

# **JAMES LANE ALLEN ELEMENTARY**

## **IMPROVEMENT PLAN**

### **DRAFT**

Plan Approved by the School Council:

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Date

#### **SBDM Council Members:**

Greg Williams, Principal	Stephen Keinath, Teacher
Emily Ballenger, Teacher	James Albright, Parent
Kaye Ison, Teacher	Jennifer Withers, Parent
Jamie Harris, Teacher	Carrie Godfrey, Parent

MISSION STATEMENT: James Lane Allen will develop proficient learners and successful citizens through high expectations in a positive, caring environment. (Revised 4/2008)

### **PLAN SUMMARY**

The 2010 - 2012 Comprehensive School Improvement Plan (CSIP) for James Lane Allen Elementary consists of three components: Academic Performance; Equity; and Parent Involvement.

Academic Performance Component: The major focus of this component is to increase student achievement across all content areas as measured by the Kentucky Program of Studies and the newly adopted Kentucky Core Academic Standards for English Language Arts and Mathematics. New initiatives in this component include: utilizing PD hours to develop standards based instructional units across content areas and grade levels using newly adopted common core standards in reading and math which would include lesson plans based on the 5E Model of Instruction; providing PD support to implement *6 + 1 Traits of Writing* in grades K -5; incorporating writing to learn and writing to demonstrate learning across content areas; conduct program reviews in the areas of Writing, Arts & Humanities, and Practical Living and Career Studies; and implement a cross-curricular school-wide project/production.

Equity Component: The purpose of this component is to meet the needs of student groups performing below Proficiency in reading and math. Many of the activities within this component address the targets set forth by No Child Left Behind and Senate Bill 168. The newest initiative for this component focuses on developing and implementing a school-wide plan for Response to Intervention (RTI) to address the required tiers of instruction needed for students in reading, math, and behavior.

Parent Involvement Component: The emphasis of this component is to increase parent involvement in our school. Using the structure provided through the district, this component has been revised to reflect attention to parent involvement through communication, relationship-building, decision-making, learning opportunities, advocacy, and community partnership. Many of the activities in this component are a continuation of practices designed to increase parent involvement throughout the school year.

### **PROCESS SUMMARY**

The process for revising the 2011-2011 CSIP involved analyzing school testing data; identifying needs based on data analysis; reviewing current school activities addressing areas of need; generating new activities to address analysis findings to best determine component goals and objectives. This process included the use of content committees containing vertical grade level groups for analysis and drafting. Once the drafting of the SIP was completed, opportunities for additional input were provided through use of e-mail and faculty meeting time.

SIP Process Timeline: The staff began analyzing school testing data in October using an analysis process with newly released 2010 KCCT data (2010 IPR provided by KDE). This process was facilitated by Beth Ewert, the school's Professional Staff Assistant. The staff analyzed the KCCT data by content areas (Reading/Language Arts; Math; Science; Social Studies). Each content area designated areas of need.

In November, the content groups continued to analyze KCCT data and began to revise current SIP activities and/or draft new activities to address areas of need.

The public meeting to present the 2011 - 2012 SIP will be on May 9, 2011. SBDM approval of the Plan is also set for May 9, 2011.

During the upcoming year, this Plan will be reviewed through the Implementation and Impact Check process which will be shared at SBDM meetings at least two times per year. This process will provide data to indicate the impact of CSIP activities on student performance. These Impact Checks will be part of SBDM minutes for public review.

**Title I Funding Assurance**

***The school will spend not less than 10 percent of the Title I, Part A allocation for the purpose of providing teachers and principals with high-quality professional development that directly addresses the academic achievement problem that caused the school to be identified for school improvement.***

**Action Component Academic**

District Name Fayette County

Component Manager Beth Ewert

School Name James Lane Allen

Date April 11, 2011

Priority Need	Goal (Addresses the Priority Need)
<p>According to the results of the 2010 Interim Performance Report, JLA students performing at the proficiency level varied from content area to content area. A priority need exists to have all students performing at the proficient level or above in all content areas.</p>	<p>By the spring of 2011, 85% of students will perform at the Proficient or Distinguished levels on the Kentucky Core Content Tests, while also reducing the percentage of Novice scores in each of the following content areas: reading; writing; mathematics; science; and social studies.</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p><b>According to the Trend Data for Content Areas (2011 IPR):</b></p> <ul style="list-style-type: none"> <li>• <b>Novice performance levels are at/below 9% across content areas: Reading = 7.59% Novice; Math = 7.15% Novice; Science = 6.35% Novice; Social Studies = 9.11%; and On-Demand Writing = 8.64% Novice.</b></li> <li>• <b>Distinguished performance levels are not consistent from one content area to another: Reading = 17.41% Distinguished; Math = 31.70% Distinguished; Science = 25.40% Distinguished; Social Studies = 17.28% Distinguished; and On-Demand Writing = 7.41% Distinguished.</b></li> <li>• <b>Reading data on IPR indicates the following: a decrease in the percentage of students scoring at the Proficient level; average ORQ scores of 2.2 in grades 4 &amp; 5 and 1.8 in grade 3; and average multiple choice scores of 77% in grade 3; 78% in grade 4; 74% in grade 5.</b></li> <li>• <b>On-Demand Writing data on IPR shows a decrease in Proficient scores; an increase in Distinguished scores; an average Writing Task score of 3.66; and multiple choice average of 72%.</b></li> <li>• <b>Math data on IPR evidences the following trends: little change in the percentage of students performing at the Proficient level (39.73%); average ORQ scores of 2.2 in grade 3, 2.1 in grade 4, and 2.4 in grade 5; and multiple choice averages of 78% in grade 3, 72% in grade 4, and 67% in grade 5.</b></li> <li>• <b>Science data on IPR reveals the following data: decrease in students performing at the proficient and distinguished levels; average ORQ score of 2.0; and multiple choice average of 78%.</b></li> <li>• <b>Social studies data on IPR suggests inconsistent performance over the last four years at the proficient level; average ORQ score of 1.5; and multiple choice average of 74%.</b></li> </ul>	<ul style="list-style-type: none"> <li>A. <i>To increase the percentage of students performing at the Proficient/Distinguished performance levels in reading to 85% on the Spring 2012 state assessment while reducing the percentage of Novice scores to 3% or less.</i></li> <li>B. <i>To increase the percentage of students performing at the Proficient/Distinguished performance levels in writing to 85% on the Spring 2012 state assessment while reducing the percentage of Novice scores to 3% or less.</i></li> <li>C. <i>To increase the percentage of students performing at the Proficient/Distinguished performance levels in math to 85% on the Spring 2012 state assessment while reducing the percentage of Novice scores to 3% or less.</i></li> <li>D. <i>To increase the percentage of students performing at the Proficient/Distinguished performance levels in science and social studies to 85% on the Spring 2012 state assessment while reducing the percentage of Novice scores to 3% or less.</i></li> <li>E. <i>According to state standards, students will perform at the proficient or above level in arts &amp; humanities and practical living.</i></li> </ul>

**SBDM Council Reporting Timeline  
Academic 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>					Academic Component – Obj. A, B, and C	Academic Component – Obj. D and E	Equity Component – Obj. A, B, and C	Parent Involve. Component - Obj. A, B, C, D, and E				

## *Academic Component Implementation & Impact Form*

**Component Leader: Mary Kaye Moore, Title I Lead Teacher**

**Objective A:** *To increase the percentage of students performing at the Proficient/Distinguished performance levels in reading to 85% on the 2012 state assessment while reducing the percentage of Novice scores to 3% or less...*

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A.1 Implement flexible reading groups across all grade levels supported by the adoption of multilevel guided reading instruction as part of a balanced literacy framework. (A balanced literacy framework model includes: daily guided reading; large/whole group reading; writing workshop; and independent reading) <i>** Balanced Literacy Framework model satisfies the comprehensive school reform model.</i>	<b>Implementation:</b> Flexible reading groups will be in place in classrooms and monitored regularly.	Title I Lead Teacher; PSA; Primary Coach	8/11 – 5/12				
	<b>Short-Term Measures of Success:</b> Improved performance on MAP, FCPS Learning Checks, and Unit Assessments. Increased performance will impact reduction of achievement gaps.						
	<b>Long-Term Measures of Success:</b> For K-2: 85% of students will score at/above the 50 <sup>th</sup> percentiles as measured the Spring MAP Assessment. For 3-5: 85% of students will score proficient or above in reading as measured by the spring KCCT						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A.2 Provide PD during the summer to develop standards based units including daily learning targets/outcomes, common assessments, aligned teaching activities to address the 5E model for instruction. Standards based units to reflect new Ky. Core Academic Standards beginning in the fall of 2011. <b>Title I funds will be used to provide additional PD as funds are available.</b></p>	<p><b>Implementation:</b> Completion of PD hours creating standards based reading units aligned with KCAS. Units are to include outcomes, common assessments, aligned teaching activities that address 5 E model of instruction.</p>	<p>PD Chair; Title I Lead Teacher; PSA; Primary Coach</p>	<p>6/11 – 5/12</p>		<p>PD Funds  <b>Title I funds</b></p>		
	<p><b>Short-Term Measures of Success:</b> Improved performance on MAP, Learning Checks, and Unit Assessments. Increased performance will impact reduction of achievement gaps.</p>						
	<p><b>Long-Term Measures of Success:</b> For K-2: 85% of students will score at/above the 50<sup>th</sup> percentile as measured the Spring MAP Assessment. For 3-5: 85% of students will score proficient or above as measured in reading by the Spring state assessment.</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A.3 Provide PD opportunities for teachers to effectively implement balanced literacy instruction (designing guided reading lessons; monitoring student reading progress; etc.)</p>	<p><b>Implementation:</b> Provide PD opportunities for teachers to implement effective reading instruction.</p>	<p>PD Chair; Language Arts Spec.</p>	<p>8/11– 5/12</p>		<p>PD Funds</p>		
	<p><b>Short-Term Measures of Success:</b> Improved performance on reading unit assessments and reading monitoring assessments (DRA).</p>						
	<p><b>Long-Term Measures of Success:</b> Improved performance on MAP, and Learning Checks. Increased performance will impact reduction of achievement gaps.</p>						
<p>A.4 Continue to implement the JLA school wide quality work standard to ensure consistency in written work expectations across grade levels.</p>	<p><b>Implementation:</b> School-wide quality work standard to be reviewed and implemented across all grade levels.</p>	<p>PSA; Primary Coach; Principal</p>	<p>8/11– 5/12</p>				
	<p><b>Short-Term Measures of Success:</b> Improved performance on reading constructed response items and writing to demonstrate learning activities.</p>						
	<p><b>Long-Term Measures of Success:</b> For K-2: 85% of students will score at/above the 50<sup>th</sup> percentile as measured the Spring MAP Assessment. For 3-5: 85% of students will score proficient or above as measured in reading by the Spring state assessment.</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A.5 Continue to utilize PSA and Primary Coach to facilitate best practices with teachers and provide intervention with identified students.</p> <p><i>** PSA and Primary Coach satisfy the comprehensive school reform model.</i></p>	<p><b>Implementation:</b> Utilize PSA and Primary Coach to facilitate best practices with teachers and provide intervention with identified students.</p> <p><b>Short-Term Measures of Success:</b> Improved performance on MAP, FCPS Learning Checks, and Unit Assessments. Increased performance will impact reduction of achievement gaps.</p> <p><b>Long-Term Measures of Success:</b> 85% of students will score proficient or above as measured by Learning Checks and the Spring state assessment in reading.</p>	<p>PSA; Primary Coach; Principal</p>	<p>8/11 – 5/12</p>		<p>RFP Grants</p>		
<p>A.6 Continue to provide PD in effective instruction (5 E's) for classroom teachers in implementing effective reading instruction as funds become available.</p>	<p><b>Implementation:</b> Trained teachers will implement effective reading instruction.</p> <p><b>Short-Term Measures of Success:</b> Improved performance on formative and summative reading assessments.</p> <p><b>Long-Term Measures of Success:</b> 85% of students will score proficient or above as measured by Learning Checks, MAP, and the Spring state assessment in reading.</p>	<p>PD Chair; Title I Lead Teacher; PSA; Primary Coach</p>	<p>6/11 – 5/12</p>				

## *Academic Component Implementation & Impact Form*

**Component Leader: Beth Ewert, Writing Cluster Leader**

**Objective B:** *To increase the percentage of students performing at the Proficient/Distinguished performance levels in writing to 85% on the 2012 state assessment while reducing the percentage of Novice scores to 3% or less.*

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B.1 Continue to revise and implement Writing Policy, Writing Plan, and Writing Program per SB 1 guidelines and to evaluate the school's writing program using KDE's Writing Program Review.	<b>Implementation:</b> Revisions of Writing Policy, Writing Plan, and Writing Program to be submitted to SBDM by July of each year; Program Review completed 3 times per year.	PD Chair; Title I Lead Teacher; Writing Cluster Leader	6/11– 5/12				
	<b>Short-Term Measures of Success:</b> Improved performance on writing pieces.						
	<b>Long-Term Measures of Success:</b> 85% of students will score proficient or above as measured by writing scoring rubrics/guides at each grade level; 85% of 4 <sup>th</sup> & 5 <sup>th</sup> grade students will score proficient on state assessments for on-demand writing.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B.2 Provide PD to utilize 6+1 <i>Traits of Writing</i> for writing instruction in grades K – 5.	<b>Implementation:</b> Implementation of lessons using 6 + 1 <i>Traits of Writing</i> using common planning and expectations across grade levels.	PD Chair; Title I Lead Teacher; Writing Cluster Leader	8/11 – 5/12				
	<b>Short-Term Measures of Success:</b> Improved performance on writing drafts and published pieces.						
	<b>Long-Term Measures of Success:</b> 85% of students will score proficient or above as measured by writing scoring rubrics/guides at each grade level; 85% of 4 <sup>th</sup> & 5 <sup>th</sup> grade students will score proficient on state assessments for on-demand writing.						

## *Academic Component Implementation & Impact Form*

**Component Leader: Stephanie King, Primary Coach**

**Objective C:** *To increase the percentage of students performing at the Proficient/Distinguished performance levels in math to 85% on the 2012 state assessment while reducing the percentage of Novice scores to 3% or less.*

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C.1 Implement 1.0 – 1.5 hours of daily math instruction for all students as evidenced in teacher daily schedules and lesson plans. Daily math instruction shall include <i>Every Day Counts</i> and <i>Math in Focus</i> .	<b>Implementation:</b> Teacher daily schedules and lesson plans will reflect 1.0 – 1.5 hours of math instruction.	Principal; PSA; Primary Coach	8/11– 12/11				
	<b>Short-Term Measures of Success:</b> Improved performance on math unit assessments including increased scores on open response questions.						
	<b>Long-Term Measures of Success:</b> For K-2: 85% of students will score at/above the 50 <sup>th</sup> percentiles as measured the Spring MAP Assessment. For 3-5: 85% of students will score proficient or above in math as measured by the Spring state assessment.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>C.2 Provide PD to align adopted math programs, <b>Every Day Counts</b> and <b>Math in Focus</b>, with Kentucky Common Core Standards for Math at each grade level. Alignment will include daily learning targets/outcomes, common assessments; aligned teaching activities to address the 5E model for instruction. Standards based units. <b>Title I funds will be used to provide additional PD as funds are available.</b></p>	<p><b>Implementation:</b> Completion of PD hours to align adopted math programs <b>Every Day Counts</b> and <b>Math in Focus</b>, with Kentucky Common Core Standards for Math at each grade level. Alignment will include learning targets, common assessments, and 5E lessons.</p> <p><b>Short-Term Measures of Success:</b> Improved performance on math unit assessments.</p>	<p>PD Chair; Title I Lead Teacher; PSA; Primary Coach</p>	<p>8/11 – 5/12</p>		<p>PD Funds</p>		
<p>C.3 Continue to implement <b>SuccessMaker Math</b> as part of core math instruction at each grade level.</p>	<p><b>Long-Term Measures of Success:</b> For K-2: 85% of students will score at/above the 50<sup>th</sup> percentiles as measured by the Spring MAP Assessment. For 3-5: 85% of students will score proficient or above in math as measured by the Spring state assessment.</p> <p><b>Implementation:</b> All students complete <b>SuccessMaker Math</b> sessions at least 3 times per week.</p> <p><b>Short-Term Measures of Success:</b> Improved performance on math unit assessments.</p> <p><b>Long-Term Measures of Success:</b> For K-2: 85% of students will score at/above the 50<sup>th</sup> percentiles as measured by the Spring MAP Assessment. For 3-5: 85% of students will score proficient or above in math as measured by the Spring state assessment.</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>C.4</b> Utilize analysis of formative and summative assessments (<i>i.e.</i> flashbacks; exit slips; unit assessments; in school assessments) to provide reteaching of skills as necessary at each grade level.</p>	<p><b>Implementation:</b> Utilize PSA and Primary Coach to facilitate analysis of formative and summative assessments across all grade levels.</p> <p><b>Short-Term Measures of Success:</b> Improved performance on MAP, Learning Checks, and Unit Assessments. Increased performance will impact reduction of achievement gaps.</p> <p><b>Long-Term Measures of Success:</b>                      For K-2: 85% of students will score at/above the 50<sup>th</sup> percentiles as measured by the Spring MAP Assessment.                      For 3-5: 85% of students will score proficient or above in math as measured by the Spring state assessment.</p>	<p>PSA; Primary Coach; Principal</p>	<p>8/10 – 5/12</p>				
<p><b>C.5</b> Incorporate writing to learn and writing to demonstrate learning as part of core math instruction. These writing activities could include: math journal entries; math open response questions; math short answer questions; math raps or chants; etc.</p>	<p><b>Implementation:</b> Writing to learn and writing to demonstrate learning will be implemented in math instruction at all grade levels.</p> <p><b>Short-Term Measures of Success:</b> Improved performance math unit assessments.</p> <p><b>Long-Term Measures of Success:</b>                      For K-2: 85% of students will score at/above the 50<sup>th</sup> percentiles as measured by the Spring MAP Assessment.                      For 3-5: 85% of students will score proficient or above in math as measured by the Spring state assessment.</p>	<p>PSA; Primary Coach; Principal</p>	<p>8/11 – 5/12</p>				

**Academic Component Implementation & Impact Form**

**Component Leader: Andrea White, Building Social Studies Representative**

**Objective D:** *To increase the percentage of students performing at the Proficient/Distinguished performance levels in science and social studies to 85% on the 2012state assessment while reducing the percentage of Novice scores to 3% or less.*

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>D.1 Provide instruction in science and social studies utilizing standards based units of instruction. Units are to include daily learning targets, integration with literacy using leveled texts, and 5E lessons.</p>	<p><b>Implementation:</b> Units of instruction in science and social studies will be implemented at all grade levels. Integration of content reading within literacy blocks should be utilized as appropriate.</p> <p><b>Short-Term Measures of Success:</b> Increased performance on unit assessments and/or culminating activities.</p> <p><b>Long-Term Measures of Success:</b> 85% of students will perform at/above the Proficient level on Spring state assessments in Science and Social Studies.</p>	<p>Social Studies and Science Building Rep.</p>	<p>8/11–5/12</p>				
<p>D.3 Provide PD for K – 5 teachers during the school year to supplement and enrich instruction based on 5Emodel of instruction.</p>	<p><b>Implementation:</b> PD opportunities provided for teachers throughout the year to develop effective lessons for science and social studies.</p> <p><b>Short-Term Measures of Success:</b> Increase performance on unit assessments, culminating activities, and other common assessments.</p> <p><b>Long-Term Measures of Success:</b> 85% of students performing at/above the Proficient level on Spring state assessment for Science and Social Studies.</p>	<p>Social Studies and Science Building Rep; PSA; Primary Coach</p>	<p>8/11–5/12</p>		<p>PD Funds</p>		

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>D.4 Provide opportunities for students to develop long term projects using problem solving and technology skills (<i>i.e.</i> Science Fair; Entrepreneur Fair; Wax Museum; and presentations)</p>	<p><b>Implementation:</b> Provide opportunities for students at all grade levels to develop long term projects using problem solving skills.</p>	<p>Social Studies and Science Building Rep</p>	<p>8/11–5/12</p>				
	<p><b>Short-Term Measures of Success:</b> Increase in quality student-generated projects as measured by the project rubrics.</p>						
	<p><b>Long-Term Measures of Success:</b> 85% of students performing at/above the Proficient level on spring state assessments for Science and Social Studies.</p>						
<p>D.6 Provide learning experiences at each grade level that will utilize science/social studies based field trips and/or additional outside resources.</p>	<p><b>Implementation:</b> Completion of at least one field trip and one outside resource per grade level related to science/social studies unit of study.</p>	<p>Social Studies and Science Building Rep; PSA; Primary Coach</p>	<p>8/11–5/12</p>				
	<p><b>Short-Term Measures of Success:</b> Increase performance on unit assessments, culminating activities, and FCPS Learning Checks.</p>						
	<p><b>Long-Term Measures of Success:</b> 85% of students performing at/above the Proficient level on spring state assessments for Science and Social Studies.</p>						

Activity	Measure	Person Responsible	Start/End Date	Cost	Fund	I, P, N	Progress Statement
<p>D.7 Provide a unified school-wide project/production that addresses cross-curricular content (i.e., Dance Through the Times, multi-cultural fair, Environment around JLA).</p>	<p><b>Implementation:</b> Completion of unified school-wide project/production that addresses content across content areas.</p>	<p>Science &amp; Social Studies Building Rep.</p>	<p>8/11 – 5/12</p>				
	<p><b>Short-Term Measures of Success:</b> Student reflection of work for school-wide project/production.</p>						
	<p><b>Long-Term Measures of Success:</b> 85% of students performing at/above the Proficient level on the Spring state assessments for Science and Social Studies.</p>						

## *Academic Component Implementation & Impact Form*

**Component Leader: Sarah Campbell, Art Teacher**

**Objective E:** To improve performance on A & H summative assessments.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
E.1 Provide PD hours during the summer to utilize Ky. Program of Studies to develop standards based units including daily learning targets/outcomes, common assessments, and aligned teaching activities.	<b>Implementation:</b> Completion of PD hours collaborating to create standards based A & H units aligned with POS. Units are to include outcomes, common assessments, and aligned teaching activities.	A & H Specialists; PD Chair	8/11– 5/12		PD Fund		
	<b>Short-Term Measures of Success:</b> Improved performance on A & H unit assessments.						
	<b>Long-Term Measures of Success:</b> Improved performance on A & H unit assessments.						
E.2 Incorporate A& H vocabulary into classroom vocabulary lists and word walls. (A & H teachers will provide classroom teachers with updated vocabulary lists throughout the year.)	<b>Implementation:</b> Incorporate A& H vocabulary into classroom vocabulary lists and word walls.	A & H Specialists	8/11– 5/12				
	<b>Short-Term Measures of Success:</b> Increased performance on A & H unit assessments and FCPS Learning Checks.						
	<b>Long-Term Measures of Success:</b> Improved performance on A & H unit assessments.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>E.3 Provide classroom follow-up focusing on vocabulary after A&amp; H classes, assemblies, and/or field trips.</p> <p>E.4 Complete Program Review for A &amp; H to determine areas of improvement for school planning.</p>	<p><b>Implementation:</b> Provide classroom follow-up focusing on vocabulary after A&amp; H classes, assemblies, and/or field trips.</p>	<p>A &amp; H Specialists</p> <p>A &amp; H Specialists</p>	<p>8/11–5/12</p> <p>5/11 – 5/12</p>				
	<p><b>Short-Term Measures of Success:</b> Increased performance on unit assessments and/or performances.</p>						

## *Academic Component Implementation & Impact Form*

**Component Leader: Stephen Keinath, Physical Education Teacher**

**Objective F:** To improve student performance on practical living and career studies assessments.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
F.1 Implement a practical living "Word of the Week" to reflect Ky. Program of Studies across all grade levels.	<b>Implementation:</b> Implement a practical living "Word of the Week" to reflect Ky. Program of Studies across all grade levels.	PE Teacher	8/11–5/12				
	<b>Short-Term Measures of Success:</b> Increased performance on PL flashbacks and exit slips.						
	<b>Long-Term Measures of Success:</b> Increased performance on PL formative and summative assessments.						
F.2 Implement a variety of after school activities to evidence healthy lifestyles such as Jump Rope for Heart; Health Fair & Fitness Night; Disc Golf Club.	<b>Implementation:</b> Implementation of a variety of activities to evidence healthy lifestyles such as Jump Rope for Heart; Health Fair & Fitness Night; Disc Golf Club	PE Teacher	8/11–5/12				
	<b>Short-Term Measures of Success:</b> Implement a variety of activities to evidence healthy lifestyles such as Jump Rope for Heart; Health Fair & Fitness Night.						
	<b>Long-Term Measures of Success:</b> Increased performance on PL formative and summative assessments.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>F.4 Provide after school activities through Family Resource Center to reinforce practical living skills (fitness programs; soccer) and/or career studies skills.</p>	<p><b>Implementation:</b> Implementation of FRC sponsored after school activities that reinforced practical living and/or career studies skills.</p>	<p>PE Teacher</p>	<p>8/11–5/12</p>				
	<p><b>Short-Term Measures of Success:</b> Improved performance on PL flashbacks and exit slips based on Ky. Program of Studies.</p>						
	<p><b>Long-Term Measures of Success:</b> Increased performance on PL formative and summative assessments.</p>						
<p>F.5 Complete Program Review for A &amp; H to determine areas of improvement for school planning.</p>	<p><b>Implementation:</b> Complete Program Review for PL/CS for all four standards three times during the school year.</p>	<p>PE Teacher</p>	<p>5/11 – 5/12</p>				
	<p><b>Short-Term Measures of Success:</b> Program review will enhance performance levels for students on formative and summative assessments.</p>						
	<p><b>Long-Term Measures of Success:</b> Increased performance on PL formative and summative assessments.</p>						

<b>Action Component <u>Equity</u></b>	
District Name <u>Fayette County</u>	Component Manager <u>Beth Ewert</u>
School Name <u>James Lane Allen</u>	Date <u>April 11, 2011</u>

Priority Need	Goal (Addresses the Priority Need)
<p>According to the 2010 Kentucky Interim Performance Report, gaps continue to be evident in academic performance among student groups at JLA. Significant gaps are evident in the percentage of African American students performing at the proficient/distinguished level in reading and math as compared to the percentage of Caucasian students. The percentage of free/reduced lunch students performing at state expectations is below 70%. These gaps are apparent as well in the 2010 No Child Left Behind (NCLB) Report. Because JLA met 85.7% of its targeted goals, the school did not meet the requirements for Annual Yearly Progress. Therefore, a priority need exists to establish proficiency in reading and math among our student groups.</p>	<ul style="list-style-type: none"> <li>• <b>SB 168 TARGET:</b> By the completion of the 2012 school year, James Lane Allen will focus on closing the academic gap among the following student groups as measured by the spring state assessments: between Caucasian students and African American students in reading and math.</li> <li>• <b>NCLB TARGET:</b> By the spring of 2012, all student groups will meet the Annual Measurable Objective (AMO) for federal accountability as evidenced by 86.82% proficiency in reading and 80.61% proficiency in math.</li> </ul>

Causes and Contributing Factors	Objectives with Measures of Success
<p><b>According to the 2010 IPR Reading Disaggregation Index Trends:</b></p> <ul style="list-style-type: none"> <li>• Significant gaps exist between the scores of Caucasian students and Hispanic students in reading: <ul style="list-style-type: none"> <li>3<sup>rd</sup> grade   Caucasian = 85% P/D      Hispanic = 70% P/D</li> <li>4<sup>th</sup> grade   Caucasian = 83% P/D      Hispanic = 75% P/D</li> <li>5<sup>th</sup> grade   Caucasian = 82% P/D      Hispanic = 56% P/D</li> </ul> </li> <li>• Similar gaps exist between the reading scores of Caucasian and African American students. <ul style="list-style-type: none"> <li>3<sup>rd</sup> grade   Caucasian = 85% P/D      African American = 38% P/D</li> <li>4<sup>th</sup> grade   Caucasian = 83% P/D      African American = 50% P/D</li> <li>5<sup>th</sup> grade   Caucasian = 82% P/D      African American = 62% P/D</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A. <b>SB 168 TARGET:</b> By the spring of 2014, 85% of African American students (primary goal) and 85% of Hispanic students (secondary goal) will score at or above the Proficient Level in the areas of Reading and Mathematics as measured by the Spring state assessments.</li> <li>B. At the conclusion of the school year, JLA will reduce the amount of S.A.F.E. hours and incidents by 10% in order to provide consistent instruction to all students.</li> </ul>

**According to the 2010 IPR Math Disaggregation Index Trends:**

- Gaps continue to exist between the scores of Caucasian students and African American students in math:
 

3 <sup>rd</sup> grade	Caucasian = 87 % P/D	African American = 44% P/D
4 <sup>th</sup> grade	Caucasian = 90% P/D	African American = 56% P/D
5 <sup>th</sup> grade	Caucasian = 78% P/D	African American = 48% P/D
- Similar gaps exist between the math scores of Caucasian students and Hispanic students:
 

3 <sup>rd</sup> grade	Caucasian = 87% P/D	Hispanic = 60% P/D
4 <sup>th</sup> grade	Caucasian = 90% P/D	Hispanic = 67% P/D
5 <sup>th</sup> grade	Caucasian = 78% P/D	Hispanic = 56% P/D

**According to the 2010 No Child Left Behind Report:**

- JLA met 12 out of 14 target goals (85.7%).
- JLA is at School Improvement – Year 1 of NCLB Consequences.
- African American and Hispanic students had lower percentages of proficiency in reading and math when compared to Caucasian and total students.

**According to School S.A.F.E. Data:**

- Significant number of males are placed in S.A.F.E. as compared to the number of females referred and placed.
- The number of office referrals for misbehavior has not decreased over the last three years.
- Percentage of students placed in S.A.F.E. represents approximately 10% of the student population.

### Equity Component

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity					Academic Component – Obj. A, B, and C	Academic Component – Obj. D and E	Equity Component – Obj. A, B, and C	Parent Involve. Component - Obj. A, B, C, D, and E				

# *Equity Component And Implementation & Impact Form*

**Component Leader: Mary Kaye Moore, Lead Title I Teacher**

**SB 168 TARGET** By the spring of 2014, 100% of Hispanic students (primary goal) and 100% of African-American students (secondary goal) will score at or above the Proficient Level in the area of Reading and Math as measured by the Spring state assessments.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A.1 Develop and implement a school-wide plan for Response to Intervention (RTI) for all grade levels to address reading and math needs.	<b>Implementation:</b> School-wide RTI plan will address three tiers of instruction to address needs for reading and math support.	PSA; Title I Lead Teacher; Primary Coach	05/11-05/12				
	<b>Short-Term Measures of Success:</b> Improved performance on progress monitoring assessments such as AIMSweb.						
	<b>Long-Term Measures of Success:</b> For K-2: 85% of students will score at/above the 50 <sup>th</sup> percentile as measured by the Spring MAP Assessment. For 3-5: 85% of students will score proficient or above as measured in reading by the Spring state assessment.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A.2 Utilize highly qualified interventionists to support classroom reading and math instruction for students at the Tier 2 and Tier 3 level of instruction for school wide RTI in grades K - 5.</p> <p>Direct services may be provided utilizing Title I staff, ESS daytime waiver program, other grant programs (RTA – Reading Recovery, MAF Grant), or other support services assigned to the school (ESL)</p>	<p><b>Implementation:</b> Supplemental interventions will be provided for identified students using highly qualified staff in reading and math.</p> <p><b>Short-Term Measures of Success:</b> Improved performance on progress monitoring assessments such as AIMSweb.</p> <p><b>Long-Term Measures of Success:</b>                      For K-2: 85% of students will score at/above the 50<sup>th</sup> percentile as measured by the Spring MAP Assessment.                      For 3-5: 85% of students will score proficient or above as measured in reading by the Spring state assessment.</p>	<p>PSA; Title I Lead Teacher; Primary Coach</p>	<p>8/11 – 5/12</p>				

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A.3 Assign targeted students in grades 3 – 5 to JLA staff for the purpose of monitoring progress throughout the school year.</p>	<p><b>Implementation:</b> Targeted students to be assigned by the completion of the first grade period; regular progress checks to be implemented during the remaining grade periods.</p> <p><b>Short-Term Measures of Success:</b> Improved performance on MAP and common assessments. Increased performance will impact reduction of achievement gaps.</p> <p><b>Long-Term Measures of Success:</b>                      For K-2: 85% of students will score at/above the 50<sup>th</sup> percentile as measured by the Spring MAP Assessment.                      For 3-5: 85% of students will score proficient or above as measured in reading by the Spring state assessment.</p>	<p>PSA; Title I Lead Teacher; Primary Coach</p>	<p>08/11-05/12</p>				
<p>A.4 Provide PD opportunities to support instructional assistants. PD opportunities to include training in implementing guided reading groups and implementing research based intervention strategies/program.</p>	<p><b>Implementation:</b> PD opportunities for instructional assistants using job imbedded scheduling.</p> <p><b>Short-Term Measures of Success:</b> Improved performance on progress monitoring assessments such as AIMSweb.</p> <p><b>Long-Term Measures of Success:</b>                      For K-2: 85% of students will score at/above the 50<sup>th</sup> percentile as measured by the Spring MAP Assessment.                      For 3-5: 85% of students will score proficient or above as measured in reading by the Spring state assessment.</p>	<p>PSA; Title I Lead Teacher; Primary Coach; PD Chair</p>	<p>08/11-05/12</p>	<p>\$500</p>	<p>Title I Funds</p>		

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A.5 Develop and implement a school-wide plan for Response to Intervention (RTI) for all grade levels to address behavioral needs.</p>	<p><b>Implementation:</b> School-wide RTI plan will address three tiers of instruction to address needs for behavioral support.</p>	<p>PSA; Lead Title I Teacher; Primary Coach</p>	<p>5/11 – 5/12</p>				
	<p><b>Short-Term Measures of Success:</b> Improved performance on progress monitoring assessments.</p>						
	<p><b>Long-Term Measures of Success:</b> Reduction in the amount of S.A.F.E. hours and misbehavior incidents reported by 10%. Reducing misbehavior will ensure consistent instruction to all students and reduce achievement gaps.</p>						

***Equity Component  
And  
Implementation & Impact Form***

**Component Leader: Louise Dobbins, SAM**

**Objective B:** At the conclusion of the 2011-2012 school year, JLA will reduce the amount of S.A.F.E. hours and incidents by 10% in order to provide consistent instruction to all students.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C.1 Develop and implement a school-wide plan for Response to Intervention (RTI) for all grade levels to address behavioral needs.	<b>Implementation:</b> School-wide RTI plan will address three tiers of instruction to address needs for behavioral support.	Principal; Leadership Team	05/11 - 05/12				
	<b>Short-Term Measures of Success:</b> Improved performance on progress monitoring assessments.						
	<b>Long-Term Measures of Success:</b> Reduction in the amount of S.A.F.E. hours and misbehavior incidents reported by 10%. Reducing misbehavior will ensure consistent instruction to all students and reduce achievement gaps.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>C.2 Continue to implement school-wide behavior system including classroom management systems that reflect expectations set forth in SBDM Discipline Policy and promotes proactive instructional techniques such as those found in <i>CHAMPs</i>.</p>	<p><b>Implementation:</b> Establish and implement CHAMPs expectations to enhance classroom instruction and student engagement.</p>	<p>Principal; Foundations Team</p>	<p>08/11-05/12</p>				
	<p><b>Short-Term Measures of Success:</b> Reduction in S.A.F.E. referrals from teachers resulting in more instructional time for students.</p>						
	<p><b>Long-Term Measures of Success:</b> Reduction in the amount of S.A.F.E. hours and misbehavior incidents reported by 10%. Reducing misbehavior will ensure consistent instruction to all students and reduce achievement gaps.</p>						
<p>C.3 Provide PD for all staff (including classified staff) on all school wide behavior management techniques and programs as developed by Foundations Team.</p>	<p><b>Implementation:</b> School wide behavior management PD to be implemented prior to opening of the school year for students.</p>	<p>Principal; Foundations Team</p>	<p>08/11-05/12</p>				
	<p><b>Short-Term Measures of Success:</b> Reduction in S.A.F.E. referrals from teachers resulting in more instructional time for students.</p>						
	<p><b>Long-Term Measures of Success:</b> Fewer classroom disruptions from student misbehaviors.</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>C.4 Provide PD opportunities through workshops or release time to assist teachers with implementing and maintaining effective classroom management techniques (<i>CHAMPs</i>); behavioral contracts; and de-escalation techniques.</p>	<p><b>Implementation:</b> PD opportunities provided at least quarterly throughout the school year.</p>	<p>Principal; Foundations Team</p>	<p>08/11-05/12</p>				
	<p><b>Short-Term Measures of Success:</b> Reduction in S.A.F.E. referrals from teachers resulting in more instructional time for students.</p>						
	<p><b>Long-Term Measures of Success:</b> Fewer classroom disruptions from student misbehaviors.</p>						
<p>C.5 Develop and implement school wide recognition initiatives to promote appropriate/positive behavior such as Top Tiger, Tiger of the Month, and Tiger Paw Class Winners.</p>	<p><b>Implementation:</b> School-wide recognition initiatives to be in place by the end of September with continued monthly recognitions throughout the remainder of the school year.</p>	<p>Principal; SAM</p>	<p>08/11-05/12</p>				
	<p><b>Short-Term Measures of Success:</b> Reduction in S.A.F.E. referrals from teachers resulting in more instructional time for students.</p>						
	<p><b>Long-Term Measures of Success:</b> Fewer classroom disruptions from student misbehaviors.</p>						
<p>C.6 Implement a school wide bullying prevention program.</p>	<p><b>Implementation:</b> Implement a school wide bullying prevention program.</p>	<p>Guidance Counselor; Title I Social Worker</p>	<p>08/11-05/12</p>				
	<p><b>Short-Term Measures of Success:</b> Implement a school wide bullying prevention program.</p>						
	<p><b>Long-Term Measures of Success:</b> Fewer student discipline referrals for bullying.</p>						

**Action Component Parent Involvement**

District Name Fayette County

Component Manager Andrew Olson, FRC Coordinator

School Name James Lane Allen

Date April 11, 2011

Priority Need	Goal (Addresses the Priority Need)
<p>James Lane Allen Elementary School has a diverse population of students with a variety of needs. The staff at JLA utilizes many resources such as the Family Resource Center, Title I Social Work Services, Parent Teacher Association (PTA), and outside agencies to help strengthen the home-school connection and communication. A continued need exists to improve parental involvement with the educational progress of our students.</p>	<p>To increase parent involvement as measured by: parent-teacher conference attendance; parent participation in school events; and parent involvement with school based committees.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p><b>According to Title I Parent Involvement Survey Results:</b></p> <ul style="list-style-type: none"> <li>• Higher percentage of parents feel better informed about school events such as Open House, off site conference nights, and FRC workshops.</li> <li>• Surveys returned represented about 25% of the school's student population.</li> <li>• Many parents are unaware of training available for SBDM committees and decision making.</li> </ul>	<ul style="list-style-type: none"> <li>A. To build productive relationships with parents through effective two-way communication about students' academic achievement and individual needs.</li> <li>B. To increase parent participation in school improvement decisions.</li> <li>C. To establish multiple opportunities for parents to learn how to support their children's learning.</li> <li>D. To develop a supportive environment for parents to seek responsibility for understanding their children's learning needs.</li> <li>E. To partner with community members to improve student achievement.</li> </ul>

### Parent Involvement Component

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity					Academic Component – Obj. A, B, and C	Academic Component – Obj. D and E	Equity Component – Obj. A, B, and C	Parent Involve. Component - Obj. A, B, C, D, and E				

***Parent Involvement Component  
And  
Implementation & Impact Form***

**Component Leader: Andrew Olson, FRC**

**Objective A:** To build productive relationships with parents through effective two-way communication about students' academic achievement and individual needs.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A.1 Host a Back-to-School event at an off campus site before school convenes in August to provide support for students and assist with registration of new students.	<b>Implementation:</b> Back to school event scheduled off campus prior to the start of school to welcome students and parents back to school.	FRC Coordinator; Title I Teacher	08/11-05/12	\$500	Title I Funds; FRC Grant		
	<b>Short-Term Measures of Success:</b> Increased attendance at orientation night across all grade levels.						
	<b>Long-Term Measures of Success:</b> Increase in the percentage of parents attending parent-teacher conferences.						
A.2 Continue to schedule at least one parent-teacher conference night at an off campus site to better meet the needs of some families.	<b>Implementation:</b> Continue to schedule at least one parent-teacher conference night at an off campus site in the fall to better meet the needs of some families.	FRC Coordinator; Title I Teacher	08/11-05/12	\$100	Title I Funds		
	<b>Short-Term Measures of Success:</b> Increased attendance for parent-teacher conferences.						
	<b>Long-Term Measures of Success:</b> Increased student achievement due to parental involvement.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A.3 Continue to schedule at least one school wide parent-teacher conference evening to accommodate all families.</p>	<p><b>Implementation:</b> Continue to schedule at least one school wide parent-teacher conference evening to accommodate all families.</p>	<p>FRC Coordinator; Title I Teacher</p>	<p>08/11-05/12</p>	<p>\$100</p>	<p>Title I Funds</p>		
	<p><b>Short-Term Measures of Success:</b> Increased attendance for parent-teacher conferences.</p>						
	<p><b>Long-Term Measures of Success:</b> Increased student achievement due to parental involvement.</p>						
<p>A.4 Continue to provide incentives to promote parent attendance at required parent-teacher conferences. (Incentives could include free homework passes; etc.)</p>	<p><b>Implementation:</b> Continue to provide incentives to promote parent attendance at required parent-teacher conferences.</p>	<p>FRC Coordinator; Title I Teacher</p>	<p>08/11-05/12</p>		<p>FRC Grant</p>		
	<p><b>Short-Term Measures of Success:</b> Increase in the percentage of parents attending parent-teacher conferences.</p>						
	<p><b>Long-Term Measures of Success:</b> Increased student achievement due to parental involvement.</p>						
<p>A.5 Provide Spanish versions of specific educational documents such as Progress Reports and policies.</p>	<p><b>Implementation:</b> Provide Spanish versions of specific educational documents such as Progress Reports and policies.</p>	<p>ESL Teacher</p>	<p>08/11-05/12</p>	<p>\$500</p>	<p>Title I Funds</p>		
	<p><b>Short-Term Measures of Success:</b> Increased home-school communication among our Spanish-speaking families.</p>						
	<p><b>Long-Term Measures of Success:</b> Increased parental participation among our Spanish-speaking families.</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A.6 Continue to provide communication to parents about curriculum information; upcoming events; and school wide calendar through PTA monthly newsletters; school website; Title I newsletters; FRC monthly newsletters & website; and classroom monthly newsletters.	<b>Implementation:</b> Continue to provide communication to parents	FRC; Title I Teacher	08/11-05/12				
	<b>Short-Term Measures of Success:</b> Increased home-school communication.						
	<b>Long-Term Measures of Success:</b> Increased home-school communication.						

# *Parent Involvement Component And Implementation & Impact Form*

**Component Leader: Greg Williams, Principal**

**Objective B:** To increase parent participation in school improvement decisions.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>B.1.</b> Continue to survey parents, students, and teachers to identify potential needs and problems for SBDM consideration.</p>	<p><b>Implementation:</b> Continue to survey parents, students, and teachers to identify potential needs and problems being encountered.</p>	<p>FRC Coordinator; Title I Lead Teacher</p>	<p>1/11 – 5/12</p>	<p>\$100</p>	<p>Title I; FRC Grant</p>		
	<p><b>Short-Term Measures of Success:</b> Analysis of results to be utilized to determine future school functions and/or workshops.</p>						
	<p><b>Long-Term Measures of Success:</b> Increased parental awareness about SBDM practices and committee involvement.</p>						
<p><b>B.2</b> Continue to ensure that SBDM Parent Involvement Policy allows for active roles of parents participating in the school improvement planning process.</p>	<p><b>Implementation:</b> Continue to review and revise SBDM Parent Involvement Policy to include opportunities for parent participation in school improvement planning.</p>	<p>Principal</p>	<p>8/11 – 8/12</p>				
	<p><b>Short-Term Measures of Success:</b> Continue to review and revise SBDM Parent Involvement Policy.</p>						
	<p><b>Long-Term Measures of Success:</b> Increased parental awareness about SBDM practices and committee involvement.</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B.3 Provide special speakers to inform parents about SBDM parent involvement prior to parent SBDM elections.	<b>Implementation:</b> Provide special speakers to inform parents about SBDM parent involvement prior to parent SBDM elections.	Principal; Parent SBDM Rep.	8/11 – 5/12				
	<b>Short-Term Measures of Success:</b> Increase in parent participation in school based committees.						
	<b>Long-Term Measures of Success:</b> Increased parental awareness about SBDM practices and committee involvement.						

## *Parent Involvement Component And Implementation & Impact Form*

**Component Leader: Mary Kaye Moore, Title I Lead Teacher**

**Objective C:** To establish multiple opportunities for parents to learn how to support their children's learning.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C.1 Utilize nine required school wide evening events to provide educational information to parents ( <i>i.e.</i> homework expectations, SBDM policy updates, curriculum expectations; behavior expectations). Parents will be instructed on how to become significant educational partners for their children.	<b>Implementation:</b> Utilize nine required school wide evening events to provide educational information to parents.	Title I Lead Teacher; PSA; FRC Coordinator	8/11 – 8/12	\$1000	Title I Funds; FRC Grant		
	<b>Short-Term Measures of Success:</b> Increased awareness regarding academic/curriculum topics among parents.						
	<b>Long-Term Measures of Success:</b> Increased student achievement from parents being more informed about the school's curriculum.						
C.2 Provide training for parents through workshops and/or special speakers sponsored by FRC/Title I to address literacy, homework, and other parenting issues or support groups. Workshops could be offered on and off campus sites	<b>Implementation:</b> Provide training for parents through workshops and/or special speakers sponsored by FRC/Title I to address literacy, homework, and other parenting issues or support groups.	Title I Lead Teacher; FRC Coordinator	8/11 – 8/12	\$500	Title I Funds; FRC Grant		
	<b>Short-Term Measures of Success:</b> Increased awareness regarding academic/curriculum topics among parents.						
	<b>Long-Term Measures of Success:</b> Increased student achievement from parents being more informed about the school's curriculum.						

# *Parent Involvement Component And Implementation & Impact Form*

**Component Leader: Mary Kaye Moore, Title I Lead Teacher**

**Objective D:** To develop a supportive environment for parents to seek responsibility for understanding their children's learning needs.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>D.1</b> Continue to provide active parent participation in planning for individual learning, for example, Individual Education Plans, Gifted Student Plans, 504 plans, and intervention plans.</p>	<p><b>Implementation:</b> Continue to provide active parent participation in planning for individual learning, for example, Individual Education Plans, Gifted Student Plans, 504 plans, and intervention plans.</p>	<p>PSA</p>	<p>8/11 – 8/12</p>				
	<p><b>Short-Term Measures of Success:</b> Increase in parent attendance and participation in developing individual student plans.</p>						
	<p><b>Long-Term Measures of Success:</b> Increased student achievement from parents being more informed about student learning needs.</p>						

# *Parent Involvement Component And Implementation & Impact Form*

**Component Leader: Andrew Olson, FRC Coordinator**

**Objective E:** To partner with community members to improve student achievement.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>E.1</b> Collaborate with businesses, organizations, and agencies to address needs of students and their families.	<b>Implementation:</b> School staff actively seeks to create partnerships with social service agencies, churches, public library, and community businesses.	FRC Coordinator	8/11–8/12				
	<b>Short-Term Measures of Success:</b> Increase access to community resources to address student/family needs.						
	<b>Long-Term Measures of Success:</b> Increased student achievement through greater overall knowledge of access to community resources.						