

**DEEP SPRINGS ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

**2010 – 2012**

*Proficiency for All*

*In Academics*

*In Behavior*

*In Character*

**Adam Kirk**  
**Chairperson, School Council**

**11/10**  
**Date**

**School Council Members:**

<b>Adam Kirk</b>	<b>Principal/Chair</b>
<b>Paula Setser</b>	<b>Teacher</b>
<b>Catherine Barton</b>	<b>Teacher</b>
<b>Cassie Robinson</b>	<b>Teacher</b>
<b>Alethea Bernard</b>	<b>Parent</b>
<b>Tammy Woods</b>	<b>Parent</b>

# **SCHOOL IMPROVEMENT PLAN**

## **EXECUTIVE SUMMARY:**

The School Improvement Plan for 2010-2012 includes four basic initiatives: Reading, Math, Climate and Equity, and Parent/Family Involvement. Specific activities for each area are briefly discussed below:

Reading:

Math:

Climate and Equity:

Parent/Family Involvement:

### **PROCESS SUMMARY**

1. **Mission Statement Review:** Our mission statement was adopted in August of 2006. After reviewing beliefs from the staff & parents we feel that it remains an effective statement.
2. **Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement or other comprehensive needs assessment process that was used:** The Council's Needs Assessment was aligned with the Kentucky Standards and Indicators for School Improvement.
3. **Priority Needs, Causes, Goals, and Objectives:** Our committee structure allows for individual committees, under the direction of the Council, to identify priority needs, causes, goals, and objectives for each initiative after disaggregating specific KCCT data.
4. **Substantive achievement gaps, gap targets, and time schedule for closing the gaps:** The Council has also identified three major achievement gaps that we are working on closing. African American Reading, Free/Reduced Lunch Reading, African American Math, and Free/Reduced Lunch Math.
5. **Review drafts of the components:** Through our committee structure, the Council reviews drafts of components each month at our meetings.

6. Review estimates and information for Section 7 requests (if any).
7. **When the public meeting held to present the Plan to the community, and who attended:** Presented in November 2010
8. **When the revised plan was officially approved and adopted:** This will be approved in December 2011.
9. **How the plan will be evaluated, and when:** There are short term goals and long term goals. There is a timeline for I and I checks being presented to SBDM Council.
10. For each step listed above, what other stakeholders were involved and how? (You may include names and identify those who represent parents, teachers, other staff, other school and district stakeholders, primary parents, migrant parents, and your community's ethnic diversity.): All stakeholders were included in the committee process.

**Action Component:** Reading

District Name: Fayette County

Component Manager: Liz Brumley

School Name: Deep Springs Elementary

Date: Fall 2010

Priority Need	Goal (Addresses the Priority Need)
To increase the percentage of proficient readers among all student subgroups.	* To increase the percentage of students scoring at the Proficient/ Distinguished level. We want to increase our Reading index to no less than 105. * To increase the percentage of African American students scoring Proficient/ Distinguished to 80% in reading by 2012. * <b>Senate Bill 168 Target:</b> To increase the percentage of Free/ Reduced lunch students scoring Proficient/ Distinguished to 80% in reading by 2012.

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"><li>• Frequent turnover and inexperience of staff in the intermediate levels</li><li>• High transient student population (very few with us for more than 2 straight years)</li></ul> <p>According to 2008 CATS scores:</p> <ul style="list-style-type: none"><li>• 69% of fifth graders scored a 0, 1, or 2 on Developing Understanding Open Responses</li><li>• 87% of fourth graders scored a 0, 1, or 2 on Developing</li></ul>	<ul style="list-style-type: none"><li>A. Identify intensive/struggling students and providing them with extended opportunity for learning.</li><li>B. By means of continuity of materials, and disaggregation of data, teachers will continuously monitor the progress and needs of all students.</li><li>C. With support from the leadership team, teachers will receive opportunities for growth.</li><li>D. Promote family literacy involvement by planning family literacy programs, refer parents to adult education services,</li></ul>

Understanding Open Responses

- 69% of third graders scored a 0, 1, or 2 on Developing Understanding Open Responses
- 66% of fifth graders scored a 0, 1, or 2 on Interpreting Text Open Response
- 70% of fourth graders scored a 0, 1, or 2 on Interpreting Text Open Response
- 66% of third graders scored a 0, 1, or 2 on Interpreting Text Open Response
- 4<sup>th</sup> Grade African American Reading index of 59
- In 5<sup>th</sup> Grade, 20% of Free/Reduced Lunch students scored Novice
- In 4<sup>th</sup> Grade, 25% of Free/Reduced Lunch students scored Novice
- In 4<sup>th</sup> Grade, 33% of African American students scored Novice

and providing parents with informational materials and take-home activities.

**SBDM Council Reporting Timeline  
(Name) Component**

<b>Months</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Action Component Activity</b>			A	B	C	D	A	B	C	D	A,B,C,D	

Review the completed Action Component, and note the reporting dates written in the Progress Statement boxes. In these columns create a reporting timeline by recording the Action Component Activity #s in the appropriate places. Create a single timeline for each Action Component in the plan. Each SBDM Council Meeting should include an agenda item for reviewing long/short term progress reports for activities in the SIP. This timeline will help the Component Manager by identifying specific activities for reporting to the Council at specific points of the year.

# *Reading Component And Implementation & Impact Form*

(2010-2012 School Years)

**Component Leader: Liz Brumley**

**Objective A: Identify intensive/ struggling students and providing them with extended opportunities for learning.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
All classroom, special ed, & classified intervention teachers will receive training in RTI.	<b>Implementation:</b> Staff will receive training early in the school year.	Principal	8/10	NA	NA	I	
	<b>Short-Term Measure of Success:</b>	Classroom Teachers	On-going				
	<ul style="list-style-type: none"> <li>• Weekly checks of the RTI program</li> </ul>	Special Ed Teachers					
<b>Long-Term Measures of Success:</b>	Interventionists						
Primary- Identify the students who are below level in reading and will therefore receive reading	<b>Implementation:</b> Students will receive intervention services five days a week	Classroom Teachers	8/10 On- going	??	Title 1	I	<ul style="list-style-type: none"> <li>• <i>Progress monitoring and monitoring of benchmark assessments, intervention group changes occurred</i></li> </ul>

intervention services.	<b>Short-Term Measures of Success:</b> <ul style="list-style-type: none"> <li>Monthly check on random students and their mastering of IARP objectives</li> <li>Monitoring of progress monitoring and benchmark assessments</li> </ul>	Interventionists					<i>on a regular basis</i> <ul style="list-style-type: none"> <li>Checks of random students and IARP objectives did occurred beginning in January.</li> </ul>
Intermediate- Identify students who are below level in reading and math (based on the previous year's KCCT scores) will be placed on a watch list and will receive reading and math intervention services.	<b>Implementation:</b> Students will receive intervention services five days a week.	Classroom Teachers Interventionists	8/10	NA	RFP Grant	I	<ul style="list-style-type: none"> <li>Watch lists are currently being created based on MAP data for primary students and based on in-class performance.</li> <li>Supplemental interventionist for intermediate reading and math begins in September.</li> </ul>
Identify and chart struggling students' progress via the results of their weekly learning checks, specifically looking at students in the identified sub-groups	<b>Implementation:</b> Individual charts marking student's scores and progress will be recorded. The information will then be discussed during student achievement conferences.	Classroom Teachers	Weekly August through May	NA	NA	P	<ul style="list-style-type: none"> <li>3<sup>rd</sup>-5<sup>th</sup> grade chart results weekly and analyze data</li> </ul>
	<b>Short-Term Measures of Success:</b> Charts displaying student's progress will be created and maintained						

	<b>Long-Term Measures of Success:</b> Increased percentage of students at the Proficient/ Distinguished level						
ESS- class size will ideally be a 1:3 ratio, but no more than 1:6 ratio; focus on literary and informational passages; priority given to African American and Free/ Reduced lunch students. The same specific group of students will be targeted throughout the year. Sessions will be offered throughout the year.	<b>Implementation:</b> Lowest achieving students (at least two years behind based on test scores) are given priority to receive extended instruction on targeted skills.	PSA/ESS Coordinator  Teachers  Principal	Fall 2010  Spring 2012	??	ESS	P	<ul style="list-style-type: none"> <li>3<sup>rd</sup>-5<sup>th</sup> grade students averaging Novice and Apprentice on MAP testing were invited to attend ESS sessions.</li> </ul>
	<b>Short-Term Measures of Success:</b> Testing data (GRADE, DIBELS, Open Response, Weekly Learning Checks)						
	<b>Long-Term Measures of Success:</b> Increased percentage of students at the Proficient/ Distinguished level						
Fund a full-time behavior specialist/coach to work with students and teachers to provide more on-task class time.	<b>Implementation:</b> Behavior Specialist/Coach will be funded.	Principal	8/10 – ongoing	\$65,000	?	I	<ul style="list-style-type: none"> <li>Student proficiency scores have increased.</li> </ul>
	<b>Short-Term Measures of Success:</b> Behavior Specialist/Coach will work with students and teachers.						
	<b>Long-Term Measures of Success:</b> Student on-task time increases and increased percentage of students at the Proficient/Distinguished level.						
Provide PD on new school-wide behavior management plan (APL) to improve overall school behavior.	<b>Implementation:</b> PD will be attended by all certified staff members.	Principal	7/10 – ongoing			I	<ul style="list-style-type: none"> <li>Student proficiency scores have increased.</li> </ul>
	<b>Short-Term Measures of Success:</b> Decrease in student behavior referrals.						
	<b>Long-Term Measures of Success:</b> Student on-task time increases & increased percentage of students at the Proficient/Distinguished level.						

Fund Intervention teachers (classified & certified).	<b>Implementation:</b> Interventionists will work with students who are 2 and 3 years below grade level.	Principal	8/10 – ongoing		RFP Grant	I	
	<b>Short-Term Measures of Success:</b> Students will show progress on their progress monitoring (bi-weekly).						
	<b>Long Term Measures of Success:</b> Students will be on grade level at the end of the year.						
3 Additional primary teachers purchased to reduce class size and serve as a way to increase the number of specific small skill groups in math & reading across grade levels.	<b>Implementation:</b> Teachers will work with students on particular skills they are struggling on.	Principal	8/10	\$150,000	Title 1		
	<b>Short-Term Measures of Success:</b> Teachers are working with students.						
	<b>Long-Term Measures of Success:</b> Increased KCCT math & reading index						

**Objective B: By means of continuity of materials, and disaggregation of data, teachers will continuously monitor the progress and needs of all students.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>All language arts teachers will deliver instruction to students based on Fayette County’s aligned core content and curriculum maps.</p>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>All language arts teachers delivered instruction to students based on Fayette County’s aligned core content and curriculum maps as evidenced by lesson plans and content checklists.</li> </ul> <p><b>Short-Term Measures of Success:</b> Student work and learning checks will indicate students are learning language arts and math core content.</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 the NCLB report will indicate that all reading targets have been made</p>	<p>Classroom Teachers</p> <p>PSA</p> <p>Principal</p>	<p>8/10 - ongoing</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	<ul style="list-style-type: none"> <li>Core content checklists indicate all content has been taught.</li> </ul>
<p>Teachers will attend weekly student achievement meetings to analyze assessment data and Open Response scores to drive classroom instruction</p>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Teacher lesson plans will reflect the needed changes to meet students needs</li> <li>Bi-monthly, teachers will document the “next steps” which will be reviewed at the next meetings</li> </ul> <p><b>Short-Term Measures of Success:</b> Intentional, focused lesson plans based upon current needs of students</p>	<p>Classroom teachers</p> <p>PSA</p> <p>Principal</p>	<p>On-going</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	<ul style="list-style-type: none"> <li>Teachers are meeting each week to analyze Learning Check scores, along with MAP scores; teachers are discussing and planning intervention activities and lessons based on data.</li> </ul>

	<b>Long-Term Measures of Success:</b> Increased percentage of students at the Proficient/ Distinguished level						
Students will complete weekly learning checks (3rd-5 <sup>th</sup> grade students) and answer Open Response questions (K-5) on a weekly basis	<b>Implementation:</b> Utilize vertical teaming to scaffold the DOK of Open Response questions by grade level	Classroom Teachers	On-going	NA	NA	I	<ul style="list-style-type: none"> <li>Teachers have been taught how to enter data into the calculator and are now giving Learning Checks and modeling open response writing.</li> <li>Teachers will create charts of Learning Check data for the hallway.</li> </ul>
	<b>Short-Term Measures of Success:</b> weekly Open Response scores						
	<b>Long-Term Measures of Success:</b> Increased percentage of students at the Proficient/ Distinguished level						

**Objective C: With support from the primary and intermediate coaches, teachers will receive opportunities for growth.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
New teachers will receive training in Singapore Math curriculum.	<p><b>Implementation:</b> The Math in Focus Content will be broken down into daily outcomes that will guide our daily instruction and ensure that curriculum at all grade levels is aligned.</p> <p><b>Short-Term Measures of Success:</b> Daily outcomes will be created for all POS and CC 4.1 standards.</p> <p><b>Long-Term Measures of Success:</b> Increased percentage of students scoring Proficient/Distinguished.</p>	Principal PSA Instructional Teachers	Summer 2010			N	
<p>Primary and Intermediate Teachers receive needs-based professional development based on the five components of reading instruction:</p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>Phonics</li> <li>Fluency</li> <li>Comprehension</li> <li>Vocabulary</li> </ul> <p>Content academies and assistance from Highly Skilled Educators.</p>	<p><b>Implementation:</b> PD will be offered based upon the results of teacher surveys, analysis of student data, and based on the needs on the staff as a whole.</p> <p><b>Short-Term Measures of Success:</b> Teachers will attend PD and will increase their knowledge base about a specific need</p> <p><b>Long-Term Measures of Success:</b> Increased percentage of students at the Proficient/ Distinguished level.</p>	PD coordinator PSA Principal	On- going		PD	N	

**Objective D: Promote family literacy involvement by planning family literacy programs, refer parents to adult education services, and providing parents with informational materials and take-home activities.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>Family Literacy Nights will be held in effort to provide resources and information for parents to help assist their child at home.</p>	<p><b>Implementation:</b> Family Literacy nights will be held.</p> <p><b>Short-Term Measures of Success:</b> Agendas for each evening; parent and student evaluations; attendance records</p> <p><b>Long-Term Measures of Success:</b> To increase attendance and receive positive feedback from parents that conveys their needs have been met</p>	<p>PSA FRC Coordinator Principal Title 1 Lead Teacher</p>	<p>8/10 - ongoing</p>	<p>Pizza</p>	<p>FRC</p>	<p>I</p>	<ul style="list-style-type: none"> <li><i>Literacy nights planned; sign-in sheets and evaluation forms will be collected to monitor attendance and effectiveness of programs.</i></li> </ul>
<p>Home- School Connection</p> <p>Opportunities for parents to receive information about reading instruction so that they can then assist their child to become successful readers. Some examples are:</p> <ul style="list-style-type: none"> <li>Grade level teams presenting info for parents of their students</li> </ul>	<p><b>Implementation:</b> Resources available for check-out for home libraries and parent resources; Family literacy nights</p> <p><b>Short-Term Measures of Success:</b> Creating a schedule of times available during the school year and “summer break” for checkout of materials; Purchase of materials to add to the collection</p> <p><b>Long-Term Measures of Success:</b> Data of checkout circulations (who, how many, which items, etc.)</p>	<p>Librarian Classroom Teachers</p>	<p>August for “Back to School” Orientation and then monthly events throughout the year</p>	<p>NA</p>	<p>NA</p>	<p>P</p>	<ul style="list-style-type: none"> <li><i>Teachers are selecting dates and planning grade level nights to share curriculum information with parents.</i></li> <li><i>During Literacy Nights parents will have the opportunity to check out library books and reading resources; check-out will be monitored for effectiveness.</i></li> </ul>
<p>Parent Programs available</p> <ul style="list-style-type: none"> <li>Provide “make and take” activities at functions</li> </ul>	<p><b>Implementation:</b> Host programs geared specifically for parents’ needs and interests</p>	<p>FRC coordinator</p>	<p>October- March</p>			<p>P</p>	<ul style="list-style-type: none"> <li><i>Literacy Night s are being planned with the idea of “make and take” literacy activities in mind.</i></li> </ul>

Introduction to educational computer software/ websites “Web Nights”	<b>Short-Term Measures of Success:</b> Survey of programs parents would like; Continue to implement current parent programs such as “Burks’ Perks”						
	<b>Long-Term Measures of Success:</b> Use feedback from parents; data of attendance						

**Action Component:** Math

District Name: Fayette County

Component Manager: Liz Brumley

School Name: Deep Springs Elementary

Date: Fall 2010

Priority Need	Goal (Addresses the Priority Need)
To increase the percentage of students scoring at the Proficient/Distinguished level in Math.	To increase the percentage of students scoring at the Proficient/Distinguished level. The overall Academic Index in math no less than 100. <b>* Senate Bill 168 Target:</b> To increase the percentage of Free/ Reduced lunch students scoring Proficient/ Distinguished to 75% in math by 2012.

Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"><li>1. Lack of engaging writing opportunities for students to demonstrate knowledge of math concepts based on the observations (walk-through) and conference or test scores</li><li>2. Inconsistent usage of manipulatives in that instruction as observed by unit plans: walkthroughs, teacher achievement conferences, and test scores.</li><li>3. Lack of consistency in providing problem solving activities as Observed by walkthroughs, teacher plans, and unit plans.</li><li>5. Barriers to scheduling and priorities put on math based on more students referred to SAFE in the afternoon during the time for math.</li><li>6. Supplementary resources across grade levels need to be aligned with content to fit unit.</li></ol> <p><b>2008 KCCT Data</b></p> <ul style="list-style-type: none"><li>• 42% of 3<sup>rd</sup> Grade African Americans scored Novice</li><li>• 37% of 3<sup>rd</sup> Grade Free/Reduced Lunch students scored Novice</li><li>• 29% of 4<sup>th</sup> Grade African Americans scored Novice</li><li>• 20% of 4<sup>th</sup> Grade Free/Reduced Lunch students scored Novice</li></ul>	<ol style="list-style-type: none"><li>A. Provide professional development and collaboration time to increase teacher capacity for math instruction.</li><li>B. Utilize achievement data to plan instruction targeted to meet student needs.</li><li>C. To organize and implement services, resources and materials to ensure student achievement.</li><li>D. Provide extended services.</li></ol>

- 23% of 5<sup>th</sup> Grade Free/Reduced Lunch students scored Novice

**SBDM Council Reporting Timeline  
(Name) Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity			A	B	C	D	A	B	C	D	A,B,C,D	

Review the completed Action Component, and note the reporting dates written in the Progress Statement boxes. In these columns create a reporting timeline by recording the Action Component Activity #s in the appropriate places. Create a single timeline for each Action Component in the plan. Each SBDM Council Meeting should include an agenda item for reviewing long/short term progress reports for activities in the SIP. This timeline will help the Component Manager by identifying specific activities for reporting to the Council at specific points of the year.

# *Math Component And Implementation & Impact Form*

(2010-2012 School Years)

***Component Leader: Liz Brumley***

**Objective A: Provide professional development and collaboration time to increase teacher capacity for math instruction.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
All classroom, special ed, & classified intervention teachers will receive training in RTI.	<b>Implementation:</b> Staff will receive training early in the school year.	Principal Classroom Teachers Special Ed Teachers Interventionists	8/10 On-going	NA	NA	I	
	<b>Short-Term Measure of Success:</b>  • Weekly checks of the RTI program						
	<b>Long-Term Measures of Success:</b>  Increase in the percentage of students scoring Proficient/Distinguished.						
During our summer PD, teachers will align the curriculum within the school.	<b>Implementation:</b> The Program of Studies and Core Content for Assessment will be broken down into daily outcomes that will guide our daily instruction and ensure that curriculum at all grade levels is aligned.	Principal PSA Instructional Teachers	Summer 2010		Title 1	P	
	<b>Short-Term Measures of Success:</b> Daily outcomes will be created for all POS and CC 4.1 standards.						
	<b>Long-Term Measures of Success:</b> Increased percentage of students scoring Proficient/Distinguished.						
A vertical team of teachers will be created to vertically align the curriculum between grade levels.	<b>Implementation:</b> Team leaders will be identified at each grade level, special ed. department, and special area department in order to align the curriculum between grade levels.	Principal Team Leaders	8/10 - ongoing	NA	NA	P	<b>Grade level team leaders have been established and math curriculum has been deconstructed by grade level.</b>

	<p><b>Short-Term Measures of Success:</b> The completion of a school-wide curriculum</p> <p><b>Long-Term Measures of Success:</b> Increased percentage of students scoring Proficient/Distinguished.</p>						
Each grade level will produce math units as a team using Math In Focus (Singapore Math) as a primary resource to ensure common targeted outcomes and assessments.	<p><b>Implementation:</b> Regular team meetings to ensure concepts taught at the same time.</p> <p><b>Short-Term Measures of Success:</b> Principal and PSA Walk- throughs, incorporated strategies and activities in unit plans and lesson plans.</p> <p><b>Long-Term Measures of Success:</b> Increased proficient/distinguished scores on the KCCT.</p>	Grade Level Teams Team Leaders	8/10	NA	NA	P	<b>Common targeted outcomes have been established as well common assessments by the district.</b>
Teachers will receive need based professional development training.	<p><b>Implementation:</b> Certificates and/or sign-in sheets will be used as documentation.</p> <p><b>Short-Term Measures of Success:</b> Principal and PSA Walk- through, incorporated strategies and activities in unit plans and lesson plans.</p> <p><b>Long-Term Measures of Success:</b> Increase in proficient and distinguished scores on the KCCT math test.</p>	Principal PD Coordinator	8/10	???	PD	P	On-going as needed

**Objective B: Utilize achievement data to plan instruction targeted to meet student needs.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>Math teachers will deliver instruction to students based on Fayette County's aligned core content and curriculum maps.</p>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>All Math teachers delivered instruction to students based on Fayette County's aligned core content and curriculum maps as evidenced by lesson plans and content checklists.</li> </ul> <p><b>Short-Term Measures of Success:</b> Student work and learning checks will indicate students are learning math core content.</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 math and the NCLB report will indicate that all reading targets have been made</p>	<p>Classroom Teachers</p> <p>PSA</p> <p>Principal</p>	<p>8/10</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	<ul style="list-style-type: none"> <li>Core content checklists indicate all content has been taught.</li> </ul>
<p>Tests will be administered in order to assess student performance and plan for instruction. Results will be recorded on grid sheets.</p>	<p><b>Implementation:</b> All teachers will administer these assessments throughout the school year and record the results</p> <p><b>Short-Term Measures of Success:</b> Disaggregation of data will determine student strengths and weaknesses. Results will be recorded on a grid and shared in assessment conferences with the Principal &amp; PSA. Unit and lesson plans will be developed based on student results.</p> <p><b>Long-Term Measures of Success:</b> Increase in proficient and distinguished KCCT math scores and increased results on the unit post tests.</p>	<p>Grade Level Team Leaders</p> <p>All Teachers</p>	<p>8/10</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	<p>Implemented in each grade level.</p>
<p>Bi-monthly Learning Checks will be given to assess student progress on core content and to monitor subgroup progress.</p>	<p><b>Implementation:</b> Each grade level will develop a bank of open response questions and multiple choice questions for each unit of study.</p>	<p>Grade Level Team Leaders</p>	<p>8/10</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	<p>Implemented from the beginning of the school year.</p>

	<p><b>Short-Term Measures of Success:</b> Through our weekly assessment conferences with Principal, PSA, and Team Leaders. A watch list of struggling students will also be developed by sub groups. These students will be in intervention groups in order to provide targeted instruction.</p> <p><b>Long-Term Measures of Success:</b> An increase in proficient and distinguished scores on the KCCT Math Test</p>	All teachers PSA					
Weekly Student Achievement Conferences will be scheduled to analyze student performance on a weekly basis in order to form a watch list of students that may need interventions.	<p><b>Implementation:</b> Examining student work and appropriate test data will allow faculty and staff to target specific areas of need and allow all students to reach proficiency.</p> <p><b>Short-Term Measures of Success:</b> Learning Checks entered into the calculator to obtain an academic index.</p> <p><b>Long-Term Measures of Success:</b> An increase in proficient and distinguished scores on the KCCT Math Test</p>	Principal PSA	8/10	NA	NA	I	Implemented from the second week of school.
Flashbacks/ Exit Slips will be given in math class in order to quickly review past content and to assess whether the skill taught was mastered.	<p><b>Implementation:</b> All teachers will give flashbacks and exit slips on a continual basis in order to assess student growth.</p> <p><b>Short-Term Measures of Success:</b> Flashbacks and exit slips will be outlined in unit and lesson plans and seen during Walk-throughs</p> <p><b>Long-Term Measures of Success:</b> An increase in proficient and distinguished scores on the KCCT Math Test</p>	All teachers	8/10	NA	NA	I	Implemented from the beginning of school.
Math instruction will be a minimum of 90 min per day.	<p><b>Implementation:</b> All students will spend 90 min on math instruction each day.</p> <p><b>Short-Term Measures of Success:</b> Principal and PSA Walk- throughs</p> <p><b>Long-Term Measures of Success:</b> An increase in proficient and distinguished scores on the KCCT Math Test</p>	All teachers	8/10	NA	NA	I	Implemented from the beginning of school.

**Objective C: To organize and implement services, resources and materials to ensure student achievement.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Supplemental Materials will be purchased to provide supplemental instruction to struggling students.	<b>Implementation:</b> Supplemental materials will be purchased to provide supplemental instruction to struggling students.	PSA	8/10			P	Ongoing as needed
	<b>Short-Term Measures of Success:</b> Supplemental materials are in building.						
	<b>Long-Term Measures of Success:</b> Increased KCCT math index						
Singapore Math will be taught at each grade level to the extent of the core content that it covers.	<b>Implementation:</b> Each grade level will be given specific training on Singapore Math. They will meet weekly or every other week to plan the Singapore Math units. They will design a math open response together to be used by the entire grade level.	All teachers	8/10	NA	NA	I	All trained teachers are implementing Singapore Math.
	<b>Short-Term Measures of Success:</b> The classes will measure the success of the students by informal assessments and by the open response at the end of each unit.						
	<b>Long-Term Measures of Success:</b> MST Tests and the KCCT Math Test						
Fund a full-time behavior specialist/coach to work with students and teachers to provide more on-task class time.	<b>Implementation:</b> Behavior Specialist/Coach will be funded.	Principal	8/10 - ongoing	\$65,000		I	<ul style="list-style-type: none"> <li>Student proficiency scores have increased.</li> </ul>
	<b>Short-Term Measures of Success:</b> Behavior Specialist/Coach will work with students and teachers.						
	<b>Long-Term Measures of Success:</b> Student on-task time increases and increased percentage of students at the Proficient/Distinguished level.						

**Objective D: Extended Services**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
3 additional primary teachers purchased to reduce class size and serve as a way to increase the number of specific small skill groups in math across grade levels.	<b>Implementation:</b> Teachers will work with students on particular skills they are struggling on.	Principal	8/10	\$150,000	Title 1		
	<b>Short-Term Measures of Success:</b> Teachers are working with students.						
	<b>Long-Term Measures of Success:</b> Increased KCCT math index						

**Action Component:** Climate/Equity

District Name: Fayette County

Component Manager: Anitrea Burks

School Name: Deep Springs Elementary

Date: Fall 2010

Priority Need	Goal (Addresses the Priority Need)
To improve the overall climate of the school so as to ensure the success of all students both academically and behaviorally.	To increase all student achievement to an overall academic index of at least 100 by Spring 2012 through an improved overall climate and intentional focus for student subgroups.

Causes and Contributing Factors	Objectives with Measures of Success
<p>Dealing with behavior problems absorbs teacher instructional time, negatively impacting student achievement and school climate.</p> <p>SAFE placements result in students losing instructional time but do not result in behavior change for students returning multiple times.</p> <p>Low parent support for the school, particularly from those parents whose students are reoccurring SAFE placements and/or behaviorally intense.</p> <p>Identified achievement gap subgroups</p> <ul style="list-style-type: none"><li>● 3<sup>rd</sup> Grade Reading Proficiency:<ul style="list-style-type: none"><li>● Male 58%</li><li>● African-American 55%</li><li>● F/R Lunch 64%</li></ul></li><li>● 4<sup>th</sup> Grade Reading Proficiency:<ul style="list-style-type: none"><li>● African-American 53.85%</li><li>● F/R Lunch and Disability 61%</li></ul></li><li>● 5<sup>th</sup> Grade Reading Proficiency:<ul style="list-style-type: none"><li>● Male 57%</li></ul></li></ul>	<ul style="list-style-type: none"><li>A. We will improve the overall climate of our school by decreasing the incidence of intense behavior outbursts as measured by total hours in SAFE and instances of de-escalation by our targeted population.</li><li>B. We will provide character development activities that promote the KERA goals of basic communication skills, responsible group membership and thinking/problem-solving skills. Teachers will monitor class progress three times each year on identified skill areas.</li><li>C. We will work to eliminate the achievement disparity within our population subgroups by actively monitoring progress in all NCLB deficit areas.</li></ul>

- African-American 53%
- F/R Lunch 62%
- Disability 33%

- 3<sup>rd</sup> Grade Math Proficiency:

- African-American 40%
- F/R Lunch 53%

- 4<sup>th</sup> Grade Math Proficiency:

- African-American 53%
- F/R Lunch and Disability 56%
- Disability 57%

- 5<sup>th</sup> Grade Math Proficiency:

- African-American 39%
- F/R Lunch 56%
- Disability 38%

**SBDM Council Reporting Timeline  
(Name) Component**

<b>Months</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Action Component Activity</b>			A	B	C		A	B	C		ABCD	

Review the completed Action Component, and note the reporting dates written in the Progress Statement boxes. In these columns create a reporting timeline by recording the Action Component Activity #s in the appropriate places. Create a single timeline for each Action Component in the plan. Each SBDM Council Meeting should include an agenda item for reviewing long/short term progress reports for activities in the SIP. This timeline will help the Component Manager by identifying specific activities for reporting to the Council at specific points of the year.

# *Climate and Equity Component And Implementation & Impact Form*

(2010-2012 School Years)

**Component Leader: Anitrea Burks**

**Objective A:** We will improve the overall climate of our school by decreasing the incidence of intense behavior outbursts as measured by total hours in SAFE and instances of de-escalation by our targeted population.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
SAFE will be focused on changing behavior that require students to reflect on actions and plan for replacement behaviors.	<b>Implementation:</b> After receiving forms and training, SAFE facilitator will document all behavior instances on hard copy & IC.	Principal  SAFE facilitator	8/10			I	
	<b>Short-Term Measures of Success:</b> A decrease in the number of SAFE referrals.						
	<b>Long-Term Measures of Success:</b> A decrease in the average SAFE hours of repeat offenders.						
SAT procedures will be written and implemented to include increased communication between referring teachers, parents and SAT members.	<b>Implementation:</b> Procedures will include a clear explanation of who and how teachers and parents will be informed of an accepted SAT referral and the case manager as well as any other action taken by SAT or need of action by teacher.	SAT chair and members of CSIP committee	8/10	An estimated \$50.00 for copies	SCIF	I	<i>SAT procedures are written, referral form is available on the school's server and SAT meetings have resumed.</i>
	<b>Short-Term Measures of Success:</b> Case manager forms used by case managers and given to teachers within one week of initial SAT meeting on student.						
	<b>Long-Term Measures of Success:</b> Case manager's summary of progress report given to classroom teacher and mailed to parents at least once a grading period.						

Teachers and staff will receive professional development for APL each year.	<b>Implementation:</b> The district will provide the training for certified staff and the school will conduct necessary follow-up activities and classroom observations.	Principal	Summer 2010	Cost of any copies needed	PD	P	<i>Some trainings will occur during Faculty meetings throughout the school year.</i>
	<b>Short-Term Measures of Success:</b> All teachers will have completed training by October 2010.						
	<b>Long-Term Measures of Success:</b> APL training for any newly hired staff and check up sessions for others as needed.						
All staff members will use the APL program in their classrooms	<b>Implementation:</b> Icons will be displayed to show the students the expectations for that classroom/activity.	Classroom Teachers Principal	8/10	NA	NA	P	
	<b>Short-Term Measures of Success:</b> APL boards/posters up.						
	<b>Long-Term Measures of Success:</b> Teachers using APL to set expectations, monitor expectations and provide feedback as seen in walk-through observations by Principal and/or PSA.						
The school will continue to seek funding that will support mental health services for students.	<b>Implementation:</b> The Principal appointed staff member will actively seek funding/apply for grants that fulfill mental health services component.	Principal	Fall 2010	N/A	Grants and applied for funding sources		
	<b>Short-Term Measures of Success:</b> Application completion for available grants.						
	<b>Long-Term Measures of Success:</b> Mental health services are available for qualifying students.						
The SMART team will continue to assist in creating plans for a better school climate.	<b>Implementation:</b> Team will meet on a regular schedule, plan for implementation of common area plans/lesson, Guidelines for Success, School Behavior Plan while including staff in improvement process.	Foundation Chairs and Team members	Fall 2010	NA	NA	I	<i>Team continues to meet once a month to address school climate issues.</i>
	<b>Short-Term Measures of Success:</b> Observations of common areas will be completed and revisions will be made.						

	<p><b>Long-Term Measures of Success:</b> Overall improvement in student behavior as measured by increased cafeteria success points and teacher ratings of common areas.</p>						
<p>School Wide Behavior Plan will be modified to ensure the highest state of uniform excellence throughout the entire building.</p>	<p><b>Implementation:</b> This will include a new set of universal, school-wide rules, 3 levels of behavior and referral forms, classroom management system options and universal school-wide encouragement procedures.</p>	<p>Foundations Team  All Staff Members</p>	<p>Fall 2010</p>	<p>NA</p>	<p>NA</p>	<p>P</p>	<p><i>Currently updating 3 Levels of Behaviors and universal, school-wide rules..</i></p>
	<p><b>Short-Term Measures of Success:</b> Documentation of above.</p>						
	<p><b>Long-Term Measures of Success:</b> Improved school climate shown through lower SAFE referrals, higher percentage of proficient and distinguished scores on state testing.</p>						
<p>The school will create a specific area of the cafeteria that will be designed as a reward to recognize students' excellent achievement in behavior and academics.</p>	<p><b>Implementation:</b> This area of the cafeteria will be designed to be a fun place for the students to be rewarded and recognized in front of their peers. The area will have a special name and decorations.</p>	<p>Principal  Principal appointed group</p>	<p>8/10</p>	<p>???</p>	<p>???</p>	<p>I</p>	<p><i>New area in cafeteria is complete and is currently used by staff members to recognize students.</i></p>
	<p><b>Short-Term Measures of Success:</b> The students will have an increase in academics and a decrease in punishments for poor behavior.</p>						
	<p><b>Long-Term Measures of Success:</b> The school's test scores will increase and SAFE referrals will decrease.</p>						
<p>A behavior specialist/coach will be employed to work with targeted students and teachers in order to decrease SAFE hours and increase time on-task in classrooms.</p>	<p><b>Implementation:</b> This position will be fully implemented when the position is filled.</p>	<p>Principal</p>	<p>8/10</p>	<p>\$65,000</p>		<p>I</p>	<p>Behavior Specialist position is filled.</p>
	<p><b>Short-Term Measures of Success:</b> The number of SAFE hours will decrease and the time spent on-task in the classroom will increase.</p>						

	<b>Long-Term Measures of Success:</b> Percent of students scoring Proficient and/or Distinguished in Reading and Math will increase.						
--	---	--	--	--	--	--	--

**Objective B:** We will provide character development activities that promote the KERA goals of basic communication skills, responsible group membership and thinking/problem-solving skills. Teachers will monitor class progress three times each year on identified skill areas.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Mentor programs (Big Brothers/Big Sisters and silent mentors) will be implemented to increase school-wide climate.	<p><b>Implementation:</b> Big Brothers Big Sisters will provide program orientation and staff will refer students to mentor programs. Foundations team will implement silent mentor programs from teacher input with school staff.</p> <p><b>Short-Term Measures of Success:</b> Students in programs will have reduced, measurable infractions (classroom and/or school-wide) and steady, measurable academic progress.</p> <p><b>Long-Term Measures of Success:</b> Overall student behavior and achievement will increase.</p>	Big Brothers Big Sisters School Representative  Family Resource Coordinator  SMART team	Fall 2010	N/A	NA	I	<i>Big Brothers/Sisters are continuing to meet with current Littles.</i>
Student Assistance Team (SAT) will focus more on Early identification/intervention of students in need.	<p><b>Implementation:</b> By building a working relationship with referring teachers both informally (open discussion and visits) and concretely (known response continuum and required formal communiqués after every referral meeting) by case manager.</p> <p><b>Short-Term Measures of Success:</b> Teacher surveyed to ensure proper SAT procedures are being followed.</p> <p><b>Long-Term Measures of Success:</b> Students referred to SAT for early intervention will be receiving appropriate services and making adequate progress.</p>	SAT chair and other members	Fall 2010	NA	NA	I	
Extra-curricular activities will be made available for all grade levels and both segments (Primary and Intermediate) of Deep Springs. A stipend for sponsors of each activity will be proposed to counsel for approval. Club numbers and offerings should be based on one or	<p><b>Implementation:</b> The school will offer extra-curricular activities divided into 2 semesters. Each activity will be led by a staff member or specialized outside resource. Student's participation will depend upon meeting specified academic and behavior requirements.</p>	Staff Members	Fall 2010	\$800 Stipend  Materials	Supplemental Pay  SCIF	I	<i>We currently offer Academic Team, Choir (regular and honors), Step Team, Student Technology Leadership Program, and Library Aides.</i>

<p>more of the following: seasonality of club, sponsor availability, resource availability (time, money, housing) and student interest.</p>	<p><b>Short-Term Measures of Success:</b> Consistent student involvement and steady, measurable academic progress.</p>						
	<p><b>Long-Term Measures of Success:</b> Improved test scores and behavior of involved students.</p>						

**Objective C:** We will work to eliminate the achievement disparity within our population subgroups (specifically African Americans and Free/Reduced Lunch in Reading and Math) by actively monitoring progress in all NCLB deficit areas. Bi-monthly indicators of progress will be part of each grade-level's achievement conferences. We will meet all NCLB subgroup goals by May 2012.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
Teachers will monitor the progress of student groups identified as not making progress.	<b>Implementation:</b> Teachers will continuously monitor progress of students through individual records and in grade-level team meetings.	Classroom teachers Principal PSA	Fall 2010	NA	NA	P	<i>Watch list has been identified and monitoring is occurring as checked by the principal in weekly grade level meetings with teachers.</i>
	<b>Short-Term Measures of Success:</b> Team leaders will identify students in each team for the watch list, adjusting the list as each assessment is given.						
	<b>Long-Term Measures of Success:</b> Approved interventions will be provided and academic goals for individual students will be achieved.						
Principal-appointed committee will monitor the progress of identified deficient subgroups as a whole.	<b>Implementation:</b> Subgroups will be monitored twice a grading period using classroom assessments and district assessments including open responses, learning checks, MAP, and classroom subject tests information will be passed on to principal for further action.	PSA Principal Team Leaders	Fall 2010	NA	NA	P	<i>Team leaders have been appointed to assist in the monitoring of Watch List groups.</i>
	<b>Short-Term Measures of Success:</b> Principal-appointed committee will identify the groups of students for the watch list, adjusting the list as each assessment is given with information given to committee by team leaders.						
	<b>Long-Term Measures of Success:</b> Approved interventions will be provided and academic goals for individual students will be achieved.						

**Action Component:** Parent Involvement

District Name: Fayette County

Component Manager: Kate O’Ferral

School Name: Deep Springs Elementary

Date: Fall 2010

Priority Need	Goal (Addresses the Priority Need)
To increase parent awareness of their importance to their children’s health and academic achievement and their participation in their education.	To increase achievement of all students to an academic index of at least 93 by May 2008 through increased parent involvement with our instructional program.

Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"><li>1. Parents are not aware of the extent of the contribution they can make to their child’s achievement.</li><li>2. Parents do not receive good information from the school to empower their participation in their child’s education.</li><li>3. Some parents have problems with transportation.</li><li>4. Many parents did not have good school experiences themselves.</li><li>5. Many parents are not aware of our many programs.</li><li>6. Some parents have more than one job and have little time available for school involvement.</li><li>7. Many parents are overwhelmed with securing the basic resources for their family.</li><li>8. Lack of consensus between home and school regarding what constitutes parent involvement.</li></ol> <p><b>2008 KCCT Data:</b></p> <ul style="list-style-type: none"><li>• 69% of fifth graders scored a 0, 1, or 2 on Developing Understanding Open Responses</li><li>• 87% of fourth graders scored a 0, 1, or 2 on Developing Understanding Open Responses</li><li>• 69% of third graders scored a 0, 1, or 2 on Developing Understanding Open Responses</li><li>• 66% of fifth graders scored a 0, 1, or 2 on Interpreting Text Open Response</li></ul>	<ol style="list-style-type: none"><li>A. Provide multiple avenues for parent involvement in their child’s educational program.</li><li>B. Increase parent awareness of the programs we offer and the achievement benefits to their child(ren).</li><li>C. Create partnerships to encourage parent participation and increase teacher knowledge of relevant cultural issues.</li><li>D. Increase parent awareness of the importance of children’s health in their education and general well-being.</li></ol>

- 70% of fourth graders scored a 0, 1, or 2 on Interpreting Text Open Response
- 66% of third graders scored a 0, 1, or 2 on Interpreting Text Open Response
- 4<sup>th</sup> Grade African American Reading index of 59
- In 5<sup>th</sup> Grade, 20% of Free/Reduced Lunch students scored Novice
- In 4<sup>th</sup> Grade, 25% of Free/Reduced Lunch students scored Novice
- In 4<sup>th</sup> Grade, 33% of African American students scored Novice

**SBDM Council Reporting Timeline  
(Name) Component**

<b>Months</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Action Component Activity</b>			A	B	C	D	A	B	C	D	A,B,C,D	

Review the completed Action Component, and note the reporting dates written in the Progress Statement boxes. In these columns create a reporting timeline by recording the Action Component Activity #s in the appropriate places. Create a single timeline for each Action Component in the plan. Each SBDM Council Meeting should include an agenda item for reviewing long/short term progress reports for activities in the SIP. This timeline will help the Component Manager by identifying specific activities for reporting to the Council at specific points of the year.

# *Parent Involvement Component And Implementation & Impact Form*

(2010-2012 School Years)

**Component Leader: Kate O’Ferral**

**Objective A:** Provide multiple avenues for parent involvement in their child’s educational program.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A1: In conjunction with FRC and Title I, provide at least nine (9) meetings in which parents are provided information to enhance their ability to participate in their child’s education in order to reach their academic achievement goals.	<b>Implementation:</b> At each monthly literacy night, an educational component will be presented to parents.	FRC Coordinator  Title I Lead Teacher  PTA	8/10-5/12	Food	FRC Grant	I	2008-2009- all 9 Literacy Nights occurred.  2009-2010- all 9 Literacy Nights occurred.
	<b>Short-Term Measures of Success:</b> Completion of 9 monthly programs as well as parent feedback from surveys.						
	<b>Long-Term Measures of Success:</b> KCCT Academic Index						
A2: Provide literacy resources and materials for parents to utilize at home through our classroom teachers.	<b>Implementation:</b> Parents will be provided literacy resources via the following: <ul style="list-style-type: none"> <li>• Monthly Title I newsletters sent home</li> <li>• Take-home resources given out at each monthly Family Literacy Night event</li> <li>• At least bi-monthly, teachers will send home resources, depending on grade level, related to specific literary topics.</li> </ul>	FRC Coordinator  Title I Lead Teacher  Classroom Teachers	8/10-5/12			I	2007-2008- The parent involvement committee chair is currently gathering information from teachers about specific literacy resources that can be sent home with students. Once this list is compiled, the Reading First Coach and the principal will pass this information on to all of the teachers in order for them to begin to send resources home with their students at least bi-monthly.  2008-2010- Both Reading First and Title I monthly newsletters went home as well as take home resources were sent home at each of the 9 Literacy Nights.
	<b>Short-Term Measures of Success:</b> Records kept by responsible person(s).						
	<b>Long-Term Measures of Success:</b> KCCT Academic Index.						

<p>A3: In collaboration with the PTA, parents will be surveyed about times in which they are able to participate in school activities.</p>	<p><b>Implementation:</b> Surveys will be completed and data will be compiled and shared with homeroom teachers.</p>	<p>Title I Lead Teacher PTA Classroom Teachers</p>	<p>8/10-5/12</p>	<p>NA</p>	<p>NA</p>	<p>I</p>	<p>2008-2010- The PTA president sent home parent volunteer interest surveys in the parent packet that goes home with each child on the first day of school. The Title I liaison also sent home parent surveys in this parent packet as well.</p>
	<p><b>Short-Term Measures of Success:</b> Data collected from surveys.</p>						
	<p><b>Long-Term Measures of Success:</b> KCCT Academic Index.</p>						

**Objective B:** Increase parent awareness of the programs we offer and the achievement benefits to their children.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B1: Broaden the avenues of communication to parents.	<p><b>Implementation:</b> Events will be communicated and distributed to parents in multiple avenues via the following:</p> <ul style="list-style-type: none"> <li>• Monthly newsletters e-mailed by the principal.</li> <li>• At least bi-monthly newsletters from teachers sent home to parents.</li> <li>• All major events announced on channel 13 and on the school's website.</li> </ul>	Principal Classroom Teachers Technology Resource Teacher	8/10-5/12	NA	NA	I	2008-2010-There is continuous communication about events via monthly principal newsletters, teacher newsletters and on the school's website and morning show productions.
	<p><b>Short-Term Measures of Success:</b> Parent feedback and attendance at school events.</p>						
	<p><b>Long-Term Measures of Success:</b> KCCT Academic Index.</p>						
B2: Increase the number of home visits to ensure communication.	<p><b>Implementation:</b> Identify parents who need additional communication and make these home visits.</p>	Title I Social Worker Behavior Specialist FRC Principal PSA	8/10-5/12	??	Title 1	I	2008-2010- With the implementation of the 40505 Truancy Initiative, the number of home visits have increased however documentation is still needed to show the true measure of success in relation to attendance. Accordingly, home visits are continually made on an on-going basis to parents of students whose teachers are reporting having difficulties within the classroom.
	<p><b>Short-Term Measures of Success:</b> Monthly records kept and signed compacts returned.</p>						
	<p><b>Long-Term Measures of Success:</b> # of home visits completed.</p>						
B3: Parents will be surveyed regarding family/student needs and school programs.	<p><b>Implementation:</b> At the end of the school year, surveys will be sent home to parents then collected and data processed.</p>	Title I Lead Teacher	4/11	NA	NA	I	2008-2009-Surveys sent home and data was collected.
	<p><b>Short-Term Measures of Success:</b> Completed surveys.</p>						
	<p><b>Long-Term Measures of Success:</b> Implementation of ideas/suggestions from parents.</p>						

B4: Fund part of a Title I social worker to work with families on attendance and transient issues	<b>Implementation:</b> Social worker will work with parents to solve attendance, tardy issues, and transient issues.	Principal	8/10-5/12	.1	Title I	I	2008-2010-Social worker position currently funded with Title I money.
	<b>Short-Term Measures of Success:</b> Number of habitually truant students will decrease.						
	<b>Long-Term Measures of Success:</b> Increased KCCT math index						

<b>Objective C:</b> Create partnerships to encourage parent participation and increase teacher knowledge of relevant cultural issues.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C1: Parents, teachers and students will complete compacts to clarify expectations.	<b>Implementation:</b> Compacts will be completed and kept on file as an available resource.	Classroom Teachers Title I Liaison	8/10-5/12	NA	NA	I	2008-2010-Compacts sent home and collected by Title I Lead Teacher.
	<b>Short-Term Measures of Success:</b> Completion of parent-school compacts.						
	<b>Long-Term Measures of Success:</b> KCCT Academic Index						
C3. Increase teacher knowledge of relevant cultural issues.	<b>Implementation:</b> Provide Professional Development training on cultural awareness.	PD Coordinator Principal	Fall 2010, 2011, 2012	NA	NA	I	2009-2010-CRT (Culturally Responsive Training) training occurred for the entire faculty and staff.
	<b>Short-Term Measures of Success:</b> 1 PD provided yearly.						
	<b>Long-Term Measures of Success:</b> Staff feedback.						

**Objective D: Increase parental awareness of the importance of children's health in their education and general well-being.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
D2. Guest speakers will address pertinent health issues with parents and families.	<b>Implementation:</b> At least twice a year, health issues will be addressed during Family Literacy Nights.	PE Teacher  FRC  Faculty and Staff	8/10-5/12	NA	NA	N	2008-2010- Due to time constants with the monthly events occurring at Literacy Nights these health issues were not discussed with parents at these events.
	<b>Short-Term Measures of Success:</b> Speakers chosen and discussions occurring at parent nights.						
	<b>Long-Term Measures of Success:</b> Parent attendance at meetings.						