student work and other assessments will show an increase in students scoring proficient and a decrease/closing of the gaps win all sub-populations.</p> | <p>Instructional Coach, Classroom teachers</p> | <p>8/10-6/11</p> | <p>2000</p> | <p>Title One</p> | <p>R</p> | |
| <p>E. 6. Celebrations for student success will occur. Additionally, positive incentives will be provided in individual classrooms.</p> | <p>Implementation: Celebrations will occur monthly and incentives given by homeroom teachers.</p> <p>Short Term Measures of Success: Minutes from the Climate and Communications committee will show a plan in place. Newsletters will contain information from the celebrations.</p> <p>Long Term Measures of Success: KCCT data will reflect an increase of the number of students scoring at the proficient level.</p> | <p>Climate and Culture Committee, Teachers</p> | <p>8/10-6/11</p> | <p>2000</p> | <p>SCIF,</p> | <p>R</p> | <p>Monthly incentives are given out. Teachers have incentives in their classrooms along with school-wide incentives.</p> |
| <p>E. 8. The “Foundations” committee will continue collecting data to determine</p> | <p>Implementation: At monthly staff meetings</p> | <p>Foundations Team</p> | <p>8/10-6/11</p> | <p>-0-</p> | | <p>R</p> | <p>Behavior specialist works in team meetings to address individual concerns. Foundation team works</p> |

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| <p>areas of need in student behavior and safety concerns and consult with staff to plan strategies to improve safety, discipline, and behavior support.</p> <p>*SB 168</p> | <p>Short Term Measures of Success: Data will show a reduction in office and SAFE referrals.</p> <p>Long Term Measures of Success: Formal and informal data will show an increase in the number of students learning at the proficient level.</p> | | | | | | <p>with faculty monthly to work with faculty on areas of concerns.</p> |
| <p>I. 3. Plan and implement nine family academic events for Breckinridge students and families.</p> <p>*SB 168</p> | <p>Implementation: Nine family nights with academic components will be recorded and kept by Title 1.</p> <p>Short-Term Measures of Success: Sign-in sheets will reflect an increase in family involvement</p> <p>Long Term Measure of Success: Non-academic data on KCCT will show an improvement.</p> | <p>Title One Lead Teacher, Instructional Coaches, Teachers, FRC Coordinator</p> | <p>8/10-6/11</p> | <p>\$3000</p> | <p>Title One Funds, FRC Funds,</p> | <p>P</p> | <p>Title One requires 9 educational parent meeting a year.</p> |
| <p>I 4. FRC Coordinator will produce a monthly newsletter highlighting upcoming events in the community and school. Title One family letters with activities will be sent home.</p> <p>* SB 168</p> | <p>Implementation: Copy of monthly newsletters will be on file.</p> <p>Short-Term Measures of Success: Sign-in sheets will reflect an increase in family involvement.</p> <p>Long Term Measure of Success: Student achievement on KCCT will increase. Achievement gaps will decrease/close according to NCLB report.</p> | <p>FRC Coordinator</p> | <p>8/10-6/11</p> | <p>\$1700 (Title One)</p> | <p>FRC/ Title One</p> | <p>R</p> | <p>FRC sends home monthly newsletters. Title One sends home bi-monthly newsletters.</p> |
| <p>6. Homeroom teachers will have two scheduled parent conferences for each student.</p> | <p>Implementation: Title One records will show 2 parent conferences on each student.</p> | <p>Teachers/ Title One Lead/ Principal</p> | <p>8/10-6/11</p> | <p>-0-</p> | | <p>P</p> | <p>Each teacher is required to have two parent conferences a year. If the parents do not attend they are suppose to call and have a phone conference.</p> |

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| *SB 168 | Short-Term Measures of Success: Increase the number of students scoring proficient or above on Learning Checks and PAS. | | | | | | They are to document when a parent does not attend a meeting. |
| | Long-Term Measures of Success: Increase the number of students scoring proficient or above on KCCT. | | | | | | |

Action Component: Parent Involvement
District Name: Fayette County
School Name: Breckinridge Elementary

School District Preliminary Revised
Component Manager: Leadership Team
Current Date: 3/16/10
 Public Private, Non-Profit

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| Priority Need: | Goal: |
| <p>We need to continue making improvements to the learning environment so that it is productive and safe and all parents and other adults are supporting students.</p> | <p>By 2011</p> <ul style="list-style-type: none"> • Climate will improve according to Foundations Survey taken by students, staff, and parents. • The number of parents attending parent educational meetings will increase as evidenced by parent sign-in sheets. • Communication to parents will continue through parent letters, meeting, conferences, and phone calls. |

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| <p>Cause(s) Contributing Factors:</p> <ol style="list-style-type: none"> 1. Involvement in parent meetings has increased especially on nights when individual grade levels have meetings. 2. We have found that offering meals so families can come back to school without worrying about dinner has helped increase our parent participation. 3. Programs involving the students have increased parent participation in meetings. 4. PTA is becoming more structured and offering more programs and support for school. This has involved more parents at school. | <p>Objective(s) with Measures of Success:</p> <p>By 2011:</p> <ol style="list-style-type: none"> 1. Climate surveys will measure that the climate has improved in the school as measured by parents, staff, and students. 2. All activities will be measured by Title 1 lead teacher and FRC Coordinator to show parent participation has increased by 10% according to Title 1 and FRC parent sign-in logs. 3. Title 1 Lead teacher and FRC Coordinator will collect data on parent communication and report to SBDM. |
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**SBDM Council Reporting Timeline
Parent Involvement Component**

| Months | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June |
|--|-------------|------------|-------------|------------|------------|------------|------------|------------|------------|--------------|------------|-------------|
| Action Component Activity | | | | I.3 | I.4 I.8 | | | I.1 I.2 | | | | I.6 |

***Parent Component
And
Implementation & Impact Form***
(2010-2012)

Component Manager: Leadership Team

Objective #I: Data-driven Intervention

| Activity | Measure | Responsible Person | Start/End Date | Cost | Fund Source | I, P, N | Progress Statement |
|---|---|--|----------------|--------|----------------------|---------|---|
| I.1. Conduct survey (i.e. Foundations Survey) by parents, certified and classified staff, and students, to identify areas of need in regards to safety and well being. | Implementation: Copy of Climate Survey and results will be on file. | Foundation Team, , IAKSS Safe Schools | 8/10-6/11 | -0- | IAKSS Safe Schools | R | Was completed in Fall 09 & Fall 10. Faculty identified areas to work on this year according to concerns brought up |
| | Short Term Measures of Success: The survey will show 60% participation. | | | | | | |
| | Long Term Measures of Success: School culture and climate will be academically focused based on student achievement scores showing an increase in the number of students learning at the proficient level. | | | | | | |
| I.2. The “Foundations” team will continue collecting data to determine areas of need in student behavior and safety concerns and consult with staff to plan strategies to improve safety, discipline, and behavior support. | Implementation: At monthly staff meetings behavior and safety concerns will be discussed and “next steps” will be determined collectively. | Foundation Team and IAKSS Safe Schools | 8/10-6/11 | -0- | | R | Data is collected daily and reported monthly from SAFE and surveys. Foundation team plans the agenda for one faculty meeting a month for PD on strategies or discussion of what needs to be revised or revisited by the faculty as a whole in regards to discipline and safety. |
| | Short Term Measures of Success: Data will show a reduction in office and SAFE referrals. | | | | | | |
| | Long Term Measures of Success: Formal and informal data will show an increase in the number of students learning at the proficient level. | | | | | | |
| I.3. Plan and implement nine family academic events for Breckinridge students and | Implementation: Nine family nights with academic components will be recorded and kept by Title 1. | Title One Lead Teacher, | 8/10-6/11 | \$3000 | Title One Funds, FRC | R | Title One requires 9 educational parent meeting a year. We completed this for 2008-2009 and has been completed for |

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| families. *SB 168 | <p>Short-Term Measures of Success: Sign-in sheets will reflect an increase in family involvement.</p> <p>Long Term Measure of Success: Non-academic data on KCCT will show an improvement.</p> | Instructional Coaches, Teachers, FRC Coordinator | | | Funds, | | the 2009-2010. |
| I.4. FRC Coordinator will produce a monthly newsletter highlighting upcoming events in the community and school. Title One family letters with activities will be sent home. * SB 168 | <p>Implementation: Copy of monthly newsletters will be on file.</p> <p>Short Term Measures of Success: Parents will have an increased awareness of school and community sponsored events.</p> <p>Long Term Measure of Success: Student achievement on KCCT will increase. Achievement gaps will decrease/close according to NCLB report.</p> | FRC Coordinator | 8/10-6/11 | -0- | FRC/Title One Funds | R | FRC sends home monthly newsletters |
| I.5. Progress reports in all subject areas will be sent home to intermediate parents at midterm. | <p>Implementation: Copies of midterms will be on file.</p> <p>Short-Term Measures of Success: Students will increase scores on classroom assessments.</p> <p>Long-Term Measures of Success: Students will be more successful if they are informed of how they are doing academically before final grades are sent home.</p> | Intermediate Teachers, PSA | 8/10-6/11 | -0- | | R | Midterm progress reports have been sent home every reporting period with the exception of the 2nd period in 07-08 due to changing software for reporting in the district. |
| I.6. Homeroom teachers will have two scheduled parent conferences for each student. | <p>Implementation: Title One records will show 2 parent conferences on each student.</p> | Teachers, Title One Lead, Principal | 8/10-6/11 | -0- | | R | Each teacher is required to have two parent conferences a year. If the parents do not attend they are suppose to call and have a phone conference. |

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| *SB 168 | Short-Term Measures of Success: Increase the number of students scoring proficient or above on Learning Checks and PAS. | | | | | | They are to document when a parent does not attend a meeting. |
| I.7. Informational parent meetingS on ways to work with their child at home will be scheduled throughout the year. | Implementation: The agendas and sign in sheets will be collected from each teacher and given to the Title 1 Lead Teacher by May of each year. | Teachers, Title One Lead | 8/10-6/11 | 2000 | Title 1 , FRC Grant | R | One was offered in the fall 09 and another is scheduled for the spring 10 |
| I.8 FRC Coordinator will provide a designated space for full computer access for parents. | Implementation: Parents will use the computer as documented by the sign in log. | FRC Coordinator | 8/10-6/11 | -0- | | R | There is a computer that parents may use in the Family Resource Room. |
| | Short-Term Measures of Success : Positive parent involvement in school as evidenced by parent sign-ins. | | | | | | |
| | Long-Term Measures of Success: Reports of successful career opportunities for parents. | | | | | | |