

Action Component: Academic Performance

District Name: Fayette Co Schools

Component Manager: Instructional Coaches and Literacy Coach

School Name: Bryan Station Middle School

Date: January 2011

Priority Need	Goal (Addresses the Priority Need)
<ul style="list-style-type: none"> A. Based on the 2009-2010 Interim Performance Report and the October 2010 District Leadership Walkthroughs, the rigor of core content taught and assessed needs to increase. B. Based on the February 2010 review of student writing folders and the November 2010 review of the BSMS writing program, student writing abilities across all content areas need to improve. C. According to weekly curriculum plans, the 2009 and 2010 District Leadership Walkthroughs, and School Leadership Team walkthroughs, instruction needs to be developed through collaborative planning. D. Students need to be able to set academic goals and develop the ability to assess their own work and use results to achieve their goals. E. Spanish Immersion program students need consistent progress in Spanish language proficiency in reading, writing, listening, speaking, and grammar appropriate to student grade level. 	<ul style="list-style-type: none"> A. By the beginning of the 2011 testing window, all teachers will have intentionally focused, taught, and assessed all of their content-specific core content at appropriate depth of knowledge. B. By the end of 2010-2011, on demand scores will see a 20% increase in proficient/distinguished and a 20% decrease in novice. C. By the end of 2010-2011, all teachers will collaborate with content and grade-level peers on a consistent basis. D. Students will begin to take ownership of their work and show improvement in work and meet their goals. E. SI Program students will receive instruction in Spanish language reading, writing, listening, speaking, and grammar, and will test for Spanish language proficiency through district wide tests NOELLA in fifth grade and STAMP in eighth grade.
Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> A1. The rigor of core content taught and assessed has not risen at the same rate as our students' learning of that content. A2. Results from assessments (i.e. MAP, CATS-like) are not consistently being used to redesign instruction based on the individual needs/levels of students. A3. Teachers are not creating assessments that are common. B1. Writing is not being consistently practiced across the content areas. B2. Teacher feedback on writing is not evident throughout all classes C1. Teachers are not consistently using collaborative planning for developing instruction. C2. New teachers to the building are not getting needed support to implement district and building academic expectations. D1. Students have not been taught how to develop academic goals and to self assess their work. E1. New SI teachers lack orientation on concepts and practices in language 	<ul style="list-style-type: none"> A1. All lessons will be intentionally designed using MAP data and other data as evidenced by a 20% increase in proficient/distinguished scores. A2. Lessons will be intentionally designed using MAP and Des Cartes to address the needs of individual students as evidenced by a 20% increase in proficient/distinguished scores and a 20% decrease in novice scores. A3. Teachers will meet collaboratively to develop rigorous open response questions and to score open response collegially, as evidenced by questions displayed. B1. All teachers will incorporate authentic writing following the school wide writing plan as evidenced by a 20% increase in proficient/distinguished scores and a 20% decrease in novice scores in on-demand scores. B2. Teachers will provide feedback to their students on various forms of writing, as evidenced by submissions of student work three times/year. C1. Teachers will use at least biweekly collegial planning to develop and reflect on

<p>immersion techniques. E2. There are no grade level district wide Spanish Immersion assessments to determine language proficiency. E3. New teachers are not familiar with concepts and practices in language immersion techniques.</p>	<p>instructional activities and strategies as evidenced by Learning Talks and walk-throughs. C2. All new teachers to the building will participate in a New Teacher to BSMS professional development. New teachers to the building will meet weekly with members of the Instructional Leadership Team, for coaching and mentoring. D1. Teachers will use exemplary models and rubrics to help students set academic goals. E . Designated SI classes will be taught and conducted in Spanish. E2.The assessments NOELLA at the end of fifth grade and STAMP at the end of eighth grade will be used to measure progress in Spanish language proficiency from one building to the next (elementary to middle to high). E3. New SI teachers will be given training in language immersion techniques.</p>
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**SBDM Council Reporting Timeline
Academic Performance Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		A1.1 B1 C1 C2 E2	A1.2 A1.3 A3 E1 D2	A2.1 A2.2 B1 B2.2 E3	A3 B2.1 D1 E2	A1.1 A1.2 D2 C1 E1	A2.1 A2.2 B1 B2.2 C2	A1.3 B2.1 D1 E1 E3	A3 B1 B2.2 D2 E2	A2.1 A2.2 C1 C2 E3	A1.1 A1.2 A1.3 B2.1	B2.2 D1

Component: Academic Performance

District Name: Fayette Co Schools

Component Manager: Instructional Coaches and Literacy Coach

School Name: Bryan Station Middle School

Date : January 2011

Strategies/Activities

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>A1.1. Assessment and instruction will be intentionally designed and differentiated using MAP data and DesCartes to address appropriate Core Content for Assessment (CCA) 4.1, following the school curriculum framework.</p>	<p>Implementation: Teachers will participate in biweekly Learning Talks to intentionally design and differentiate instruction addressing 4.1 core content to plan daily outcomes, formative assessments, and common assessments.</p> <p>Short-Term Measures of Success: Differentiated Core Content is evident in instruction, assessments, and walk-through observations.</p> <p>Long-Term Measures of Success: A 20% increase in proficient/distinguished scores on common assessments, MAP testing, learning checks, and 2011 KCCT.</p>	<p>Principal, Instructional Coaches, all teachers</p>	<p>1/10-5/11</p>	<p>\$0</p>	<p>PD</p>		
<p>A1.2. All teachers will post Agendas and Outcomes daily for each class.</p>	<p>Implementation: Agendas and outcomes will be included in weekly plans and posted daily. Outcomes will</p>	<p>Principal, Instructional Coaches, all teachers</p>	<p>1/10-5/11</p>	<p>\$0</p>	<p>NA</p>		

	<p>align with what is being taught that day.</p> <p>Teachers will discuss daily outcomes with students.</p>					
<p>A1.3. Teachers will use grade-level appropriate texts.</p>	<p>Implementation: As samples become available from the Standards for College and Career Readiness, they will be distributed and discussed during learning talks and department meetings.</p> <p>During department meetings and learning talks, lists of needed resources will be compiled. If needed, requests for funding for additional resources will be completed.</p> <p>Short-Term Measures of Success: The leadership team will monitor text levels during walk-throughs. The team will assist teachers with adjustment of</p>	<p>Principal, Instructional Coaches, department chairs, all teachers</p>	<p>1/09-5/11</p>	<p>\$0</p>	<p>NA</p>	

	<p>texts when necessary.</p> <p>Long-Term Measures of Success: A 20% increase in proficient/distinguished scores on common assessments, MAP testing, learning checks, and 2011 KCCT</p>						
A1.4 Teachers will use available technology to improve and differentiate their lessons.	<p>Implementation: Teachers will continue to be trained in use of Smartboards, Smart Response, and other new technology installed.</p> <p>Short-Term Measure of Success: Walk throughs and lesson plans will demonstrate use of latest available technology.</p> <p>Long-term Measure of Success: A 20% increase in proficient/distinguished scores on common assessments, MAP testing, learning checks, and 2011 KCCT</p>	Technology persons, Media Specialist	8/10-5/11	??	PD		
A2. Teachers will gather strategies for differentiation based on MAP data in their content areas and begin implementing those strategies in their classrooms.	<p>Implementation: Differentiation strategies will be discussed in department and team meetings.</p> <p>Short-Term Measures of Success: Individual student scores on MAP assessments will show growth.</p>	Principal, instructional coach, department chairs, team leaders, all teachers	10/10-5/11	\$0	PD		

	<p>The leadership team will monitor differentiation strategies during walk-throughs and learning talks. The team will assist teachers with revision of strategies when necessary.</p> <p>Long-Term Measures of Success: Student performance will show a 20% increase in proficient/distinguished and a 20% decrease in novice on the 2011 KCCT scores.</p>						
A3. Common grade level and subject area teachers will meet biweekly to create common assessments and collaboratively score those assessments.	<p>Implementation: Biweekly scheduled learning talks will be conducted.</p>	Instructional Coaches, all teachers	8/10-5/11	\$0	NA		
	<p>Short-Term Measures of Success: Collaborative planning will be used to create common assessment for each piece of assessed 4.1 core content.</p> <p>Long-Term Measures of Success: A 20% increase in proficient/distinguished and 20% decrease in novice scores on common assessments, MAP testing, learning checks, and 2011 KCCT.</p>						
B1. Teachers in all content areas will incorporate writing for publication, writing to learn, and writing to demonstrate learning in their classes.	<p>Implementation: At three check points throughout the year, all teachers will submit samples of student writing assignments from each of their students.</p>	Principal, Instructional Coaches, Writing Cluster Leader, all teachers	8/10-6/11 (check points: 11/10 3/11 5/11)				

	<p>Short-Term Measures of Success: Teachers will submit samples of student writing following the school writing policy three times a year to be reviewed by the curriculum committee.</p> <p>Long-Term Measures of Success: Student performance will show a 20% increase in proficient/distinguished and a 20% decrease in novice on the 2011 KCCT On-Demand.</p>						
B2.1. Teachers will share effective methods of feedback.	<p>Implementation: Writing professional development will be offered at the start of the school year, including effective means of feedback. A follow-up on feedback will be conducted in December, based on the results of the first check point. Subsequent follow-ups may be scheduled based on results of other check points.</p> <p>Short-Term Measures of Success: Teacher feedback will be evident in student writing samples submitted at each check point.</p> <p>Long-Term Measures of Success: Student performance will show a 20% increase in proficient/distinguished in writing and a 20% decrease in</p>	Instructional Coaches, Writing Cluster Leader, principal, teachers	8/10-6/11 (8/10 PD, 12/10 faculty meeting follow-up)		PD		

	novice on the 2011 KCCT.						
B2.2. Teachers in all content areas will provide feedback on their students' writing.	<p>Implementation: Three times a year teachers will provide samples of student work which include teacher feedback.</p> <p>Short-Term Measures of Success: Teacher feedback will be evident in student writing samples submitted at each check point.</p> <p>Long-Term Measures of Success: Student performance will show a 20% increase in proficient/distinguished in writing and a 20% decrease in novice on the 2011 KCCT.</p>	Instructional Coaches, Writing Cluster Leader, principal, teachers	8/10-6/11				
C1. Teachers will use collegial planning to develop and reflect on instructional activities and strategies, examine student performance and growth, share behavior intervention strategies and patterns, and create and analyze formative and summative assessments.	<p>Implementation: Teachers will meet biweekly with grade- and content-level colleagues.</p> <p>Teachers will meet daily (except for learning talk days) within grade-level teams.</p> <p>Short-Term Measures of Success: Walk-throughs will demonstrate commonality in instruction across grade levels.</p> <p>Long-Term Measures of Success: A 20% increase in proficient/distinguished and</p>	Principal, Instructional Coaches, Classroom Teachers, team leaders	1/09-5/11	\$0	NA		

	20% decrease in novice scores testing on common assessments, MAP, learning checks, and 2011 KCCT.						
C 2. Teachers new to BSMS will attend a three- hour professional development session on academic policies and teacher expectations. Follow-up meetings with members of the leadership team will occur at least twice monthly.	<p>Implementation: A fully developed 3 hour PD focused on teacher expectations and academic policies at BSTMS will be conducted for new teachers.</p> <p>Members of the leadership team will meet with new teachers at least twice monthly.</p> <p>Short-Term Measures of Success: New teachers will attend the three hour PD.</p> <p>Long-Term Measures of Success: Teachers will be following BSMS policies and procedures (e.g. agendas, outcomes, bellringers, assessments, etc.) As evidenced by walk throughs and biweekly Learning Talks.</p>	Instructional Coaches, Principals, New Teachers	8/11		PD		

<p>D1. Students will have access to models of procedures and samples of products that include exemplary student work (like level 4 OR's) to set goals for learning.</p>	<p>Implementation: Students will meet with Leadership Team to set goals for learning.</p> <p>Short-Term Measures of Success: Students will show growth in MAP scores and on OR scores as evidenced in goal calculator.</p> <p>Long-Term Measures of Success: Student performance will show a 20% increase in proficient/distinguished and a 20% decrease in novice on the 2011 KCCT.</p>	<p>Teachers, Instructional Coaches, Principal</p>	<p>1/09-5/11</p>				
<p>E1. Spanish Immersion students will receive instruction in Spanish for a portion of the school day.</p>	<p>Implementation: Designated classes will be taught and conducted entirely in Spanish.</p> <p>Short-Term Measures of Success: SI schedule will show designated classes being taught and assessed in Spanish. Hallway displays and walkthroughs will demonstrate the use of Spanish in instruction and assessment.</p> <p>Long-Term Measures of Success: Students will demonstrate grade level proficiency in the Spanish language through oral and written assessments.</p>	<p>Principal, SI Teachers</p>	<p>5/09-5/10</p>	<p>\$0</p>	<p>NA</p>		

<p>E2. Spanish Immersion students will demonstrate grade level proficiency in speaking, writing, listening, reading, and grammar.</p>	<p>Implementation: Spanish Immersion teachers will use Class Act materials that prepare the students for the STAMP test.</p> <p>Short-Term Measures of Success: Units will be developed for the Spanish language arts classes that use the same rubrics and language standards as the STAMP assessment.</p> <p>Long-Term Measures of Success: Designated assessment instruments (NOELLA at fifth grade and STAMP at eighth grade) will be used to measure progress in Spanish language proficiency from one building to another (elementary to middle to high).</p>	<p>SI Teachers, Instructional Leadership Team</p>	<p>1/09-5/11</p>	<p>PD</p>			
<p>E3. New SI teachers will be able to implement language immersion techniques.</p>	<p>Implementation: New SI teachers will be given training in language immersion techniques.</p> <p>Short-term Measures of Success: Walkthroughs by both the district team and the school's leadership team will demonstrate the successful use of language immersion techniques.</p> <p>Long-term Measures of Success: Student scores on district wide grade level tests will show a 20% gain in proficiency in the</p>	<p>Principal, PD Trainer, SI Teachers</p>	<p>8/09</p>	<p>Unkno wn</p>	<p>PD</p>		

	Spanish language reading, writing, listening, speaking, and grammar.						
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Component Learning Environment

District Name Fayette Co Schools

Component Manager Principal and Associate Principal

School Name Bryan Station Middle School

Date January 2011

Priority Need	Goal (Addresses the Priority Need)
<ul style="list-style-type: none"> A. According to Leadership Team Learning Walks, administration walkthroughs, and discipline referrals, student behavior throughout the building does not contribute to a safe and orderly learning environment. B. According to Leadership Team Learning Walks, administration walkthroughs, and discipline referrals, classroom management techniques need to be improved. C. According to observations and walkthroughs, students need to develop a sense of pride in our school. 	<ul style="list-style-type: none"> A. By the end of the 2010-2011 school year, BSTMS will have a safe and orderly environment. B. Teachers will have well-managed classrooms on a daily basis. C. By the end of the 2010-2011 school year, students will have developed a sense of school pride.

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> A1. Expectations for student behavior and academic achievements are not clearly communicated across settings. A2. Common areas are not well supervised. B. Teachers are not consistently implementing classroom management practices C. Students have little ownership of the school resulting in little or no school pride. 	<ul style="list-style-type: none"> A1. High expectations for student achievement and behavior for all populations will be evident in all classrooms and clearly communicated to all students, parents, and teachers through the school planner. A2. Common areas will be well supervised during student transitions resulting in fewer disciplinary referrals in common areas. B. Classroom management systems will be implemented as evidenced by fewer disciplinary referrals. C1. Students will communicate an increase in school ownership and pride as evidenced by student surveys. C2. School wide news will be used to reinforce expectations and pride.

**SBDM Council Reporting Timeline
Learning Environment Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		A.1 B.2 C.2	A.2 C1.1	B.1 C1.2	B.2 C2	C1.1 A.1	C1.2 A.2	C.2 B.1	A.1 B.2	A.2 C1.1	B.1 C1.2	

Action Component Learning Environment

District Name Fayette Co Schools

Component Manager Principal and Associate Principal

School Name Bryan Station Middle School

Date January 2011

Strategies/Activities

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>A1.—A bully-free program will be implemented school-wide.</p>	<p>Implementation: A bully-free program will be taught the first nine weeks during enrichment.</p>	Principal	9/11-5/12	??	PD		
	<p>Short-Term Measures of Success: Teacher, student, and parent surveys will reflect more positive student behavior.</p> <p>Long-Term Measures of Success: The number of harassment incidences will decrease by 30% based on discipline referrals.</p>						

A2.—All instructional staff will actively supervise an assigned area during student transition times.	<p>Implementation: All instructional staff will receive an area assignment. Administrators will also be visible in both the upstairs and downstairs hallways during every class change.</p>	Principal, Associate principal, Dean of students, and team coordinators	9/10-5/12	\$0	N/A		
	<p>Short-Term Measures of Success: Administrators will verify that all instructional staff are actively supervising their areas.</p> <p>Long-Term Measures of Success: There will be a reduction in disciplinary referrals and incident reports.</p>						
B1.—All teachers will use an established classroom management system with all activities and transitions.	<p>Implementation: Teachers will establish routines and clear expectations for their class, classroom activities, and transitions</p>	All teachers	8/10-5/12	\$0	NA		
	<p>Short-Term Measures of Success: Student engagement will increase as evidenced by walk-through data.</p> <p>Long-Term Measures of Success: Teachers will have fewer disciplinary referrals and survey data will show more positive attitudes towards classroom management.</p>						

B2.—The administration will develop plans for teaching school policies and procedures to be taught to students during the first nine weeks of school and periodically throughout the school year.	Implementation: Lesson plans for the enrichment time the first nine weeks are created and delivered to classroom teachers.	Administration team; classroom teachers	5/10-5/12	\$0	NA		
	Short-Term Measures of Success: All classrooms are well-managed based on walk-through data. Long-Term Measures of Success: Teachers write fewer discipline referrals.						
C1.1—Students will participate in school-wide Bearcat Pride events	Implementation: School-wide programs such as clubs, assemblies, extra-curricular activities, and bulletin board contests will be made available to all students.	Classroom teacher and extracurricular coaches and sponsors	8/10-5/11				
	Short-Term Measures of Success: The majority of students develop a sense of school pride based on student survey data. Long-Term Measures of Success: Fewer incidences of vandalism and graffiti are seen or reported by teachers and students.						

<p>C1.2—Student work and individual and team accomplishments will be posted around the school to highlight student involvement and student achievement.</p>	<p>Implementation: Individual student accomplishments are recognized by posting names and/or photos with accomplishments in the hallways.</p>	<p>Administration office staff, PTSA, and teachers</p>	<p>8/10-5/11</p>	<p>\$100</p>	<p>SCIF</p>		
<p>C2.—The school wide news will be broadcast every morning and be a means of highlighting students and events to increase school pride.</p>	<p>Short-Term Measures of Success: Student highlights and work will be posted throughout the year. Long-Term Measures of Success: Increased feeling of student ownership as evidenced by student survey data.</p>	<p>Media Specialist</p>	<p>9/10-5/11</p>				
	<p>Implementation: Teachers and staff will be reminded to give to the news crew information that highlights our students and school in a positive way. Short Term Measures of Success: More information goes out that positively impacts the students and school. Long Term Measures of Success: Both climate and KCCT scores improve in the building.</p>						

Action Component Parent/Community Involvement

District Name Fayette County Schools
 School Name BSTMS

Component Manager **Dean of Students /Youth Service Center/PTSA**
 Date January 2011

Priority Need	Goal (Addresses the Priority Need)
<ul style="list-style-type: none"> A. According to parent concerns, parent communication needs to be improved. B. According to teacher concerns, parent involvement needs to be increased. C. According to parent and teacher concerns, community involvement needs to be increased. 	<ul style="list-style-type: none"> A. During the 2010-2011 school year, an intentional parent communication plan will be implemented by each team. B. During the 2010-2011 school year, an intentional parent involvement plan will be consistently implemented. C. During the 2010-2011 school year, community involvement will increase, (i.e., service projects)

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> A1. Many parents are not aware of daily activities and course content. A2. Many parents are not aware of school activities occurring at our school. B. Parents are not made aware of volunteer activities. C. There is minimal school-oriented student involvement in the community and vice versa. D. Parents may not have access to the internet. 	<ul style="list-style-type: none"> A1. Parents are aware of classroom procedures and content as evidenced by team newsletter. A2. Parents are aware of school activities as evidenced by monthly participation. B. Parents will be more involved in volunteer activities as evidenced by parent volunteer log and event sign-in sheets. C. Community/student involvement will increase as evidenced by community-school interaction events. D. With the first team newsletter, parents will be able to indicate how they would like to receive further communication via email or hard copy.

**SBDM Council Reporting Timeline
Parent/Community Involvement Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		A1.1 A2.1 B1.1	A1.1 B1.1 C1.2	A1.2 A1.3 A2.1	C1.1	C1.2	A1.2 A2.1	A1.3 C1.1	A1.2 C1.2	C1.1	A1.2 A1.3	

Action Component Parent/Community Involvement

District Name Fayette County Schools

Component Manager **Dean of Students and Youth Service Center/PTSA**

School Name BSTMS

Date January 2011

Strategies/Activities

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>A1.1—Every teacher will create a syllabus of classroom expectations to be sent to parents at the beginning of the school year. Exploratory teachers will send theirs home each quarter.</p>	<p>Implementation: Syllabi are created and sent home with students and a copy is posted on website.</p>	<p>All classroom teachers.</p>	<p>9/10-5/11</p>	<p>\$0</p>	<p>NA</p>		
	<p>Short-Term Measures of Success: Parents are given a copy of syllabus to keep at home.</p> <p>Long-Term Measures of Success: Parents are aware of classroom expectations.</p>						
<p>A1.2 –Every 9 weeks, each team will create a team newsletter to communicate content to be covered and upcoming events.</p>	<p>Implementation: Each team creates a newsletter identifying the core content that they will cover for the next 9 weeks as well as upcoming events. It will be posted on the school's website and sent home: <ol style="list-style-type: none"> 1. At the beginning of the year. </p>	<p>Grade level team members</p>	<p>08/10-05/11</p>	<p>\$200 (color paper for copies)</p>	<p>SCIF</p>		

	<p>2. With each 9 week grade report.</p> <ul style="list-style-type: none"> Exploratory classes will send home core content information with their class syllabi every nine weeks. 					
<p>A2.1—A school-wide calendar of events will be created, updated, and communicated by posting on the school's website and sending it home at parent request.</p>	<p>Implementation: All coaches, team leaders, club sponsors, and staff will post all events on the school-wide calendar.</p> <p>Parents will be notified of major events through the Phone Messenger System.</p>	<p>Media Specialist and Parent Involvement Committee</p>	<p>8/10-5/11</p>			
	<p>Short-Term Measures of Success: Parents are aware of the core content being taught in their student's classes and upcoming events.</p> <p>Long-Term Measures of Success: More student success results from parents being more aware of what goes on in the classroom with their sons/daughters.</p>					
	<p>Short-Term Measures of Success: Parent surveys indicate that the school clearly communicates school-wide events with a space for suggestions to be given out before winter break.</p>					

	<p>Long-Term Measures of Success: Parent surveys indicate that the school clearly communicates school-wide events with a space for suggestions to be given out at the end of the school year.</p>						
B1.1—Volunteer interest form to be sent home and made available during Open House	<p>Implementation: Volunteer interest form is created and mailed home and distributed at Open House. It is also posted on the school website.</p>	PTSA; Media Specialist and parent involvement committee		\$0	NA		
	<p>Short-Term Measures of Success: Parents return volunteer interest forms.</p> <p>Long-Term Measures of Success: Parent surveys indicate that the school clearly communicates volunteer opportunities.</p>						
C1.1—School-wide community service projects will be conducted by a club, team, or other group of students . *Book drive *Reading at the elementary *Peer buddies with at risk students at the elementary schools	<p>Implementation: Community service project opportunities are made available throughout the year to student groups.</p>	Staff and club/team sponsors.	08/10-05/11	\$400	School generated funds		
	<p>Short-Term Measures of Success: Student groups, clubs, and teams submit a proposal to the principal for approval.</p> <p>Long-Term Measures of Success: There are student-group</p>						

	sponsored community service projects throughout the school year as evidenced by the school calendar.						
C1.2—Community members are brought in for after/during school tutoring and/or mentoring. *Reality Store	Implementation: Community stakeholders, including university students, are invited to mentor/tutor students during and/or after school.	Youth Service Center, grade level teams		\$0	NA		
	Short-Term Measures of Success: Increase in monthly volunteer hours as evidenced by the volunteer log. Long-Term Measures of Success: Increase in yearly volunteer hours as evidenced by the volunteer log.						

Action Component Equity

District Name Fayette Co Schools

School Name Bryan Station Middle School

Component Manager **Instructional Coaches, Literacy Coach, and Principal**

Date January 2011

Priority Need	Goal (Addresses the Priority Need)
<p>A. There is a 45% gap in Reading for our African American males as opposed to a 19% gap for our white males. This means that 59 of our 107 African American males were at the P/D performance level in reading on the KCCT this spring. To reach our goal of 78% by 2012, we will need 83 or 24 more of our African American makes to score at the P/D range. We already have 238 of our 295 white males reading at the P/D level. We are targeting our African American males also because of the district initiative for this sub-population. There is almost a 30 point difference in the gap for African Americans in Science(34.21) and Social Studies(32.10) and the gap in both contents(64.04 and 62.89) for Whites. By targeting reading we will also impact both Science and Social Studies because of the reading involved in both.</p> <p>B. Our largest gaps continue to be in our Disability sub population. Of the total population, our student disability population makes up 9.6%. In 2009-10 there were 58 students with a disability (IEP or 504) that were tested, and 31 of them scored Distinguished or Proficient. With our other primary target being in Reading content, we have decided to target the Math content for our Disability population. There is a 43% gap in Math disability as opposed to a 27% gap for all students. To make our school target we would need 78.5% of the 70 students we currently have in this population to score P/D. This would work out to 55 students or 24 more than the number that scored P/D last year.</p> <p>C. Classroom instruction should be differentiated to meet the needs of</p>	<p>A. By the end of 2010-2011, 20% more African American males will score proficient/distinguished on the CATS reading test.</p> <p>B. By the end of 2010-2011, 20% more students with disabilities will score proficient/distinguished on the CATS math test.</p> <p>C. Student surveys, walkthroughs and lesson plans will demonstrate/denote the differentiation of instruction for identified gifted/talented students.</p>

the identified gifted/talented students.	
Causes and Contributing Factors	Objectives with Measures of Success
<p>A 1. Targeted African/American males are not receiving teacher directed small group/one-on-one instruction to help improve their skills in Reading.</p> <p>A 2. All teachers are not intentionally teaching reading strategies nor are they differentiating instruction to meet individual needs.</p> <p>A 3. MAP testing, learning check, and common assessment results in reading are not being used for diagnostic purposes.</p> <p>A 4. Targeted students are not given sufficient time during the day for independent reading.</p> <p>B 1. Targeted students with disabilities are not receiving teacher directed small group/one-on-one instruction to help improve their skills in Math.</p> <p>B 2. Math teachers are not differentiating instruction to meet individual needs.</p> <p>B 3. MAP testing, learning check, and common assessment results in math are not being used for diagnostic purposes.</p> <p>B 4. Not all students with special needs have access to the same curriculum as the regular student population.</p> <p>B 5. Modifications have not been implemented building wide.</p> <p>C. Identified gifted/talented students are not receiving differentiated instruction in the classroom.</p>	<p>A1.1. Text reading software such as Reading Plus will be installed to assist with Study Island software programs. These programs will be used as intervention for targeted students both in the classroom and intervention classes as evidenced in meeting our AMO in reading for our African American males.</p> <p>A1.2. Targeted students will be pulled out of both the intervention classes as well as language arts classes by the reading specialist, as well as reading coach, for small group and one-on-one instruction to help improve their skills in reading as evidenced in meeting our AMO in reading for our African American males.</p> <p>A1.3. The principal will work with tutoring targeted students after school and on Saturdays in closing the gap for our African American males.</p> <p>A 2.1. Reading strategies will be reviewed during Learning Talks and department meetings to close the gap for our African American males.</p> <p>A 2.2. Training will be given during Release Days, Learning Talks, and faculty meetings as well as PD time to learn to differentiate instruction as evidenced in walk throughs and lesson plans.</p> <p>A 3. Training will be given during Release Days, Learning Talks, and faculty meetings as well as PD time to learn to use data to drive instruction as evidenced in lesson plans and walk throughs.</p> <p>A 4. Independent Reading time will be increased through added minutes to DEAR or through the language arts classes as evidenced in lesson plans and walk throughs.</p> <p>B1.1. Software such as Success Maker will be installed to assist students with disabilities who are below grade level in math along with the Study Island software program being used as an intervention for targeted students as evidenced in meeting our AMO in math for our students with disabilities. .</p> <p>B1.2. Targeted students will be pulled out from their intervention class as well as math class by the math coach for teacher directed small group/one-on-one instruction to help improve their skills in Math as evidenced in meeting our AMO in math for our students with disabilities.</p> <p>B2. Training will be given during Release Days, Learning Talks, and faculty meetings as well as PD time to learn to differentiate instruction as</p>

	<p>evidenced in lesson plans and walk throughs.</p> <p>B3. Training will be given during Release Days, Learning Talks, and faculty meetings as well as PD time to learn to use data to drive instruction as evidenced in lesson plans and increased test scores.</p> <p>B4. Teachers who teach the same curriculum will share and plan curriculum together to ensure that all students are granted access to grade level content as evidenced in closing gaps.</p> <p>B5.1. All students with disabilities will have access to modifications, and they will be implemented building wide as evidenced in walk throughs.</p> <p>B5.2. Teachers who teach the same curriculum will plan and share together to ensure that all students have access to the same curriculum as evidenced in walk throughs.</p> <p>B5.3. Special ed students (non-alternate portfolio) will be given grade level appropriate common assessments each grading period as evidenced by lesson plans and walk throughs.</p> <p>C. Gifted/talented students will receive differentiated instruction in the classroom as evidenced in lesson plans, walk throughs, and student surveys.</p>
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**SBDM Council Reporting Timeline
Equity Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		A1.1 A1.2 B1.1 B1.2	A2.2 A4 B2 B5.2	A1.3 A3 B3	A2.1 B4 B5.1	B5.3 C B.3	A1.1 A1.2 B1.1 B1.2	A2.2 A4 B2 B5.2	A1.3 A3 B3	A2.1 B4 B5.1	B5.3 C B.3	

Action Component Equity

District Name Fayette Co Schools

Component Manager Principal, Instructional Coaches and Literacy Coach

School Name Bryan Station Middle School

Date January 2011

Strategies/Activities

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
<p>A1.1. Targeted African/American students in reading will have access to computer reading programs. They will be pulled from one of their exploratory classes and put in an Academic Enhancement class that uses Study Island and Reading Plus. These classes will not only use the computer programs but also direct instruction.</p>	<p>Implementation: These targeted students will be put in an Academic Enhancement class that uses Study Island and Reading Plus to improve reading skills along with direct instruction.</p> <p>Short-Term Measures: A 20% increase in proficient/distinguished reading scores on common assessments, MAP, and learning checks.</p> <p>Long-Term Measures of Success: African/American male student performance will show a 20% increase in proficient/distinguished in reading on the 2011 KCCT.</p>	<p>Instructional Coaches, Literacy specialist, Academic Enhancement teacher</p>	<p>8/10-5/11</p>	<p>\$0</p>			

<p>A1.2. African American males who scored Novice or Apprentice in reading on the 2010 KCCT will be targeted for intervention.</p>	<p>Implementation: Targeted students will be pulled out for additional instruction in reading strategies and practice through enrichment time, as well as their language arts classes. They will also be given extra tutoring after school and on Saturdays by our principal.</p> <p>Short-Term Measures: A 20% increase in proficient/distinguished reading scores on common assessments, MAP, and learning checks.</p> <p>Long-Term Measures of Success: Disability student performance will show a 20% increase in proficient/distinguished in reading on the 2011 KCCT.</p>	<p>Principal, Instructional Coaches, Reading specialist, Teachers</p>	<p>8/10-5/11</p>	<p>\$0</p>	<p>NA</p>		
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<p>A1.3 The principal will work with tutoring targeted students after school and on Saturdays in closing the gap for our African American males.</p>	<p>Implementation: Targeted students' parents will be called and arrangements made to meet after school and on Saturdays for additional one-on-one mentoring and tutoring in math.</p> <p>Short-Term Measures: A 20% increase in proficient/distinguished reading scores on common assessments, MAP, and learning checks.</p> <p>Long-Term Measures of Success: Disability student performance will show a 20% increase in proficient/distinguished in reading on the 2011 KCCT.</p>	<p>Principal</p>	<p>8/10-5/11</p>				
<p>A 2.1. Teachers will use a variety of reading strategies during instruction based on data received from MAP scores.</p>	<p>Implementation: Reading strategies will be reviewed during Learning Talks, Principal's Curriculum Meetings, and content area meetings. PD will be offered in using MAP data and DesCartes to differentiate.</p>	<p>Principal, Instructional Coaches, Teachers</p>	<p>8/10-5/11</p>	<p>\$0</p>	<p>PD</p>		

	<p>Short-Term Measures of Success: Walkthroughs and weekly curriculum plans show evidence of use of reading strategies and differentiation.</p> <p>Long-Term Measures of Success: Student performance will show a 28% increase in proficient/distinguished in reading on the 2011 KCCT.</p>						
<p>A2.2 Training will be given during Release Days, Learning Talks, and faculty meetings as well as PD time to learn to differentiate instruction.</p>	<p>Implementation: Differentiation will be reviewed, modeled and taught during Learning Talks, team meetings, and content area meetings. PD will be offered in using MAP data and DesCartes to differentiate.</p> <p>Short-Term Measures of Success: Walkthroughs and weekly curriculum plans show evidence of use of reading strategies and differentiation.</p> <p>Long-Term Measures of Success: Student performance will show a 28% increase in proficient/distinguished in reading on the 2011 KCCT.</p>	<p>Instructional coaches, district content specialists.</p>	<p>8/10-5/11</p>		<p>PD</p>		

<p>A3. Training will be given during Release Days, Learning Talks, and faculty meetings as well as PD time to learn to use formative assessments and data to drive instruction.</p>	<p>Implementation: Calculator and MAP training will be given to teach how to use reports as well as Des Cartes to guide instruction</p> <p>Short-Term Measures of Success: Walkthroughs and weekly curriculum plans show evidence of use of formative assessments and results of MAP that drive instruction.</p> <p>Long-Term Measures of Success: Student performance will show a 28% increase in proficient/distinguished in reading on the 2011 KCCT.</p>	<p>Instructional coaches, district content specialist, DAC</p>	<p>8/10-5/11</p>		<p>PD</p>		
<p>A4. All students including the targeted African/American male students will be given additional time for independent reading weekly.</p>	<p>Implementation: Through DEAR and Language Arts classrooms, students will have at least an hour for independent reading.</p> <p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice reading scores on common assessments, MAP and learning checks.</p> <p>Long-Term Measures of Success: Student performance will show</p>	<p>Teachers, Instructional Coaches, Principal, Librarian</p>	<p>8/10-5/11</p>				

	a 20% increase in proficient/distinguished in reading and a 20% decrease in novice on the 2011 KCCT.						
B1.1 Targeted math students with disabilities will have access to intervention programs. They will be pulled from one of their exploratory classes and put in an Academic Enhancement class that uses Study Island and Success Maker.	<p>Implementation: Targeted students will be able to use the computer program Study Island as well as Success Maker to improve math skills in identified areas which are below grade level based on MAP data.</p> <p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice math scores on common assessments, MAP and learning checks.</p> <p>Long-Term Measures of Success: A 22% increase in number of students with disabilities scoring proficient/distinguished on the 2011 KCCT tests.</p>	Instructional Coaches, Academic Enhancement teacher, Teachers	8/10-5/11	\$0			
B1.2. Targeted students will be pulled out from their intervention class as well as math class by the math coach for teacher directed small group/one-on-one instruction to help improve their skills in math	<p>Implementation: Targeted students will be pulled out of their math and intervention classes to improve math skills. They will also be placed in resource and study skills classes.</p>	Instructional Coaches, Academic Enhancement teacher, special ed teacher	8/10-5/11	\$0			

	<p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice math scores on common assessments, MAP and learning checks.</p> <p>Long-Term Measures of Success: A 22% increase in number of students with disabilities scoring proficient/distinguished on the 2011 KCCT math tests.</p>					
<p>B2. Training will be given during Release Days, Learning Talks, and faculty meetings as well as PD time to learn to differentiate instruction.</p>	<p>Implementation: Differentiation will be reviewed, modeled and taught during Learning Talks, team meetings, and content area meetings. PD will be offered in using MAP data and DesCartes to differentiate.</p> <p>Short-Term Measures of Success: Walkthroughs and weekly curriculum plans show evidence of use of differentiation.</p> <p>Long-Term Measures of Success: Student performance will show a 22% increase in proficient/distinguished in math for students with disabilities on the 2011 KCCT.</p>	<p>Instructional coaches, district content specialists.</p>	<p>8/10-5/11</p>		<p>PD</p>	

<p>B3. Training will be given during Release Days, Learning Talks, and faculty meetings as well as PD time to learn to use formative assessments and data to drive instruction.</p>	<p>Implementation: Calculator and MAP training will be given to teach how to use reports as well as Des Cartes to guide instruction</p> <p>Short-Term Measures of Success: Walkthroughs and weekly curriculum plans show evidence of use of formative assessments and results of MAP that drive instruction.</p> <p>Long-Term Measures of Success: Student performance will show a 22% increase in proficient/distinguished in math on the 2011 KCCT.</p>	<p>Instructional coaches, district content specialist, DAC</p>	<p>8/10-5/11</p>		<p>PD</p>		
<p>B4. Students with disabilities will have access to calculators and other multi-modal devices to ensure modifications are being met.</p>	<p>Implementation: Special Education teachers will investigate technologies able to aid students with special needs and order (using budget guidelines), be trained in, and implement their use in their classrooms on a regular basis.</p> <p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice math scores on common assessments, MAP and learning checks.</p>	<p>Teachers, Special Education Chair</p>	<p>8/10-5/11</p>	<p>?</p>	<p>SCIF</p>		

	<p>Long-Term Measures of Success: A 22% increase in number of students with disabilities scoring proficient/distinguished on the 2011 KCCT math tests.</p>						
<p>B5.1. Teachers will use models of collaboration to meet the needs of students with disabilities and to provide all modifications.</p>	<p>Implementation: Teachers will receive training in models of collaboration and implement strategies in the classroom to meet the needs of students with disabilities.</p> <p>Short-Term Measures of Success: Evidence of successful collaboration as seen through walkthroughs and weekly curriculum plans</p> <p>Long-Term Measures of Success: A 22% increase in number of students with disabilities scoring proficient/distinguished on the 2011 KCCT tests</p>	<p>Teachers, Principal, Special Education Chair, Instructional Coaches</p>	<p>1/09-5/10</p>	<p>?</p>	<p>PD</p>		
<p>B5.2. Teachers who teach the same curriculum will share and plan curriculum together to ensure that all</p>	<p>Implementation: Cohesion in what is being taught will be evident in the lesson plans and walk</p>	<p>All teachers, special ed and regular</p>	<p>8/10-5/11</p>	<p>\$0</p>			

<p>students are granted access to grade level content.</p>	<p>throughs. Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice math scores on common assessments, MAP and learning checks. Long-Term Measures of Success: A 22% increase in number of students with disabilities scoring proficient/distinguished on the 2011 KCCT tests.</p>					
<p>B5.3. Special education students (non-alternate portfolio students) will be given grade level appropriate common assessments each grading period.</p>	<p>Implementation: Special education teachers will be part of collegial planning to design, implement, and analyze common assessments and results. Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice math scores on common assessments, learning checks, and MAP results. Long-Term Measures of Success: Student performance will show a 22% increase in proficient/distinguished in math on 2011 KCCT.</p>	<p>Special education teachers, instructional coaches, principal, teachers</p>	<p>8/10-5/11</p>	<p>\$0</p>		

<p>C. Identified gifted/talented students will receive differentiated instruction in the classroom.</p>	<p>Implementation: Teachers will receive 3 hour training in differentiated instruction for the gifted/talented and implement a plan for differentiated instruction in the classroom.</p> <p>Short-Term Measures of Success: Walkthroughs and weekly curriculum plans will show evidence of differentiated instruction for the identified gifted/talented students.</p> <p>Long-Term Measures of Success: Surveys of identified gifted/talented students show use of differentiated instruction.</p>	<p>Counselors, District Gifted Director, Teachers, Principal, Instructional Coaches</p>	<p>810-5/11</p>	<p>0</p>	<p>PD</p>		
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