

Action Component: Academic Performance

District Name: Fayette Co Schools

Component Manager: Instructional Coach

School Name: Bryan Station Middle School

Date: April 2007/Revised March 2008

Priority Need	Goal (Addresses the Priority Need)
<p>A. Based on the 2007 Kentucky Performance Report, Spring 2006 HSE Walk-throughs, 2005-2007 Fayette County Schools Learning Checks, and the 2006-2008 District Leadership Walk-throughs, core content needs to be intentionally focused, taught, and assessed.</p> <p>B. Based on the 2005-2007 Kentucky Performance Report, Spring 2006 HSE Walk-throughs, and 2005-2007 Fayette County Schools Learning Checks, writing skills need to be improved.</p> <p>C. According to the teacher lesson plans, 2006 HSE Walk-throughs, and the 2006-2008 District Leadership Walk-throughs, instruction needs to incorporate a student-centered approach based on best practices and results of formative assessments.</p>	<p>A. By the beginning of the 2008 testing window, all teachers will have intentionally focused, taught, and assessed all of their content-specific core content at appropriate depth of knowledge level.</p> <p>B. By the end of 2007-2008, writing scores will see a 20% increase in proficient/distinguished and a 20% decrease in novice.</p> <p>C. By the end of 2007-2008, 80% of instructional strategies will be student-centered, based on best practices, and driven by results from formative assessments.</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p>A1. Teachers attach core content to lessons after creating the lesson. A2. CATS-like assessments are not used on a regular basis. B1. Writing skills are not being taught and reinforced across the content areas. B2. Students are weakest in the area of idea development. C1. Teachers do not have a menu of research-based/best practice strategies from which to select. C2. Assessment does not drive instruction. C3. New teachers to the building need extra support to implement district and building academic expectations.</p>	<p>A1. All lessons will be intentionally designed around the Core Content for Assessment as evidenced by a 20% increase in proficient/distinguished scores and a 20% decrease in novice scores. A2. All common assessments will be CATS-like addressing grade-level appropriate core content and levels of DOK as evidenced by a 20% increase in proficient/distinguished scores and a 20% decrease in novice scores. B1. All teachers will incorporate writing on a weekly basis as evidenced by a 20% increase in proficient/distinguished scores and a 20% decrease in novice scores. B2. Writing scores will show a 20% increase in student ability to “use specific details to support purpose” (the proficient standard for idea development) in on-demand and portfolio assessments. C1. All teachers will incorporate a variety of best practice reading, writing, and instructional strategies into their instruction resulting in higher GPAs, fewer disciplinary referrals, and fewer retentions. C2. All teachers will analyze formative assessment results for the purpose of adjusting instruction based on the results as evidenced by a 20% increase in proficient/distinguished scores and a 20% decrease in novice scores. C3. All new teachers to the building will participate in a three hour New Teacher to BSTMS PD. All teachers, including new teachers to the building, will meet weekly with members of the Instructional Leadership Team, for coaching and mentoring necessary to school improvement.</p>

**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 B1.1 C1.1 C2.1	A1.2 A1.3	A2.1 A2.2 B1.2 B2.2 B2.3	B1.1 B2.1	A1.1 A1.2 B2.3	A2.1 A2.2 B1.2 B2.2 C1.1 C2.1	A1.3 B2.1	B1.1 B1.2 B2.2 B2.3	A2.1 A2.2 B2.1 C1.1 C2.1	A1.1 A1.2 A1.3 B2.1	B2.2 B2.3

Component: Academic Performance

District Name: Fayette Co Schools

Component Manager: Instructional Coach

School Name: Bryan Station Middle School

Date: April 2007/Revised March 2008

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 to address appropriate Core Content for Assessment (CCA) 4.1 at appropriate levels of Depth of Knowledge (DOK), following the school curriculum map.</p>	<p>Implementation: A fully developed 12 hour professional development focused on instructing students at appropriate DOK levels.</p> <p>Teachers will participate in a five day summer workshop working with common grade-level content-area colleagues to write outcomes, determine vocabulary terms, and create common assessments congruent to pieces of core content 4.1.</p> <hr/> <p>Short-Term Measures of Success: Intentional targeting of appropriate Core Content at appropriate DOK is evident in instruction, assessments, and walk-through observations.</p> <p>Long-Term Measures of Success: A 20% increase in</p>	<p>Principal, Instructional Coach, Reading/Instructional Strategist, all teachers</p>	<p>6/07-5/08</p>	<p>30, 500</p>	<p>PD, SCIF, RFP</p>	<p>I</p>	<p>PD was completed focusing on appropriate DOK. Summer workshop was completed and all work was put on Sharepoint.</p> <p>Evidence of this work is seen in walkthroughs and at weekly LT and PC meetings.</p>

	proficient/distinguished and 20% decrease in novice scores on common assessments, PAS testing, learning checks, and 2008 KCCT.						
A1.2—Teachers will maintain a CAI (curriculum, assessment, and instruction) folder.	<p>Implementation: In a folder, teachers will:</p> <ul style="list-style-type: none"> Track curriculum map progress. Collect common assessments, CATS calculator results, and level 4 student work, and data summary sheet. Create/collect DOK appropriate level instructional activities <p>Short-Term Measures of Success: Folders will be checked every four to six weeks to ensure ongoing progress in intentionally teaching and assessing core content.</p> <p>Long-Term Measures of Success: All students have received instruction and have been assessed on all grade level appropriate core content.</p>	Principal, Instructional Coach, Reading/Instructional Strategist, classroom teachers	8/07-5/08	\$500	SCIF (binders, dividers, 4 Stickers for Student Work)	I	Teachers do have and maintain CAI binders. Rather than checking binders every four to six weeks, weekly curriculum plans are collected and assessments are reviewed at the weekly meetings.
A1.3—All teachers will post Agendas and Outcomes daily for each class.	Implementation: Teachers will receive instruction on how to post agendas and outcomes that are congruent to CC4.1 and/or POS.	Principal, Instructional Coach, all teachers	4/07-5/08	\$0	NA	I	Every classroom has agendas and outcomes posted as is evident in walk throughs. These are

	<p>Short-Term Measures of Success: The leadership team will monitor posted agendas and outcomes during walk-throughs and will assist teachers with revision when necessary.</p> <p>Long-Term Measures of Success: All students have received focused instruction and have been assessed on all grade level appropriate core content.</p>						also stated weekly in the curriculum plans.
<p>A2.1— Common grade level and subject area teachers will meet weekly to create common assessments, analyze student performance on those assessments, and design instruction.</p>	<p>Implementation: Weekly scheduled BILT meetings.</p>	<p>Principal, Instructional Coach, Team Leaders, all grade level and subject area teams.</p>	<p>8/07-5/08</p>	<p>\$0</p>	<p>NA</p>	<p>I</p>	<p>Two meetings occur weekly in which plans are looked at and discussed, as well as assessments and data from the calculators, PAS, and Learning Checks.</p>
	<p>Short-Term Measures of Success: BILTs will create a common assessment for each piece of assessed core content 4.1.</p> <p>Long-Term Measures of Success: A 20% increase in proficient/distinguished and 20% decrease in novice scores on common assessments, PAS testing, learning checks, and 2008 KCCT.</p>						
<p>A2.2—CATS-like assessments will be used by all teachers.</p>	<p>Implementation: Teachers will use CATS-like assessments to monitor instruction. CATS-like assessments include multiple-choice and open response items, on-demand writing, and portfolio entries.</p>	<p>Principal, Instructional Coach, Reading/Instructional Strategist, classroom</p>	<p>8/07-5/08</p>	<p>\$0</p>	<p>NA</p>	<p>I</p>	<p>Weekly curriculum plans must show CATS like assessments and indexes from the calculators as well as class index goals for</p>

	<p>Short-Term Measures of Success: Teachers will set class index goals. Students will meet and/or exceed class index goals.</p> <p>Long-Term Measures of Success: A 20% increase in proficient/distinguished and 20% decrease in novice scores on common assessments, PAS testing, learning checks, and 2008 KCCT.</p>	<p>teachers</p>					<p>the next assessment.</p>
<p>B1.1—Teachers will incorporate writing to teach, writing to learn, and writing to demonstrate learning through on-demand, open response, or portfolio appropriate writing weekly.</p>	<p>Implementation: Writing to teach, writing to learn, and writing to demonstrate learning will be reviewed during fall 07 workshops.</p> <p>Specific strategies such as live scoring, “dirty 4’s,” on-demand structures, and portfolio-worthy prompts will be addressed.</p> <p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20% decrease in novice scores on learning checks.</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 2007 KCCT.</p>	<p>Instructional Coach, Reading/Instructional Strategist, all teachers</p>	<p>8/07-5/08</p>	<p>\$500</p>	<p>SCIF (chart paper and chart/graph paper for all teachers for group ORQs, markers)</p>	<p>I</p>	<p>At the weekly L.T. and PC meetings writing has been and is discussed. Samples are passed out and scored. Teachers swap their own samples for discussion and scoring. Work from the hall displays is looked at and discussed.</p>

<p>B1.2—6th and 7th grade science and social studies teachers will develop and implement portfolio writing options.</p>	<p>Implementation: Portfolio writing options are submitted to and approved by Portfolio Cluster Leader before administration in class at least once in both of the first two grading periods.</p> <p>Short-Term Measures of Success:</p> <ul style="list-style-type: none"> Portfolio—all content pieces are portfolio quality. <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 2008 KCCT.</p>	<p>Portfolio Cluster Leader, science, social studies teachers</p>	<p>8/07-5/08</p>	<p>\$0</p>	<p>NA</p>	<p>I</p>	<p>The school's writing plan sets deadlines for portfolio pieces from the content areas to be submitted and approved by the cluster leader before assigned to the students. Those not turning in pieces are singled out and offered help by the cluster leader or other teachers.</p>
<p>B2.1—Language arts teachers will incorporate idea development strategies in writing instruction.</p>	<p>Implementation: Language arts teachers will focus on idea-development writing strategies during BILT meetings and departmental meetings.</p> <p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice writing scores on common assessments and learning checks.</p> <p>Long-Term Measures of Success: Student performance will show a 20% increase in proficient/distinguished in</p>	<p>Instructional Coach, Reading/Instruc tional Strategist, language arts teachers, LA department chair</p>	<p>8/07-5/08</p>	<p>\$100</p>	<p>PD (resource books)</p>	<p>I</p>	<p>Walk throughs in L.A. show writing instruction in idea development. Department meetings discuss and hand out idea development strategies. These ideas are also discussed at the Learning Talks.</p>

	writing and a 20% decrease in novice on the 2008 KCCT.						
B2.2—Each 8 th grade student will complete a minimum of four common grade-level on-demand assessments in language arts during the school year.	Implementation: Language arts teachers will create, administer, and assess a minimum of four common grade-level on-demand assessments during the school year.	Reading/Instruc tional Strategist, language arts teachers	8/07-5/08	\$0	NA	P	Three of the four have been given. Teachers decided based on the formative assessment info from the three to do intervention and enrichment rather than give a fourth common on-demand assessment.
	Short-Term Measures of Success: A 20% increase in 3's and 4's on the analytic scoring guide on learning checks and common assessments. 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 2008 KCCT.						
B2.3— Checkpoints for student portfolio progress in 6th and 7th grades will be implemented at the end of each grading period.	Implementation: By the end of the first 9 weeks, all 6th and 7th grade students will have been taught and will have drafted 3 transactive pieces to include a letter, article, and editorial. By the end of the second 9 weeks, all 6th and 7th grade students will have been taught and will have drafted 2 personal expressive pieces. By the end of the third 9 weeks, all 6th grade students	Portfolio Cluster Leader, Instructional Coach, Reading/Instruc tional Strategist, language arts, science, and social studies, teachers	8/07-5/08	\$0	NA	I	L.A. and content area teachers are given the writing plan and progress is discussed at the department meetings as well as the Learning Talks. Content area teachers are given checkpoints. Those who have and have not met these checkpoints are told.

	<p>will have been taught and will have drafted a minimum of two literary pieces.</p> <p>By the end of the third 9 weeks, all 7th grade students will have been taught and will have drafted a minimum of one literary piece and one reflective piece.</p> <p>Students in alternate placements must complete a portfolio before exiting the program—if student is required to have a portfolio for state assessment.</p>					
	<p>Short-Term Measures of Success: Students will have completed writing portfolio entries.</p> <p>Teachers will conference with students regarding their writing pieces.</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 2008 KCCT.</p>					
<p>C1.1— Teachers will incorporate a variety of student-centered strategies based on best practices.</p>	<p>Implementation: Teachers will instruct at appropriate levels of DOK . Teachers will attend 6 hours of PD centered on “Depth of Teaching” and attended a 3</p>	<p>Principal, Instructional Coach, Reading/Instruc tional</p>	<p>8/07-5/08</p>	<p>\$0 (PD already docum ented in</p>	<p>NA</p>	<p>I Teachers attended the DOK PD. Faculty meeting as well as Principal Coordination meetings in the fall</p>

	<p>hour PD during the 06-07 school year on best practice, research-based strategies.</p> <p>Short-Term Measures of Success: Walk-through data will document a variety of best practice strategies, differentiation, and increased student engagement.</p> <p>Long-Term Measures of Success: Increases in work completion and student engagement will result in higher GPAs, fewer disciplinary referrals, and fewer retentions.</p>	<p>Strategist, classroom teachers</p>		<p>A1.1.)</p>		<p>were based around recognizing DOK and creating assessments as well as instruction at the correct DOK.</p>
<p>C2.1—Teachers will use assessment results (flashbacks, exit slips, common assessments, PAS, and/or learning checks) to make adjustments in instruction.</p>	<p>Implementation: Teachers will attend a 6 hour PD in the summer focused on the question “How Do You Know They Know?” It will focus on flashbacks, exit slips, agendas & outcomes, intentional review models, students monitoring their own work, etc.</p> <p>Teachers will attend a 6 hour PD during the 07-08 school year to be arranged by their department chair focusing on curriculum/assessment/instructional needs of the department (based on assessment results).</p>	<p>Principal, Instructional Coach, Team Leader, all teachers</p>	<p>8/07-5/08</p>	<p>\$300</p>	<p>PD</p>	<p>Teachers did attend the PD dealing with question 2 and each department had PD focusing on assessment and data from assessing. To deal with question 3 and 4, teams use enrichment time for intervention as well as after and before school tutoring and enrichment.</p>

<p>C3.1—Teachers new to BSTMS will attend a 3 hr. PD on academic policies and</p>	<p>Teachers will administer assessments and analyze results during BILTs and/or team meetings.</p> <p>Teams will create a procedure for systematically reviewing content and flexibly grouping and/or differentiating content for students who were not successful on assessments.</p> <p>Team leaders will maintain a running watch list of students consistently scoring novice on assessments and will with the input of the team and other resource personnel create intervention plans for those students.</p> <p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice scores on common assessments and learning checks.</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 2008 KCCT.</p>	<p>Principal, Associate Principal,</p>	<p>8/06-5/08</p>	<p>\$0</p>	<p>NA</p>	<p>P</p>	<p>A three hour new teacher PD was conducted in the fall of</p>
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<p>teacher expectations.</p>	<p>Implementation: A fully developed 3 hour PD focused on teacher expectations at BSTMS.</p> <hr/> <p>Short term measure of success: Teachers will attend the three hour PD.</p>	<p>Instructional Coach, all new teachers.</p>				<p>2006. In the fall of 2007 only one new teacher was in place at the beginning of the school year, so the PD did not occur.</p>
<p>C3.2—Teachers including those new to the building, will meet weekly with members of the Instructional Leadership Team for coaching and mentoring necessary for school improvement.</p>	<p>Long term measure of success: Teachers will be following BSTMS policies and procedures(e.g. agendas, outcomes, bellringers, assessments, .etc.) as evidenced by walk throughs</p> <hr/> <p>Implementation: ILT will schedule weekly meetings with the teachers to discuss, create and refine standards based assessments, instructional activities, and interventions.</p> <p>Short term measure of success: Teachers will attend weekly meetings as evidenced by sign-in sheets.</p> <p>Long term measure of success: Teacher instructional binders will demonstrate standards based units of study, resulting in a 20%increase in Proficient/Distinguished and a 20% decrease in Novice.</p>	<p>Principal, instructional coach, all teachers</p>	<p>8/06-5/08</p>	<p>\$0</p>	<p>NA</p>	<p>1</p> <p>All teachers are attending the weekly meetings.</p>

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Action Component Learning Environment

District Name Fayette Co Schools

Component Manager Principal and Associate Principal

School Name Bryan Station Middle School

Date April 2007/Revised March 2008

Priority Need	Goal (Addresses the Priority Need)
<ul style="list-style-type: none"> A. According to Foundations surveys, teacher surveys, Spring 2006 HSE Walk-throughs, 2006-2008 District Leadership Team Learning Walks, and discipline referrals, student behavior throughout the building does not contribute to a safe and orderly learning environment. B. According to Foundations surveys, teacher surveys, Spring 2006 HSE Walk-throughs, 2006-2008 District Leadership Team Learning Walks and discipline referrals, classroom management techniques need to be improved. C. According to student surveys, students need to develop a sense of pride in our school. 	<ul style="list-style-type: none"> A. By the end of the 2007-2008 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 2007-2008 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. There is an overall low expectation for student behavior. A2. Common areas are not well supervised. B1. The school does not have a consistent classroom management system. C1. Students have no sense of ownership in the school. C2. The school's physical environment is not inviting. 	<ul style="list-style-type: none"> A1. High expectations will be clearly communicated to all students, parents, and teachers through the school learning compact and planner. A2. Common areas will be well supervised during student transitions resulting in fewer disciplinary referrals in common areas. B1. A consistent classroom management system will be implemented as evidenced by fewer disciplinary referrals. C1. Students will communicate an increase in school ownership as evidenced by student surveys. C2. School physical environment will be inviting as evidenced by student surveys.

**SBDM Council Reporting Timeline
Learning Environment Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		A1.1 A2.1 B1.1 B1.2 C2.2	C1.2 C2.1	C1.1 C2.2	C2.1	A1.1 A2.1 B1.1	B1.2 C1.2	C1.1 C2.2	B1.1 C2.1	B1.2 C1.1	A2.1 C1.2	A1.1

Action Component Learning Environment

District Name Fayette Co Schools

Component Manager Principal and Associate Principal

School Name Bryan Station Middle School

Date April 2007/Revised March 2008

Strategies/Activities

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
A1.1—Dr. Beene’s Bully-free program will be implemented school-wide.	Implementation: Dr. Beene’s Bully-Free program will be taught one morning each week during enrichment.	Principal	9/07-5/08	\$300	SCIF (updated materials)	I	Anti-bullying continues to be part of enrichment.
	Short-Term Measures of Success: Teacher, student, and parent surveys will reflect more positive student behavior. Long-Term Measures of Success: The number of harassment incidences will decrease by 80%.						
A2.1—All instructional staff will actively supervise an assigned area during student transition times.	Implementation: All instructional staff will receive an area assignment.	Associate principal	8/07-5/08	\$0	N/A	I	Teachers have hall assignments during transition times and are seen out monitoring the halls.

	<p>Short-Term Measures of Success: Walk-through observations will indicate 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>						
<p>B1.1—All teachers will use the CHAMPs Module 3 as a classroom management system with all activities and transitions.</p>	<p>Implementation: Teachers will CHAMP classroom activities.</p>	<p>All teachers</p>	<p>8/07-5/08</p>	<p>\$0</p>	<p>NA</p>	<p>I</p>	<p>Classroom walls and walkthroughs indicate the use of CHAMPS in all classrooms</p>
	<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>						
<p>B1.2—The Foundations team will develop daily lesson plans for teaching school policies and procedures to be taught during the first two weeks of school and periodically</p>	<p>Implementation: Lesson plans are created and delivered to classroom teachers.</p>	<p>Foundations team; classroom teachers</p>	<p>5/07-5/08</p>	<p>\$0</p>	<p>NA</p>	<p>I</p>	<p>Teachers were given lesson plans and used them the first two weeks of school to teach school policies and procedures.</p>

<p>throughout the school year.</p>	<p>Short-Term Measures of Success: Teachers write fewer discipline referrals.</p> <p>Long-Term Measures of Success: All classrooms are well-managed based on walk-through data.</p>					
<p>C1.1—Teachers will display Level 4 student work in the classrooms and in the hallways.</p>	<p>Implementation: Level 4 student work is displayed in the hallways and in classrooms and tack strips are purchased for that purpose.</p>	<p>Classroom teachers</p>	<p>8/07-5/08</p>	<p>\$3000</p>	<p>SCIF (tack strips/bulletin boards)</p>	<p>I</p> <p>Every teacher is required to display student work. The classrooms also show student work.</p>
	<p>Short-Term Measures of Success: Fewer incidences of vandalism and graffiti are reported as evidenced by the custodial log.</p> <p>Long-Term Measures of Success: The majority of students develop a sense of school pride based on student survey data.</p>					
<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 photo with accomplishment in the hall.</p>	<p>All supplementals; office staff; instructional coach</p>	<p>8/07-5/08</p>	<p>\$250</p>	<p>SCIF</p>	<p>I</p> <p>The front hall has a display honoring students from each team. The cafeteria displays all students receiving</p>

	<p>Short-Term Measures of Success: Student highlights will be posted at the end of each grading period.</p> <p>Long-Term Measures of Success: Increased feeling of student ownership as evidenced by student survey data.</p>						Distinguished or Proficient on the CATS test. It also displays all students in the Reading Decathlon. Outside the library are names of all the AR winners. Each hall also has the students' names on stars who received Proficient on the PAS test.
C2.1—A team bulletin board will be displayed in each team area.	<p>Implementation: Bulletin boards will be bought and hung in each team area. Team displays will be attractive and will include: team name, testing data, attendance data, team spotlights, highlights, and events</p>	Team leaders	8/07-5/08	\$100	SCIF	I	Each team has a bulletin board spot lighting students and activities on the team.
	<p>Short-Term Measures of Success: Data will be updated each grading period.</p> <p>Long-Term Measures of Success: Increased feeling of student ownership as evidenced by student surveys.</p>						
C2.2—The school building and grounds will be cleaned and maintained.	<p>Implementation: Tours will be conducted weekly to inspect the building and grounds and logs will be maintained detailing the results of the tours.</p>	Administration; custodians	8/07-5/08	\$0	NA	P	A short custodial staff has made it more difficult to clean and maintain the school building and grounds.

	<p>Short-Term Measures of Success: Logs indicate that building concerns are being addressed.</p> <p>Long-Term Measures of Success: The school's physical appearance will be well maintained as evidenced by teacher, student, and parent surveys.</p>						
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Action Component Parent/Community Involvement

District Name Fayette County Schools

Component Manager **Dean of Students and Instructional Coach**

School Name BSTMS

Date April 2007/Revised March 2008

Priority Need	Goal (Addresses the Priority Need)
<ul style="list-style-type: none"> A. According to parent surveys, parent communication needs to be improved. B. According to teacher surveys, parent involvement needs to be increased. C. According to teacher surveys, community involvement needs to be increased. 	<ul style="list-style-type: none"> A. By the end of the 2007-2008 school year, an intentional parent communication plan will be consistently implemented. B. By the end of the 2007-2008 school year, an intentional parent involvement plan will be consistently implemented. C. By the end of the 2007-2008 school year, community involvement will increase.

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. B1. Parents are not made aware of volunteer activities. C1. There is minimal school-oriented student involvement in the community and vice versa. 	<ul style="list-style-type: none"> A1. Parents are aware of classroom procedures and content as evidenced by parent surveys. A2. Parents are aware of school activities as evidenced by parent surveys. B1. Parents will be more involved in volunteer activities as evidenced by parent volunteer log. C1. Community/student involvement will increase as evidenced by community-school interaction events.

**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 Instructional Coach**

School Name BSTMS

Date April 2007/Revised March 2008

Strategies/Activities

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
A1.1—Every teacher will create a syllabus of classroom expectations to be sent to parents at the beginning of the school year.	Implementation: Syllabi are created and sent home with a copy posted on the school's website.	All classroom teachers.	08/07	\$0	NA	I	All teachers send a syllabus home with their students at the beginning of the year or grading period if a nine week course.
	Short-Term Measures of Success: Parents are aware of classroom expectations. Long-Term Measures of Success: Parent surveys indicate that parents feel that teachers clearly communicated classroom expectations.						
A1.2 –Every 9 weeks, each team will create a team newsletter to communicate content to be covered.	Implementation: Each team creates a newsletter identifying the content that they will cover for the next 9 weeks. 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. 2. With each 9 week grade report. 	Team leaders	08/07-05/08	\$200 (color paper for copies)	SCIF	P	Every team sent home a newsletter at the beginning of the year. Some teams have sent newsletters home at the grading periods.

	<ul style="list-style-type: none"> • Exploratory classes will send home content information with their class syllabi. 						
<p>A1.3—Each team will sponsor a parent information event.</p>	<p>Implementation: Each teaching team plans and conducts a parent night to inform parent about curriculum issues (e.g. math help session, portfolio explanation, CATS testing overview).</p>	<p>Team leaders</p>	<p>08/07-05/08</p>	<p>\$1000</p>	<p>Title I</p>	<p>P</p>	<p>The seventh and eighth grade teams have sponsored parent information events.</p>
	<p>Short-Term Measures of Success: Sign-in sheets indicate that 20% of parents attend the meetings.</p> <p>Long-Term Measures of Success: Parent surveys indicate that teams clearly communicate what curriculum is being taught in their classes.</p>						

<p>A2.1—A school-wide calendar of events will be created, updated, and communicated by posting on the school's website.</p>	<p>Implementation: A calendar will be kept up-to-date on the school's website. Parents will be notified of major events through the Phone Messenger System.</p> <p>Short-Term Measures of Success: Sign-in sheets indicate that 20% of parents attend school events.</p> <p>Long-Term Measures of Success: Parent surveys indicate that the school clearly communicates school-wide events.</p>	<p>Manager of School Website</p>	<p>06/07-05/08</p>	<p>\$0</p>	<p>NA</p>	<p>I</p>	<p>The media specialist and PTSA president work closely together to keep the calendar on the school's website updated.</p>
<p>B1.1—Create a menu of parent involvement opportunities in survey form to open pathways for parents to be involved.</p>	<p>Implementation: Volunteer menu is created and mailed home and distributed at Open House.</p> <p>Short-Term Measures of Success: 20% of parents return volunteer surveys.</p> <p>Long-Term Measures of Success: Parent surveys indicate that the school clearly communicates volunteer opportunities.</p>	<p>PTSA</p>	<p>08/07-9/07</p>	<p>\$0</p>	<p>NA</p>	<p>I</p>	<p>A volunteer menu was distributed to parents at Open House.</p>

C1.1—Four school-wide community service projects will be conducted by a club, team, or other group of students (Bearcats Care).	<p>Implementation: A menu of community service project opportunities is created from which student groups may choose.</p>	Dean of Students, YSC Coordinator, club/team sponsors.	07/07-05/08	\$400 (student rewards/incentives)	School generated funds	I	<p>Four of this year's community projects are as follows:</p> <ol style="list-style-type: none"> 1. Heavenly Hat Day 2. Pennies for Patients. 3. Warm Trees 4. Hoops for Hearts
	<p>Short-Term Measures of Success: Student groups, clubs, and teams submit a proposal from the menu of service projects to the principal for approval.</p> <p>Long-Term Measures of Success: Each month, there is a student-group sponsored community service project as evidenced by school-wide calendar of events.</p>						
C1.2—Community members are brought in for after/during school tutoring and/or mentoring.	<p>Implementation: Community stakeholders are invited to mentor/tutor students during and/or after school.</p>	Dean of Students	08/07-05/08	\$0	NA	I	<p>Students from both the high school as well as college have been and are being used for tutoring.</p>
	<p>Short-Term Measures of Success: Increase in monthly volunteer hours as evidenced by the volunteer log.</p> <p>Long-Term Measures of Success: Increase in yearly volunteer hours as evidenced by the volunteer log.</p>						

Action Component Equity

District Name Fayette Co Schools

Component Manager **Instructional Coach and Reading/Instructional Strategist**

School Name Bryan Station Middle School

Date April 2007/Revised March 2008

Priority Need	Goal (Addresses the Priority Need)
<p>A. BSTMS did not reach NCLB goal for disability population in reading. Currently 65 of 626 have been identified in the disability population. There were twenty-one sixth graders in this population. Eight scored Proficient or Distinguished in reading. We need 12 sixth graders to score proficient/distinguished in order to meet this goal. There were twenty-four seventh graders in this population. Five scored Proficient or Distinguished in reading. We need 14 seventh graders to score Proficient or Distinguished in order to meet this goal. There were twenty eighth graders in this population. Five scored Proficient or Distinguished in reading. We need 12 eighth graders to score Proficient or Distinguished in reading. Of the sixty-five total students in our disability population, we need a total of 38 to score Proficient or Distinguished in reading school wide. By targeting reading for the disability population, we hope to simultaneously reduce the achievement gap in the other reading-based content areas (social studies, science, arts & humanities).</p> <p>B. BSTMS did not reach NCLB goal for disability population in math. Of the twenty-one sixth graders in this population, four scored Proficient or Distinguished. We need 7 sixth graders to score Proficient or Distinguished in order to meet this goal. Of the twenty-four seventh graders, two scored Proficient or Distinguished. We need 9 seventh graders to score Proficient or Distinguished in math. Of the twenty eighth graders in this</p>	<p>A. By the end of 2007-2008, 31% more students with disabilities will score proficient/distinguished on the CATS reading test.</p> <p>B. By the end of 2007-2008, 23% more students with disabilities will score proficient/distinguished on the CATS math test.</p>

<p>population, four scored Proficient or Distinguished. We need 7 eighth graders to score Proficient or Distinguished in order to meet this goal. Of our sixty-five students in the disability population school wide, we need a total of 24 to score Proficient or Distinguished in math to reach our NCLB goal.</p>	
<p>Causes and Contributing Factors</p>	<p>Objectives with Measures of Success</p>
<p>A1. Multi-modal modifications have not been implemented building wide. A2. We have not adopted a specific building wide direct instruction reading recovery/intervention program to use with students who are one or more grade levels below in reading. A3. Not all special education students have had access to all grade appropriate core content. A4. Teachers have not made it a common practice to use assessment results to drive instruction. A5. Not all teachers (regular education and special education) have had training in specific models of collaboration. B1. All students have not received access to grade appropriate core content in math. B2. We have not adopted a specific intervention program for students not on grade level in math.</p>	<p>A1. All special education students and classrooms will have access to multi-modal modifications. A2. A specific building-wide direct instruction reading recovery/intervention program will be used with all special education students not on grade level. A3. Special education students will have access to all grade level appropriate core content. A4. All teachers will use diagnostic and formative assessment results to drive instruction. A5. Teachers will receive professional development on models of collaboration. B1. All students will have access to grade level appropriate core content. B2. A specific math intervention program will be adopted and implemented for students below grade level in math.</p>

**SBDM Council Reporting Timeline
Equity Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		A3.1 A5.1 B1.1	A1.1 A1.2 A3.2 B1.2 B2.3	A2.1 A4.1 A4.2 B2.1 B2.2	A3.1 A4.3 B1.1 B2.4	A1.1 A3.2 A5.1 B2.3	A1.2 A4.2 B1.2 B2.2	A2.1 A3.1 A4.1 B2.1	A3.2 A4.3 B2.2 B2.4	A4.2 A5.1 B1.2 B2.3	A1.1 A1.2 A2.1 A4.1 A4.3 B1.1 B2.1 B2.4	

Action Component Equity

District Name Fayette Co Schools

Component Manager Instructional Coach and Reading/Instructional Strategist

School Name Bryan Station Middle School

Date April 2007

Strategies/Activities

Strategy/Activity	Measure	Responsible Person	Start/End Date	Cost	Funding Source	I, P, N	Progress Statement
A1.1— <i>Read, Write, Gold</i> will be installed and used with special education students.	<p>Implementation: All special education have <i>Read, Write, Gold</i> installed on classroom computers and are using it with identified students as part of the regular classroom routine.</p> <p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice reading scores on common assessments and learning checks.</p> <p>Long-Term Measures of Success: Student performance will show a 28% increase in proficient/distinguished in reading and a 20% decrease in novice on the 2008 KCCT.</p>	Special education department chair	08/07-05/08	\$0	NA	P	Read, Write and Gold has been installed in the resource classrooms and several of the collaboration classrooms. However, not all classes that the special ed kids are in have Read Write Gold because they are mainstreamed most of the day.
A1.2—Special education students will have access to calculators, word processors, and other devices to ensure modifications are being met.	Implementation: Special education teachers will investigate technologies able to aid students with special needs and will order (using budget guidelines), be trained in, and	Special education department chair	04/07-05/08	\$1500	Title I, SCIF, PD	I	Calculators were bought and distributed to all special ed teachers for use by their kids. Other electronic devices are

	<p>implement their use in their classrooms on a regular basis.</p>					<p>used that ensure modifications are being met.</p>
<p>A2.1—Special education students not on grade level in reading will receive additional reading support through specific, building-wide reading recovery/intervention program.</p>	<p>Implementation: Special education teachers, with the guidance of the literacy specialist, will investigate, adopt, be trained on, and implement a school-wide reading recovery/intervention program.</p>	<p>Special education department chair, literacy specialist</p>	<p>05/07-05/08</p>	<p>\$5000</p>	<p>Carry-over textbook funds, Title I, SCIF, PD</p>	<p>I Three reading classes were set up to be used for reading recovery/intervention especially with our special education population.</p>
	<p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice reading scores on common assessments and learning checks.</p> <p>Long-Term Measures of Success: Student performance will show a 28% increase in proficient/distinguished in reading and a 20% decrease in novice on the 2008 KCCT.</p>					
	<p>Short-Term Measures of Success: A 20 % decrease in novice reading scores on common assessments and the PAS test..</p> <p>Long-Term Measures of Success: Student performance will show a 28% increase in proficient/distinguished in</p>					

	reading and a 20% decrease in novice on the 2008 KCCT.						
A3.1—Reading instruction for special education students will be aligned with Kentucky’s Core Content for Assessment 4.1 at the appropriate level of DOK and the school’s adopted curriculum framework.	Implementation: Teacher lessons will be aligned with CCA4.1 and the school’s adopted curriculum framework.	Special education reading teachers, instructional coach	08/07-05/08	\$0	NA	I	All teachers are turning in weekly lessons that show core content and DOK. Walk throughs are also seeing evidence of core content being intentionally taught and of teachers following the curriculum framework.
	Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice reading scores on common assessments, learning checks, and PAS results. Long-Term Measures of Success: Student performance will show a 28% increase in proficient/distinguished in reading and a 20% decrease in novice on the 2008 KCCT.						
A3.2—Special education students (non-alternate portfolio students) will be given grade level appropriate common assessments each grading period.	Implementation: Special education teachers will be part of BILT teams that design, implement, and analyze common assessments and results.	Special education teachers, instructional coach, principal	08/07-05/08	\$0	NA	I	All special ed teachers are expected to be at the weekly meetings that discuss curriculum and common assessments given to special ed students along with regular ed.
	Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice reading scores on common assessments, learning checks, and PAS results. Long-Term Measures of						

	<p>Success: Student performance will show a 28% increase in proficient/distinguished in reading and a 20% decrease in novice on the 2008 KCCT.</p>						
<p>A4.1—All students (including special education students) will take the PAS reading test for diagnostic purposes.</p>	<p>Implementation: All 6th, 7th, and 8th grade students will take the PAS test three times during the school year and teachers will analyze and use those results to drive reading instruction.</p>	<p>Language arts teachers, language arts collaboration teachers, Literacy specialist</p>	<p>08/07-05/08</p>	<p>\$0</p>	<p>Funded by the district</p>	<p>I</p>	<p>The PAS reading test was given to all students and every teacher received results for each student. Teachers were also shown how to access more practice questions covering the same core content that students missed.</p>
	<p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice reading scores on common assessments, learning checks, and PAS results.</p> <p>Long-Term Measures of Success: Student performance will show a 28% increase in proficient/distinguished in reading and a 20% decrease in novice on the 2008 KCCT.</p>						
<p>A4.2—Formative reading assessments will be analyzed and used to make instructional decisions, including assessments and instruction for special education students.</p>	<p>Implementation: Special education teachers will be part of BILT meetings and will track student results using the CATS calculator. They will also differentiate instruction to meet the needs of the students.</p>	<p>Special education teachers</p>	<p>05/07-05/08</p>	<p>\$0</p>	<p>NA</p>	<p>P</p>	<p>Not all special ed teachers are regular in attendance at the weekly Learning Talks. Special ed teachers are required to use the calculator</p>

	<p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice reading scores on common assessments, learning checks, and PAS results.</p> <p>Long-Term Measures of Success: Student performance will show a 28% increase in proficient/distinguished in reading and a 20% decrease in novice on the 2008 KCCT.</p>					<p>to track their students' test results and therefore differentiate instruction.</p>
<p>A4.3—Compass Learning reading program will be installed on the mobile laptop lab for consistent use in special education classrooms for remediation.</p>	<p>Implementation: Compass Learning reading program is installed on the laptops or individual classroom computers and is used consistently as part of remediation strategies.</p>	<p>Literacy specialist, special education department chair</p>	<p>08/07-05/08</p>	<p>\$</p>	<p>Title I funds</p>	<p>I</p> <p>Because Compass Learning is installed on the server and not on the computers, all classrooms, teachers and students have access anywhere in our building.</p>

	<p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice reading scores on common assessments, learning checks, and PAS results.</p> <p>Long-Term Measures of Success: Student performance will show a 28% increase in proficient/distinguished in reading and a 20% decrease in novice on the 2008 KCCT.</p>						
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<p>A5.1—All teachers will receive professional development in special education collaboration.</p>	<p>Implementation: All teachers will receive three hours of embedded professional development on the subject of special education collaboration. This will include regular education and special education teachers defining roles and responsibilities of each teacher during collaborative classes.</p> <p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice reading scores on common assessments, learning checks, and PAS results.</p> <p>Long-Term Measures of Success: Student performance will show a 28% increase in proficient/distinguished in reading and a 20% decrease in novice on the 2008 KCCT.</p>	<p>Principal, all teachers</p>	<p>03/07-05/08</p>	<p>\$150</p>	<p>PD</p>	<p>I</p>	<p>Part of the beginning of the year PD was on special ed collaboration In which roles and responsibilities of each teacher were defined.</p>
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<p>B1.1—All math classes will be taught using the minimum grade appropriate core content at the appropriate Depth of Knowledge.</p>	<p>Implementation: All teachers will receive 12 hours of professional development on designing instruction to appropriate levels of Depth of Knowledge.</p> <p>All math teachers will use the grade appropriate school adopted curriculum framework for designing and implementing assessment and instruction.</p> <p>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 PAS results.</p> <p>Long-Term Measures of Success: Student performance will show a 25% increase in proficient/distinguished in math and a 20% decrease in novice on the 2008 KCCT.</p>	<p>Principal, instructional coach, all math teachers</p>	<p>06/07-05/08</p>	<p>\$0—already included in first action component</p>	<p>PD</p>	<p>I</p>	<p>All teachers have received PD on DOK as well as time during faculty meetings, Learning Talks, and Principal Coordination Meetings.</p>
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<p>B1.2—Grade level common assessments will be given in math for each unit on the school’s adopted curriculum framework.</p>	<p>Implementation: Math teachers will work in grade level BILTS to create, implement, and analyzed common math 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 PAS results. Long-Term Measures of Success: Student performance will show a 25% increase in proficient/distinguished in math and a 20% decrease in novice on the 2008 KCCT.</p>	<p>Instructional coach, all math teachers</p>	<p>06/07-05/08</p>	<p>\$0</p>	<p>NA</p>	<p>I</p>	<p>Teachers are creating together common assessments for math at each grade level.</p>
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<p>B2.1—All students will take the math PAS test three times each year for diagnostic purposes and results will be analyzed and used to differentiate instruction.</p>	<p>Implementation: All 6th, 7th, and 8th grade students will take the PAS test three times during the school year and teachers will analyze and use those results to drive reading instruction.</p> <p>Short-Term Measures of Success: A 20% increase in proficient/distinguished and a 20 % decrease in novice reading scores on common assessments, learning checks, and PAS results.</p> <p>Long-Term Measures of Success: Student performance will show a 28% increase in proficient/distinguished in writing and a 20% decrease in novice on the 2008 KCCT.</p>	<p>Instructional coach, all math teachers</p>	<p>05/07-05/08</p>	<p>\$0</p>	<p>Funded by the district</p>	<p>I</p>	<p>Two of the three PAS tests have been administered and results have been distributed to every teacher. These results have driven instruction. The last PAS test will be administered by the end of the year.</p>
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<p>B2.2—All students will be trained to compute higher order operations on calculators.</p>	<p>Implementation: Each math teacher will obtain classroom sets of TI/34 or equivalent calculators and train students to use them.</p> <p>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 PAS results.</p> <p>Long-Term Measures of Success: Student performance will show a 25% increase in proficient/distinguished in math and a 20% decrease in novice on the 2008 KCCT</p>	<p>Math department chair, all math teachers</p>	<p>05/07-05/08</p>	<p>\$2000</p>	<p>SCIF</p>	<p>I</p>	<p>Every math class has a classroom set of higher order operations calculators. Students have been trained and are using the calculators.</p>
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<p>B2.3—Compass Learning math program will be installed on the mobile laptop lab for consistent use in math classrooms for the purpose of differentiating instruction based on formative and diagnostic assessment results.</p>	<p>Implementation: Compass Learning math program is installed on the laptops or individual classroom computers and is used consistently as part of remediation strategies.</p> <p>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 PAS results.</p> <p>Long-Term Measures of Success: Student performance will show a 25% increase in proficient/distinguished in math and a 20% decrease in novice on the 2008 KCCT.</p>	<p>Instructional coach, all math teachers</p>	<p>08/07-05/08</p>	<p>\$</p>	<p>Title I</p>	<p>I</p>	<p>Because Compass Learning is installed on the server and not on the computers, all students anywhere in our building have access to it.</p>
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<p>B2.4—An after school tutoring/mentoring program will be put in place to focus on math instruction, in addition to our ESS program.</p>	<p>Implementation: An after school tutoring/mentoring program is organized and held on a regular and consistent 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, learning checks, and PAS results.</p> <p>Long-Term Measures of Success: Student performance will show a 25% increase in proficient/distinguished in math and a 20% decrease in novice on the 2008 KCCT.</p>	<p>Dean of Students, all math teachers</p>	<p>9/07-5/08</p>	<p>\$0</p>	<p>NA</p>	<p>P</p>	<p>Math teachers at both the seventh and eighth grade stay weekly before and after school for math instruction and tutoring.</p>
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