

# LEESTOWN MIDDLE SCHOOL

## IMPROVEMENT PLAN

- **SBDM Council approval date:**
- **Revised for 2011-2013**
  
- **Signature of Principal:**
- **Leestown's Mission Statement**
  - Leestown Middle will use every moment available to model, teach expectations, and provide learning opportunities to empower each student with the tools for life-long learning which include academics, technology, communication, and social skills.

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# LEESTOWN MIDDLE SCHOOL COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

## *PLAN SUMMARY*

Leestown is beginning a new era with new administration; about half of the staff being new, and the development of data based plans, policies, and procedures. The areas of focus are reading and math, assessment, data analysis, culture and climate, communication, and parent involvement. Douglas Reeves did an extensive study of schools that were 90% minority, 90% low socio-economic status, and 90% proficient on accountability testing. These schools shared 5 common characteristics: a focus on academic achievement; clear curriculum choices; frequent assessment of student progress and multiple opportunities for student improvement; emphasis on non-fiction writing; and collaborative scoring of student work. We have embedded these characteristics of high performing schools into our comprehensive school improvement plan.

We have also incorporated structured support within the school with administrators and coaches; shared leadership as support for teachers and principals; strategies that will bring about more parental involvement; the support of external resources such as a highly skilled educator, KY Dept. of Education consultants, and district personnel; a plan for annual evaluation of our implementation and impact; and the use of strategies that will improve academic achievement (i.e. Black & Williams' study of what motivates students to learn and student involved data keeping).

Standards based instruction in the classroom and the use of frequent assessment of student progress will be emphasized and monitored. Data analysis of these assessments and student work analysis will guide instructional planning. Teachers and staff will be provided job-embedded professional development that is aligned with the goals and strategies of our CSIP.

Communication is a critical element for our school's improvement is being addressed through common planning times for teachers, school leadership meetings, faculty meetings, committee meetings, and SBDM meetings will be means for communicating. Monthly newsletters will go out to parents and flyers with announcements will go home with students. These communications will be translated into Spanish as well.

The culture and the climate of the school must continue to become more positive. A culture that is nurturing and caring is needed. A climate that is welcoming and shouts out that we are about our kids and building relationships is the key to our success. Our students, staff and parents need to feel proud of our school and achievements. The leadership of the school must model and facilitate that building of culture.

Parent Involvement has been a long-standing problem for Leestown. Communication and building a positive culture will enable to strengthen our relationships with parents and encourage them to be partners with us as we strive for higher achievement for our students.

Title I funding will be used to fund professional development of teachers, parental involvement initiatives, and improvement of student achievement, especially our Hispanic and Special Education students, through a commitment of spending not less than 10% of the Title I, Part A allocation for the aforementioned purposes.

## **PROCESS SUMMARY**

We developed a vision and mission statement by starting with statements of our beliefs. We built our statements by working together as a staff and as a PTSA and then combining the work to develop statements that everyone had a voice in creating. Our Vision and Mission statements now reflect our staff and parent beliefs.

We began our planning with a SWOT (Strengths, Weaknesses, Opportunities, and Threats) survey. We analyzed parent survey data, staff survey data, PAS (Predictive Assessment Systems) data, and CATS data to determine our areas of focus. We have a SIP committee who oversees the implementation and impact checks of our strategies. Our CSIP is a living document that changes as we see the need.

We determined the gaps in improvement through our data (quantitative and qualitative) analysis. An overview reveals that we do have some significant gaps, but are also low performing across the board. Two groups that have the biggest gaps are our Hispanic population and our Special Education students. We have implemented programs and strategies that target these students including literacy classes for our Hispanic students and inclusion of our special education students in classes where

they are taught standards based lessons with teachers who are experts in that content area. Collaboration with the special education teachers ensures the needs of these students are met. We will be looking at the progress of our students with monthly learning checks and team data analysis of these checks.

The drafts of the components were updated based on the programs that were added based on the needs of our students. We utilized the MAP data as well as the KCCT results to design our class structures. We will use our MAP data, common assessment data, and staff and parent feedback to monitor our implementation and impact on student achievement.

The SIP was originally developed by a core group of stakeholders over the summer, and then shared with the staff in the fall. It was updated in the 2007-08 school year due to the school moving to another tier. The SIP was updated and reviewed by:

Jennifer Kendall, Principal  
Sharma Nachlinger, Associate Principal  
Joe Gibson, Administrative Dean  
Latonya Meekins, Administrative Dean  
Stacy Clark, Instructional Coach  
Anita Barnes, Reading Specialist

**Action Component** Academic Performance: Assessment

District Name Fayette

Component Manager: **Instructional Coach/ Clark**

School Name Leestown Middle

Date : August 2011

Priority Need	Goal 4 (Addresses the Priority Need)
<p>1. According to the Kentucky state rankings, Leestown is in the bottom tenth percent of the state.</p> <p>2. According to the Spring 2011 Adequate Yearly Progress (AYP) report, Leestown only met 8 out of 22 targets (36.4%) Annual Measurable Objectives (AMO). Leestown didn't meet AYP in the areas of reading and math for any of the student groups but met participation rates in all areas.</p>	<p>Assessments will be both formative and summative as measured by sample assessments of both types and reflections by the staff on the use of the assessment and will reflect an increase in the achievement levels so that the goal of 86.4 in reading and 79.12 in math will be met for 2012 and 100% in reading and 90% in math for 2013.</p> <p><i>(Job-embedded Professional Development will focus on the students and the individual needs of the staff as those needs relate to the Continuous School Improvement Plan (CSIP))</i></p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>1.A. Trainings have been focused on content planning and the POS and CC being taught along with common assessments at the end of units. Now, we need to focus on formative assessment and re-teaching content along the way when students aren't learning it the first time.</p>	<p>1.A.1.: Professional development will be provided for teachers on formative assessment. Different ways will be demonstrated on how to assess student learning during a lesson. During administrative walkthroughs we will be collecting data on formative assessment being utilized.</p>

1.B. Training has not been effectively sustained through monitoring and measurement in the use of assessment to drive instructional planning.

1.C. Training has not been effectively sustained through monitoring and measurement in the use of assessment to inform levels of mastery on the Program of Studies and the Core Content.

1.A. 2 Department Chairs and the Leadership Team will do a book study using the CASL book to discuss the different types of assessment and ways that they are useful to the learning process.

1.B.: Professional development will be developed to use the data from MAP testing, AIMS web practice probes, and common assessments to drive the instructional planning with assistance from administrators and coaches. PD will be provided through faculty meetings and Pd release days. This will be measured by the aforementioned assessments and increase in student achievement.

1.C.1: Teachers will plan with facilitators and their content partners once a week. They will be making sure all of the POS and core content is being covered using varied, rigorous instruction. This will be measured by feedback from the facilitators of the planning sessions, conferences with teachers regarding alignment, and the use of KASC like templates for assessments.

1.C.2 Department Chairs will conduct walkthroughs for their own departments monthly and share the trends they are seeing at the monthly department meetings with the leadership team and to convey what the needs of the department is in relation to instructional practices and trainings.

**SBDM Council Reporting Timeline  
Assessment Component**

<b>Months</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Action Component Activity</b>				Presentation of MAP test results		Report Explore Data	Presentation of MAP test results		Report update Data			Presentation of MAP results comparing fall and spring increases/decreases

## *Assessment Component Implementation & Impact Form*

(2011-2013 School Years)

**Component Leader: Instructional Coach/ Clark**

**Objective #\_1A\_:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1.A.1: Training on formative assessments with monitoring of implementation in the classrooms.	<b>Implementation:</b> Training will be provided regarding assessments and the effective use of assessment for instruction.	Instructional Coach/Clark Planning Facilitators Admin	8-11 to 5-13	None	Na		
	<b>Short-Term Measures of Success:</b> Assessment analysis, student work analysis will show an increase in student achievement						
	<b>Long-Term Measures of Success:</b> MAP tests in December and April; common assessment data, AIMS web, and KASC testing will show increase in student achievement						
1.A.2 The Leadership team and the department chairs will do a book study using the CASL book.	<b>Implementation:</b> Monthly the leadership team and the department chairs will meet to discuss the reading over the different types of assessment and effective instructional strategies.	Leadership Team  Department Chairs	8-11 to 5-11	\$250.00	Instructional Supplies		
	<b>Short-Term Measures of Success:</b> The team will understand how to use them effectively in class.						
	<b>Long-Term Measures of Success:</b> The department chairs will have as a standing item on their monthly agenda to teach what they have learned to their department.						

**Component Leader: Instructional Coach/ Clark**

**Objective #1B:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
.1.B.1 Trainings will be provided based on the needs of teachers and what the data from MAP, Aims web, and common assessments are showing us.	<b>Implementation:</b> The second faculty meeting of each month will be used for PD to address issues/concerns showing up in the data. PD release days will also be utilized to use the data to drive the instructional planning and other areas to be addressed through training	Instructional Coach/Clark Planning Facilitators Admin	8-11 to 5-13	\$2500	PD release day funds and Title 1 PD funds		
	<b>Short-Term Measures of Success:</b> Assessment analysis, student work analysis						
	<b>Long-Term Measures of Success:</b> MAP tests in December and May, common assessments, AIMS web, and KASC testing showing improvements in student achievement data						

**Component Leader: Instructional Coach/Clark**

**Objective #1C:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1.C.1: : Content planning facilitators will work with teachers to weave in formative assessments in their lessons. They will help analyze student data from all types of assessments. Also, they will aid in the revision of the common assessments.	<b>Implementation:</b> Facilitators will work with creating varied, rigorous instruction with formative assessment built in. As well as continue to refine the common assessments for the units.	Instructional Coach/Clark Planning facilitators Admin	8-11 to 5-13	\$100,000	SIG grant		
	<b>Short-Term Measures of Success:</b> Assessment analysis, student work analysis						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>1.C.2:</b> Department Chairs will conduct monthly walkthroughs of the teachers in their departments</p>	<p><b>Long-Term Measures of Success:</b> MAP tests in December and April, common assessments, AIMS web, and KASC testing</p>	<p>Department Chairs  Content Admin</p>	<p>8-11 to 5-13</p>	<p>\$500 per department</p>	<p>Title 1 PD</p>		
	<p><b>Implementation:</b> Each month department chairs will fill out a walkthrough form on each member in their department.</p>						
	<p><b>Short-Term Measures of Success:</b> Department Chairs will know what others in their department are teaching and what their needs are.</p> <p><b>Long-Term Measures of Success:</b> Department Chairs can provide feedback to their departments on the walkthrough data and provide the necessary trainings at their monthly meetings to improve the areas of growth that they observed.</p>						

**Action Component** Academic Performance: Data Analysis

District Name Fayette

Component Manager **Administrative Dean/Meekins**

School Name Leestown Middle

Date August 2011

Priority Need	Goal 3 (Addresses the Priority Need)
<p>1A. The MAP scores now reflect cut points that have been updated to reflect the new standards. The data shows us that we are projected to see an increase in students scoring in the novice category.</p> <p>2A. Leestown students must make double digit gains to meet the goals set to meet NCLB for 2012. If we don't use ongoing data collection to drive decision making for school improvement, we won't know what benchmarks we have met or still need to make in a timely manner.</p>	<p>Data Analysis and the use of data to drive decision making will increase as measured by the evidence that teachers bring to common assessment data analysis sessions, MAP data, Aims web data, data utilized in weekly lesson planning, and assessment feedback to students and parents.</p> <p><i>(Job-embedded Professional Development will focus on the students and the individual needs of the staff as those needs relate to the Continuous School Improvement Plan (CSIP))</i></p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>2 A. We have gaps in performance when we compare our ethnicity groups.</p> <p>2 B. Teachers have gotten away from targeting specific students from their performance on common assessments as</p>	<p>2.A.1. : Principals and instructional coach will do walk-throughs in the building to monitor the daily use of data and data analysis in the classrooms.</p> <p>2.B.1 The content partners will bring their tests to a data analysis session after each common assessment to target the needs of specific students and devise a plan to re-teach the content missed.</p>

<p>well as themes showing what students need re-taught.</p> <p>2 C. The students need take ownership of their own learning by analyzing more of their own data, setting goals, and evaluating them from time to time.</p>	<p>2.B.2: Data and statistics will be personalized for the staff by identifying actual students to the numbers in the data.</p> <p>2.C.1: Students will be involved in monitoring their own progress and maintaining their own data records.</p>
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**SBDM Council Reporting Timeline  
Data Analysis Component**

\* Figure out what needs to be presented and the timeline necessary to do it effectively.

<b>Months</b>	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>Action Component Activity</b>				Presentation of data analysis			Setting of biennium goals based on data analysis					

## *Data Analysis Component Implementation & Impact Form*

*(2011-2013 School Years)*

**Component Leader: Administrative Dean/Meekins**

**Objective # 2A :**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>2.A.1:</b> Common assessments will be scored and the students' work analyzed, data will be analyzed, and instructional planning is based on these analyses.	<b>Implementation:</b> Teachers will be analyzing data and using that data to make decisions about instruction.	Instructional coaches  Content Administrator  Teachers	8-11 to 5-13	\$0			
	<b>Short-Term Measures of Success:</b> Walkthroughs completed for data collection and shared information to check growth.						
	<b>Long-Term Measures of Success:</b> Trend data for walkthroughs, evaluations, and lowering the number of students being progressed monitored with Aims web						
<b>2.A.2:</b> Walk-throughs will be conducted in the building to give data to teachers regarding instruction.	<b>Implementation:</b> Teachers will be analyzing data and using that data to make decisions about instruction.	Administrators	8-11 to 5-13	\$0			
	<b>Short-Term Measures of Success:</b> walkthrough data collected and shared						
	<b>Long-Term Measures of Success:</b> trend data for walkthroughs and evaluations						

**Component Leader: Administrative Dean/Meekins**

**Objective #2B:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
2.B: Student watch lists are being created and updated continuously based on on-going assessments. Tier 3 intervention classes are being updated from the data as well.	<b>Implementation:</b> Teachers will be analyzing data and using that data to make decisions about instruction.	Instructional Coaches Administrators Teachers	8-11 or 5-13	None	Na		
	<b>Short-Term Measures of Success:</b> walkthrough data collected and shared, discussion about specific kids will happen once every two weeks						
	<b>Long-Term Measures of Success:</b> trend data for walkthroughs, evaluations, and reduction in number of students in the novice and apprentice categories						

**Component Leader: Administrative Dean/Meekins**

**Objective #2C:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
2.C: Students will begin to keep record of their own progress on classroom tests, MAP scores, and KASC test through test talks and teacher training them.	<b>Implementation:</b> Teachers in AE will transfer their own learning to the students. During AE teachers will do goal setting activities and meet one on one with students so they can track their progress on a variety of assessments.	AE teachers	8-11 or 5-12	None	Na		
	<b>Short-Term Measures of Success:</b> Students will have charts of progress on their assessments and will understand their accountability test scores.						
	<b>Long-Term Measures of Success:</b> Higher levels of student achievement on classroom tests, MAP and KASC testing.						

**Action Component** Culture and Equity

District Name Fayette

Component Manager: Associate Principal/Nachlinger

School Name Leestown Middle

Date August 2011

\* Utilize TELL survey to identify priority needs that the staff feels need to be addressed. I need to get data from Potrafke from the Title 1 parent survey. Then, organize activities with the objectives.

Priority Need	Goal 1 (Addresses the Priority Need)
<p>1. According to the Teaching, Empowering, Leading, and Learning (TELL) survey in May 2011, some key points to point out are the following:                      A. 84% of the staff feels that the school provides a safe environment.                      B.</p> <p><b>Finish</b></p>	<p>1. Students, staff, parents and the community will perceive Leestown to be a school that is welcoming to all and collaborative in working together to build a school community as measured by student, staff, parent, and community surveys as well as an increase in volunteers participating in Leestown activities. 2007 survey results will show an increase to 75% of respondents stating positive relationships and communication exist in the Leestown community.</p> <p><i>(Job-embedded Professional Development will focus on the students and the individual needs of the staff as those needs relate to the Continuous School Improvement Plan (CSIP))</i></p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>3A. Staff members don't feel valued for their contributions to the school.</p>	<p>3.A: The staff will know that they and the work they do are valued as determined by perception surveys.</p>

<p>3B. Staff members don't feel their voices have been heard in the past and want input into decisions being made for the school</p> <p>3C. Staff members are not active members of committees or programs that build the teaming concept.</p> <p>3D. Poor communication.</p> <p>3E. A perception exists that teachers do not care about students.</p> <p>3F. School-wide behavior management system that focuses on positive management.</p>	<p>3.B: Learning communities will be built where everyone has a chance to voice opinions and ideas in an environment built on trust and community as determined by perception surveys increased student achievement</p> <p>3.C: Staff members will have a voice in the school decision making through membership on committees as measured by meeting attendance lists and rosters.</p> <p>3.D: Teachers and staff will have clear knowledge and understanding of events, timelines, and important dates as well as topics and issues relevant to the school as determined by calendars, minutes, and other artifacts</p> <p>3.E: Students will feel that the school is a welcoming, nurturing environment as determined by student perception surveys.</p> <p>3.F: Staff will develop a school-wide behavior management system and then train all students and staff the expectations.</p>
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### SBDM Council Reporting Timeline Culture Component

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		Survey results shared		Committee presentation			Implementation check of school-wide behavior plan	Committee update		Check to see if another survey is needed	Give survey if necessary	

## *Culture and Equity Component Implementation & Impact Form*

(2011-2013 School Years)

**Component Leader: Assistant Principal/Nachlinger**

**Objective #3A:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>3.A.1:</b> An annual barbecue will occur in August that will celebrate the new year beginning and let staff meet each other since we have so many new members.</p>	<p><b>Implementation.</b> An invitation will be sent out to staff members along with a welcome letter to staff.</p>	Climate Committee	8-11 to 5-13	\$200	Climate Committee		
	<p><b>Short-Term Measures of Success:</b> Attendance at barbecue</p>						
	<p><b>Long-Term Measures of Success:</b> Staff feels connected to the school and to each other. We celebrate being a school community in many ways.</p>						
<p><b>3.A.2:</b> Staff members will be voted on by their fellow team members to serve on the Faculty Advisory council that will meet with Ms. Kendall..</p>	<p><b>Implementation:</b> Staff will vote on their fellow member on the staff to represent their voice to the administration.</p>	Principal Faculty selected by peers	8-11 to 5-13	None	n/a		
	<p><b>Short-Term Measures of Success:</b> Meeting will have agendas set by the faculty members and will be a forum to voice the opinions of the faculty on issues/concerns</p>						
	<p><b>Long-Term Measures of Success:</b> Climate of the school will be more positive and collaborative.</p>						

**Objective #3.B:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>3.B.1:</b> Student Support Meetings will be held on Tuesdays with each team to discuss student concerns with the support staff and grade level principal</p>	<p><b>Implementation:</b> At each meeting student concerns will be discussed so that we can put a plan in place for each one to become more successful.</p>	<p>Support Staff Teams Grade Level Admin</p>	<p>8-11 to 5-13</p>	<p>None</p>	<p>n/a</p>		
	<p><b>Short-Term Measures of Success:</b> Teachers will have support for those students who are struggling and have follow up on their status each week.</p>						
	<p><b>Long-Term Measures of Success:</b> Better time management of student concerns vs. academic planning. Interventions will be monitored and students who are improving will be removed and new students added as needed.</p>						
<p><b>Objective #3.C_:</b></p>							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>3.C.1:</b> Committees will be formed and will present to the SBDM council on a rotating basis. . These committees will have opportunities to provide input into school planning.</p>	<p><b>Implementation:</b> Teachers can join a committee based on interest that will focus on the needs of the school and the student body. It will meet monthly and more if the committee sees it is necessary.</p>	<p>Administrators Chairs elected by committee</p>	<p>8-11 to 5-13</p>	<p>None</p>	<p>n/a</p>		
	<p><b>Short-Term Measures of Success:</b> More staff and students recognized for their successes and contributions. Committee attendance logs and minutes from meetings will provide evidence of what they are working on.</p>						
	<p><b>Long-Term Measures of Success:</b> More efficient operations and communications in the school.</p>						

<p><b>3.C.2:</b> Each staff member will be required to serve on a committee that will meet at least once a month.</p>	<p><b>Implementation:</b> Teachers were signed up according to strengths. If they didn't feel this was a good fit, they were able to switch.</p>	Administrators	8-06 to 5-07	None	Na	I	<p><i>All committees created and reporting to SBDM council throughout the year.</i></p>
	<p><b>Short-Term Measures of Success:</b> Committee attendance logs</p>						
	<p><b>Long-Term Measures of Success:</b> More efficient operations and communications in the school.</p>						

**Objective #3.D\_:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>3.D.1a:</b> Monthly team newsletter will be sent home in English and Spanish to let parents/guardians know what is going on at school.</p>	<p><b>Implementation:</b> Teams will put together a "what's happening" newsletter to go home to parents monthly.</p>	Team Leaders	8/11-5/13	\$30 for paper each month	Instructional supplies		
	<p><b>Short-Term Measures of Success:</b> Parents will know what students are learning and when important dates are coming up.</p>						
	<p><b>Long-Term Measures of Success:</b> Parents will be more informed about what is going on at school and be more involved.</p>						
<p><b>3.D.2:</b> A master calendar will be developed and will be maintained through Outlook and on the Leestown website</p>	<p><b>Implementation:</b> Master calendars will be kept on outlook and on website</p>	Stephen Holthaus Francine Walker Sharma Nachlinger	8-11 to 5-13	None	n/a		
	<p><b>Short-Term Measures of Success:</b> MAP testing, student activities, parent nights, KASC testing, field trips, etc</p>						
	<p><b>Long-Term Measures of Success:</b> Informed staff and stakeholders and efficient operation of the school</p>						

**Objective #3.E:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
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<p><b>3.E.1:</b> Every student will be part of an advisor's small team of students (AE) and will benefit from a personal, positive relationship with an adult in the school. AE will meet for 30 minutes each day.</p>	<p><b>Implementation:</b> Teams will divide students evenly to an academic enrichment (AE) class</p> <p><b>Short-Term Measures of Success:</b> Test talks, student perceptions, relationship building</p> <p><b>Long-Term Measures of Success:</b> Student goal setting, decreased discipline problems, increased student achievement as measured on KASC</p>	<p>Support Service Team- in charge of AE</p> <p>Teams</p>	<p>8-11 to 5-12</p>	<p>None</p>	<p>n/a</p>		
<p><b>3.E.2:</b> Staff members will be paired with other members on the staff and will visit each student's home before school starts to introduce themselves and build positive relationships with families.</p>	<p><b>Implementation</b> Each faculty member will pair up with other members from the team and divide up students so that each student will receive a home visit.</p> <p><b>Short-Term Measures of Success:</b> Positive relationships with parents and students excited about school</p> <p><b>Long-Term Measures of Success:</b> More parental involvement by way of phone calls, parent conferences, volunteers, and growth in PTSA members</p>						
<p><b>3.E.3.</b> Students will be selected by teachers at each grade level to meet with Ms. Kendall on a monthly basis to be on a student advisory council and give the student body a voice.</p>	<p><b>Implementation:</b> Teachers will get names to Ms. Kendall and she will meet with them to tell them what student advisory is and how they can help represent their peers.</p> <p><b>Short-Term Measures of Success:</b> open communication between students and administration</p> <p><b>Long-Term Measures of Success:</b> Students will provide input to continuously improving Leestown's culture and climate.</p>						
<b>Objective #3.F:</b>							
<b>Activity</b>	<b>Measure</b>	<b>Responsible</b>	<b>Start/End</b>	<b>Cost</b>	<b>Fund</b>	<b>I, P, N</b>	<b>Progress Statement</b>

<p><b>3.F.1:</b> The KYCID team will develop expectations for students and staff that will be implemented school-wide and be consistent.</p>	<p><b>Implementation:</b> Expectations will be developed by August and implemented at beginning of school.</p> <p><b>Short-Term Measures of Success:</b> Reduction in office referrals.</p> <p><b>Long-Term Measures of Success:</b> Reduction by at least 25% in discipline referrals resulting in meeting academic goals in KASC testing.</p>	<p><b>Person</b> Joe Gibson and members of KYCID</p>	<p><b>Date</b> 8-11 to 5-12</p>	<p><b>Cost</b> None</p>	<p><b>Source</b> n/a</p>		
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**Objective #3.F:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>3.F.2:</b> Student Showcase Evenings joined with Report Card Nights</p>	<p><b>Implementation:</b> Each 9 weeks we will have a student showcase night where we will also hand out report cards.</p> <p><b>Short-Term Measures of Success:</b> More students involved with showing parents what they are doing in class or in their clubs</p> <p><b>Long-Term Measures of Success:</b> More pride in the academic and nonacademic activities going on at Leestown. More parents/guardians coming to these evenings.</p>	<p>Counselors Administrators</p>	<p>8-11-5-13</p>	<p>\$0</p>	<p>n/a</p>		

**Action Component** Academic Performance: Curriculum and Instruction Math Component

District Name Fayette

Component Manager: EduJobs Coach/Swanner

School Name Leestown Middle

Date August 2011

Priority Need	Goal 2 (Addresses the Priority Need)
<p>1. According to our MAP and KCCT data, it shows the following percentage of students who are scoring Proficient:</p> <p><b>All Students</b></p> <ul style="list-style-type: none"> <li>• MAP- Fall 2010- 39%; Spring 2011-47%; Fall 2011- 36%</li> <li>• KCCT- Fall 2010-49%; Fall 2011- 50%</li> </ul> <p><b>Free/Reduced Lunch</b></p> <ul style="list-style-type: none"> <li>• MAP- Fall 2010-44%; Spring 2011-44%; Fall 2011- 29%</li> <li>• KCCT- Fall 2010-48%; Fall 2011-49%</li> </ul> <p>2. According to the same MAP and KCCT data, the percentage of students scoring in the novice range is as follows:</p> <p><b>All Students</b></p> <ul style="list-style-type: none"> <li>• MAP-Fall 2010-18%; Spring 2011-19%; Fall 2011-17%</li> <li>• KCCT- Fall 2010-15%; Fall 2011- 17%</li> </ul> <p><b>Free/Reduced Lunch</b></p> <ul style="list-style-type: none"> <li>• MAP- Fall 2010- 20%; Spring 2011- 21%; Fall 2011-36%</li> <li>• KCCT-Fall 2010-15%; Fall 2011-18%</li> </ul>	<p>1. Leestown will increase the number of proficient students in math from 50% to 79% to meet the NCLB goal by 2012.</p> <p>2. Leestown will decrease the number of novice students in math from 17% to 7% by 2012.</p> <p>**** Leestown will increase the number of proficient students in math from 36% to 60% on the MAP by January 2012 and by 79% by May 2012.</p> <p>3. Leestown will increase the number of students proficient in math from 79% to 90% to meet the NCLB goal for 2013.</p> <p>4. Leestown will decrease the number of novice students in math from 7% to 0% in 2013.</p> <p><i>(Job-embedded Professional Development will focus on the students and the individual needs of the staff as those needs relate to the Continuous School Improvement Plan (CSIP))</i></p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>4.A. The curriculum taught in the classrooms has been aligned to the Program of Studies (POS) and the Core Content (CC) for the past couple of years now but this year the math teachers received new state standards. In addition to new standards, we need to raise the rigor in our lessons.</p> <p>4.B. Leestown Middle School students don't fit a normal bell curve or academic achievement, and thus we have to design our math plans to meet the needs of our students.</p> <p>4.C. A large percentage of our students need additional math support than they receive in the regular classroom Tier 1 and Tier 2 classroom.</p>	<p>4. A.1: Teachers and staff will get the support needed to adjust instruction and assessments to be aligned with the new POS and CC standards. This will result in higher levels of quality student work as measured by student common assessment data analysis. All math teachers will get extra days of planning before school starts.</p> <p>4.A.2: Extra release days will be given to each grade level content partners along with a facilitator to work lessons and assessments to go along with the new standards.</p> <p>4.A.3: Teachers will have support and training that will lead to higher rigor and levels of thinking for students as measured by analysis of assessments, data, and planning. Assessment analysis and professional growth plans will be analyzed to determine this rigor. They will get the additional support through job-embedded weekly content planning facilitated by a coach or k-12 content specialist.</p> <p>4.A.4. Instructional coaches and k-12 content specialists will support classroom teachers by modeling lesson, providing teachers with support for classroom instruction in all classrooms with resources and strategies, and work collaboratively in all classrooms.</p> <p>4.A.5 Walk-throughs will be conducted by administration and instructional coach so that each teacher will be seen within a two week period at least once.</p> <p>4.B.1: All students will be provided with additional time in math everyday. This will be accomplished by adjusting the master schedule to reflect a block schedule.</p> <p>4.C.1: Any student identified to be in need of Tier 3 interventions based on MAP data will have an additional math class.</p> <p>4.C.2 Any student scoring in the bottom 25% percentile according to the MAP test will be invited to ESS for extra tutoring.</p>

4.C.3 Any student who is in Geometry or Algebra who is struggling in the higher math class will be invited to attend after school tutoring on Mondays.

**SBDM Council Reporting Timeline  
Math Component**

<b>Months</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Action Component Activity</b>			Math MAP testing results				Math MAP testing results				Math MAP testing results	

## *Curriculum and Instruction Component Implementation & Impact Form*

(2011-2013 School Years)

**Component Leader: Math Component Manager EduJobs Coach/Swanner**

**Objective #4.A:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>4.A.1:</b> All math teachers will receive three full days working with the new math standards before school starts.</p>	<p><b>Implementation:</b> Teachers will have a structure they will use to plan and all lessons and assessments will be aligned to the new CC and POS</p>	<p>Instructional coach  Natalee Feese</p>	<p>6-11-8-11</p>	<p>\$8000</p>	<p>CSIF</p>		
	<p><b>Short-Term Measures of Success:</b> All math teachers will have the first 6 weeks of school planned and aligned to the new standards.</p>						
	<p><b>Long-Term Measures of Success:</b> MAP, common assessment, and Aims web data</p>						
<p><b>4.A.2:</b> Lesson planning based on the new POS and CC will continued during the school year with each grade level content pair. The instructional coaches or k-12 content specialist overseeing instruction will facilitate the additional release day.</p>	<p><b>Implementation:</b> Teachers will have a structure they will use to plan and all lessons and assessments will be aligned to the new CC and POS</p>	<p>Instructional Coach  Principal  k-12 content specialist</p>	<p>8-11 to 5-12</p>	<p>\$1000</p>	<p>Title 1 PD funds</p>		
	<p><b>Short-Term Measures of Success:</b> Teachers will have extra time to complete more of their unit plans based on the new POS and CC.</p>						
	<p><b>Long-Term Measures of Success:</b> MAP data, common assessment data, Aims web data, KASC data</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>4.A.3:</b> Content partners at the grade levels will be planning with a facilitator each week. The facilitators will support them by helping in lesson plan development, increasing the rigor in their lessons, and designing common assessments. All these will be based on the new POS and CC standards.</p>	<p><b>Implementation:</b> Teachers will have a structure to use to plan and all lessons and assessments will be aligned to CC and POS</p> <p><b>Short-Term Measures of Success:</b> MAP data, common assessments data analysis, and student work analysis and reflections</p> <p><b>Long-Term Measures of Success:</b> MAP, common assessment, Aims web, and KASC data showing an improvement in student achievement</p>	<p>Instructional Coaches</p> <p>k-12 content specialists</p> <p>Content Admin</p>	<p>8-11 to 5-13</p>	<p>None</p>	<p>n/a</p>		
<p><b>4.A.4:</b> Instructional coaches will model lessons for teachers, support classroom instruction in all classrooms with resources and strategies, and work collaboratively in all classrooms. These instructional supports include strategies for our free and reduced lunch population. This will also help our Hispanic and Special Education populations.</p>	<p><b>Implementation:</b> Teachers and instructional coaches can plan when the teacher will have support in the classroom, need resources, or any other type of support.</p> <p><b>Short-Term Measures of Success:</b> Common Assessments and formative assessments will show an increase in student achievement.</p> <p><b>Long-Term Measures of Success:</b> MAP, common assessments, Aims web, and KASC data will reflect higher student achievement</p>	<p>Instructional coaches</p> <p>k-12 specialist</p>	<p>8-11 to 5-13</p>	<p>None</p>	<p>n/a</p>		

Objective #4.A_:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>4.A.5:</b> Walk-throughs will be done by the principal, associate principals and the instructional coach. The focus will be on instructional strategies used in the classroom, student engagement, and standards-based (POS and CC) instruction, rigor in the questions asked of students. Feedback to teachers will be timely and help lead to higher student achievement.</p>	<p><b>Implementation:</b> District and school administrators have conducted walk throughs. Data from the district is forthcoming. School administrator data is shared immediately through a feedback form placed in mailbox.</p>	<p>All Admin  Instructional coach</p>	<p>8-11 to 5-12</p>	<p>None</p>	<p>n/a</p>		
	<p><b>Short-Term Measures of Success:</b> Standards are posted in rooms, students are more engaged, the rigor and questioning levels are higher, and we see growth on the trend data for observations. This data is shared monthly at a faculty meeting.</p>						
	<p><b>Long-Term Measures of Success:</b> Trend data with successive walkthroughs will show improvement over the course of the year.</p>						
Objective #4.B:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>4.B.1:</b> All students will receive 86 minutes of math daily. This will be accomplished by creating a block schedule.</p>	<p><b>Implementation:</b> The master schedule will be changed to reflect a block schedule. Students will receive 86 minutes of math and reading each day instead of around 45.</p>	<p>Principal</p>	<p>8-11to 5-13</p>	<p>\$0</p>	<p>n/a</p>		
	<p><b>Short-Term Measures of Success:</b> We will better meet the needs of our students with more time for core instruction and differentiated instruction. MAP and Sims web data will be used to determine success.</p>						
	<p><b>Long-Term Measures of Success:</b> MAP, Aims web, and KASC data will reflect higher student achievement</p>						

Objective #_4C_:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>4.C.1:</b> Students who are identified by the MAP test to meet Tier 3 criteria will be placed in an additional 40 minute math class. It will be in place of one of their electives or a resource class.	<b>Implementation:</b> Students will be identified by their MAP score and then their schedule will be adjusted to reflect the additional math class.	Instructional Coach  Intervention specialist	8-11 to 5-13	\$30,000	SIG		
	<b>Short-Term Measures of Success:</b> The amount of students who are in need of the additional math class will decrease.						
	<b>Long-Term Measures of Success:</b> MAP, Aims web, and KASC data						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>4.C.2:</b> Students will be provided after-school tutoring Mondays and Wednesdays in math with content area teachers.	<b>Implementation:</b> Teachers will work with students in their content areas after school to assist students who are struggling with math.	Joe Gibson  Dedra Williams	8-11 to 5-13	\$20,000	ESS funds		
	<b>Short-Term Measures of Success:</b> Attendance logs, classroom grades improving						
	<b>Long-Term Measures of Success:</b> : MAP data from December and April; common assessments, and KASC testing						

Objective #_4C_:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
4.C.3: Any student enrolled in Algebra or Geometry who is struggling will be asked to attend a tutoring session on Mondays.	<b>Implementation:</b> Students who are enrolled in a higher math class such as Geometry or Algebra and is struggling will be invited to a tutoring session with the instructional coach. It will meet on Mondays.	Instructional Coach	11-11 to 5-12	\$1400	Title 1 funds		
	<b>Short-Term Measures of Success:</b> Classroom grades will improve and frequent assessment in the enrichment classes will show higher achievement						
	<b>Long-Term Measures of Success:</b> MAP and KASC data will reflect higher student achievement						

**Action Component** Academic Performance: Curriculum and Instruction Literacy Component

District Name Fayette

Component Manager **EduJobs Coach/Rea**

School Name Leestown Middle

Date August 2011

Priority Need	Goal 1 (Addresses the Priority Need)
<p>1. According to our MAP and KCCT data, it shows the following percentage of students who are scoring Proficient:</p> <p><b>All Students</b></p> <ul style="list-style-type: none"> <li>• MAP- Fall 2010- 41%; Spring 2011-54%; Fall 2011- 37%</li> <li>• KCCT- Fall 2010-60%; Fall 2011- 51%</li> </ul> <p><b>Free/Reduced Lunch</b></p> <ul style="list-style-type: none"> <li>• MAP- Fall 2010-61%; Spring 2011-53%; Fall 2011- 30%</li> <li>• KCCT- Fall 2010-57%; Fall 2011-51%</li> </ul> <p>2. According to the same MAP and KCCT data, the percentage of students scoring in the novice range is as follows:</p> <p><b>All Students</b></p> <ul style="list-style-type: none"> <li>• MAP-Fall 2010-6%; Spring 2011-7%; Fall 2011-36%</li> <li>• KCCT- Fall 2010-6%; Fall 2011- 12%</li> </ul> <p><b>Free/Reduced Lunch</b></p> <ul style="list-style-type: none"> <li>• MAP- Fall 2010- 7.5%; Spring 2011- 8%; Fall 2011-33%</li> <li>• KCCT-Fall 2010-6%; Fall 2011-12%</li> </ul>	<p>1. Leestown will increase the number of proficient students in reading from 51% to 86.4% to meet the NCLB goal by 2012.</p> <p>2. Leestown will decrease the number of novice students in reading from 12% to 5% by 2012.</p> <p>**** Leestown will increase the number of proficient students in reading from 37% to 60% on the MAP by January 2012 and from 60% to 75% by May 2012.</p> <p>3. Leestown will increase the number of proficient students in Reading from 86.4% to 100% to meet the NCLB goal for 2013.</p> <p>4. Leestown will maintain the number of novice students at 0% in 2013.</p> <p><i>(Job-embedded Professional Development will focus on the students and the individual needs of the staff as those needs relate to the Continuous School Improvement Plan (CSIP))</i></p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>5.A. The curriculum taught in the classrooms has been aligned to the Program of Studies (POS) and the Core Content (CC) for the past couple of years now but this year the reading teachers received new state standards. In addition to new standards, we need to raise the rigor in our lessons.</p> <p>5.B. Leestown Middle School students don't fit a normal bell curve or academic achievement, and thus we have to design our reading plans to meet the needs of our students.</p> <p>5.C. A large percentage of our students need additional reading support than they receive in the regular classroom Tier 1 and Tier 2 classroom.</p>	<p>5. A.1: Teachers and staff will get the support needed to adjust instruction and assessments to be aligned with the new POS and CC standards. This will result in higher levels of quality student work as measured by student common assessment data analysis. All reading teachers will get extra days of planning before school starts.</p> <p>5.A.2: Extra release days will be given to each grade level content partners along with a facilitator to work lessons and assessments to go along with the new standards.</p> <p>5.A.3: Teachers will have support and training that will lead to higher rigor and levels of thinking for students as measured by analysis of assessments, data, and planning. Assessment analysis and professional growth plans will be analyzed to determine this rigor. They will get the additional support through job-embedded weekly content planning facilitated by a coach or k-12 content specialist.</p> <p>5.A.4. Instructional coaches and k-12 content specialists will support classroom teachers by modeling lesson, providing teachers with support for classroom instruction in all classrooms with resources and strategies, and work collaboratively in all classrooms.</p> <p>5.A.5 Walk-throughs will be conducted by administration and instructional coach so that each teacher will be seen within a two week period at least once.</p> <p>5.B.1: All students will be provided with additional time in reading everyday. This will be accomplished by adjusting the master schedule to reflect a block schedule.</p> <p>5.C.1: Any student identified to be in need of Tier 3 interventions based on MAP data will have an additional reading class.</p> <p>5.C.2 Any student scoring in the bottom 25% percentile according to the MAP test will be invited to ESS for extra tutoring.</p>

5.C.3 An additional staff member will be hired to help monitor/support ELL students labeled “transitioning” so that they show growth instead of showing no growth once they are no longer labeled “active”.

**SBDM Council Reporting Timeline  
Literacy Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity			Reading MAP results				Reading PAS results				Reading PAS results	



## *Literacy Component Implementation & Impact Form*

(2011-2013 School Years)

**Component Leader: Edu Jobs Coach/Rea**

**Objective # 5A:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>5.A.1:</b> All reading teachers will receive three full days working with the new reading standards before school starts.</p>	<p><b>Implementation:</b> Teachers will have a structure they will use to plan and all lessons and assessments will be aligned to the new CC and POS</p>	Instructional Coach	6-11-8-11	\$4200	Title 1 Pd funds		
	<p><b>Short-Term Measures of Success:</b> All reading teachers will have the first 6 weeks of school planned and aligned to the new standards.</p>						
	<p><b>Long-Term Measures of Success:</b> MAP, common assessment, and Aims web data</p>						
<p><b>5.A.2:</b> Lesson planning based on the new POS and CC will continued during the school year with each grade level content pair. The instructional coaches or k-12 content specialist overseeing instruction will facilitate the additional release day.</p>	<p><b>Implementation:</b> Teachers will have a structure they will use to plan and all lessons and assessments will be aligned to the new CC and POS</p>	Instructional Coach	8-11 to 5-12	\$1000	Title 1 PD funds		
	<p><b>Short-Term Measures of Success:</b> Teachers will have extra time to complete more of their unit plans based on the new POS and CC.</p>	Principal					
	<p><b>Long-Term Measures of Success:</b> MAP data, common assessment data, Aims web data, KASC data</p>	k-12 content specialist					

Objective #5.A__:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>5.A.3:</b> Content partners at the grade levels will be planning with a facilitator each week. The facilitators will support them by helping in lesson plan development, increasing the rigor in their lessons, and designing common assessments. All these will be based on the new POS and CC standards.</p>	<p><b>Implementation:</b> Teachers will have a structure to use to plan and all lessons and assessments will be aligned to CC and POS</p>	<p>Instructional Coaches</p> <p>k-12 content specialists</p>	<p>8-11 to 5-13</p>	<p>None</p>	<p>n/a</p>		
	<p><b>Short-Term Measures of Success:</b> MAP data, common assessments data analysis, and student work analysis and reflections</p>	<p>Content Admin</p>					
	<p><b>Long-Term Measures of Success:</b> MAP, common assessment, Aims web, and KASC data showing an improvement in student achievement</p>						
<p><b>5.A.4:</b> Instructional coaches will model lessons for teachers, support classroom instruction in all classrooms with resources and strategies, and work collaboratively in all classrooms. These instructional supports include strategies for our free and reduced lunch population. This will also help our Hispanic</p>	<p><b>Implementation:</b> Teachers and instructional coaches can plan when the teacher will have support in the classroom, need resources, or any other type of support.</p>	<p>Instructional coaches</p> <p>k-12 specialist</p>	<p>8-11 to 5-13</p>	<p>None</p>	<p>n/a</p>		
	<p><b>Short-Term Measures of Success:</b> Common Assessments and formative assessments will show an increase in student achievement.</p>						

<p>and Special Education populations.</p>	<p><b>Long-Term Measures of Success:</b> MAP, common assessments, Aims web, and KASC data will reflect higher student achievement</p>						
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**Objective # 5.A :**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>5.A.5:</b> Walk-throughs will be done by the principal, associate principals and the instructional coach. The focus will be on instructional strategies used in the classroom, student engagement, and standards-based (POS and CC) instruction, rigor in the questions asked of students. Feedback to teachers will be timely and help lead to higher student achievement.</p>	<p><b>Implementation:</b> District and school administrators have conducted walk throughs. Data from the district is forthcoming. School administrator data is shared immediately through a feedback form placed in mailbox.</p>	<p>All Admin  Instructional coach</p>	<p>8-11 to 5-12</p>	<p>None</p>	<p>n/a</p>		
<p><b>Short-Term Measures of Success:</b> Standards are posted in rooms, students are more engaged, the rigor and questioning levels are higher, and we see growth on the trend data for observations. This data is shared monthly at a faculty meeting.</p>							
<p><b>Long-Term Measures of Success:</b> Trend data with successive walkthroughs will show improvement over the course of the year.</p>							

Objective # 5.B_:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
5.B.1: All students will receive 86 minutes of math daily. This will be accomplished by creating a block schedule.	<b>Implementation:</b> The master schedule will be changed to reflect a block schedule. Students will receive 86 minutes of math and reading each day instead of around 45.	Principal	8-11to 5-13	\$0	n/a		
	<b>Short-Term Measures of Success:</b> We will better meet the needs of our students with more time for core instruction and differentiated instruction. MAP and Sims web data will be used to determine success.						
	<b>Long-Term Measures of Success:</b> MAP, Aims web, and KASC data will reflect higher student achievement						

Objective # 5.C_:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
5.C.1: Students who are identified by the MAP test to meet Tier 3 criteria will be placed in an additional 40 minute math class. It will be in place of one of their electives or a resource class.	<b>Implementation:</b> Students will be identified by their MAP score and then their schedule will be adjusted to reflect the additional math class.	Instructional Coach  Intervention specialist	8-11 to 5-13	\$30,000	SIG		
	<b>Short-Term Measures of Success:</b> The amount of students who are in need of the additional math class will decrease.						
	<b>Long-Term Measures of Success:</b> MAP, Aims web, and KASC data						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>5.C.2:</b> Students will be provided after-school tutoring Mondays and Wednesdays in math with content area teachers.</p>	<p><b>Implementation:</b> Teachers will work with students in their content areas after school to assist students who are struggling with math.</p>	<p>Joe Gibson  Dedra Williams</p>	<p>8-11 to 5-13</p>	<p>\$20,000</p>	<p>ESS funds</p>		
	<p><b>Short-Term Measures of Success:</b> Attendance logs, classroom grades improving</p>						
	<p><b>Long-Term Measures of Success:</b> : MAP data from December and April; common assessments, and KASC testing</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>5.C.3:</b> An additional ELL teacher will monitor/support those ELL students who are labeled “transitioning” need additional academic support.</p>	<p><b>Implementation:</b> An additional teacher will be hired to monitor/support those ELL students who are not labeled active and in resource classes.</p>	<p>Principal  Additional ELL support</p>	<p>11-11 to 5-13</p>	<p>\$30,000</p>	<p>SIG grant</p>		
	<p><b>Short-Term Measures of Success:</b> Students who are labeled ELL “transitioning” will be successful academically. This will be shown in their classroom daily and final grades.</p>						
	<p><b>Long-Term Measures of Success:</b> ELL transitioning students will show growth in their MAP, common assessment, and KASC data</p>						

**Action Component** Parent and Community Involvement

District Name Fayette

Component Manager: **YSC Coordinator/Raleigh**

School Name Leestown Middle

Date August 2011

Need to get data for this part.

<b>Priority Need</b>	<b>Goal 1 (Addresses the Priority Need)</b>
<ol style="list-style-type: none"> <li>1. According to the May 2011 Teaching, Empowering, Leading, and Learning (TELL) survey, 65% of teachers feel that parents and guardians are not influential decision makers in the school.</li> <li>2. According to the May 2011 TELL survey, 75% of teachers feel that parents and guardians do not support teachers.</li> <li>3. According to the May 2011 TELL survey, 73% of teachers feel that the school maintains clear two way communication with the community.</li> <li>4. According to the May 2011 Title 1 parent contact logs, teachers and staff members made over 3,500 contacts.</li> </ol>	<p>Parents and the community will participate in conferences, PTSA meetings, surveys, and school events and activities at a 75% rate as measured by conference logs, surveys, and sign in sheets by May of 2008.</p> <p><i>(Job-embedded Professional Development will focus on the students and the individual needs of the staff as those needs relate to the Continuous School Improvement Plan (CSIP))</i></p>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<p>6.A. Lack of interest and/or involvement in the school...parents doesn't feel connected.</p> <p>6.B. Communication systems have not been put into place.</p> <p>6.C: Programs and activities will be offered to students and parents before and after school based on the needs and interests of the students and families.</p>	<p>6.A: Invite parents in to celebrate their children's learning and experiences in school through performances and recognitions during the day and before and after school.</p> <p>6.B: Communication systems will be structured so that stakeholders will be informed in a timely manner as measured by artifacts and perception surveys.</p> <p>6.C: Parents and students will come to school to participate in community and school activities as measured by attendance logs.</p>

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**SBDM Council Reporting Timeline  
Parent Involvement Component**

<b>Months</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Action Component Activity</b>		Committee presentation			Impact check				Impact check		Impact check and planning	



# *Parent and Community Involvement Component*

## *And*

### *Implementation & Impact Form*

(2011-2013 School Years)

**Component Leader: YSC Coordinator/Raleigh**

**Objective #6.A\_:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>6.A.1:</b> Invite parents in to celebrate their children's learning and experiences in school through performances and recognitions during the day and before and after school (i.e. student of the semester, honor roll recognition assemblies, performances in content areas, parent breakfasts, etc)	<b>Implementation:</b> Parents and community members will be invited to award assemblies, celebrations of heritage and awareness celebrations.	Administrators Staff	8-06 to 5-08	Grants for programs and sponsors	Gear Up; 21 <sup>st</sup> Century; PTSA, Title I funds, YSC		
	<b>Short-Term Measures of Success:</b> Parents will feel more positive about coming to the school and recognize that their children can be successful and have a future. Attendance logs will be used						
	<b>Long-Term Measures of Success:</b> Attendance logs and perception surveys will show growth in parental involvement and result in higher scores on CATS testing.						

**Objective #\_6.B\_:**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>6.B.1:</b> A school newsletter will go home every month from each team. It will be in English	<b>Implementation:</b> Parents and community members will be informed of events, timelines, and news on a consistent basis.	Team Leads Administrators	8-11 to 5-13	Printing costs	Title I SCIF		

and Spanish.	<p><b>Short-Term Measures of Success:</b> Parents will attend functions and be aware of school events and activities because of the newsletter. They will feel connected to the school because of the monthly information.</p>						
	<p><b>Long-Term Measures of Success:</b> Feedback from our customer service and Title 1 surveys will show positive comments regarding communication between home and school.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>6.B.2:</b> Agenda books and planners will be used to communicate between home and school on a daily basis.</p>	<p><b>Implementation:</b> Students will bring agenda book or planners to class. Teachers and parents will sign them as they check them.</p>	Staff Members	8-06 to 5-08	\$2500	Title 1		
	<p><b>Short-Term Measures of Success:</b> Parents will have immediate feedback and communication with teachers through the agenda books or planners. They will be aware of assignments and projects as they check the agenda books and planners which will raise the probability that students will complete work assigned to them.</p>						
	<p><b>Long-Term Measures of Success:</b> Feedback from our customer service and Title 1 surveys will show positive comments regarding communication between home and school</p>						
Objective #6.C__:							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement

<p><b>6.C.1:</b> PTSA, Concerts, Report Card Night and Test Results Night, Math Night, Literacy Night, and other activities will be offered in conjunction with each other to bring parents in to the school.</p>	<p><b>Implementation:</b> Planning of activities and events will be done to utilize same nights for multiple events (i.e. PTSA meeting and Orchestra Concert). This will raise the probability of reaching more parents with PTSA news and participation thereby bringing more parents on board as partners in their child's success.</p>	<p>Counselors Admin Tami Raleigh</p>	<p>8-11 to 5-13</p>	<p>Grants for programs and sponsors</p>	<p>PTSA, Title I funds, YSC</p>		
	<p><b>Short-Term Measures of Success:</b> Parents attend events and become more actively involved in school events and activities. Attendance logs will be used monthly to monitor.</p>						
	<p><b>Long-Term Measures of Success:</b> Attendance logs and perception surveys will show more parental involvement resulting in higher scores that meet our goals.</p>						