

SANDERSVILLE ELEMENTARY

SCHOOL IMPROVEMENT PLAN 10-12

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2010-2012

The Sandersville Elementary School Council and school planning committee reviewed the Assurances in the *Comprehensive School Improvement Planning Framework* (2003) prior to approval of our plan.

Sandy Mefford

Chairperson, School Council

Date March 04, 2010

Valerie Cornett
Amy Wheeler
Nathan Cornett
Matt Marsh
Melissa Flannery
Cassandra Williams
Monica Mobley
Mary Jo Dendy
Matthew Hamlyn

Chairperson, School Planning Committee

Date March 04, 2010

**Plan Reviewed by the School Council:
March 22, 2010
School Council Members:**

| | |
|----------------------------------|---------------------------------|
| Sandy Mefford, Principal | Kelly Abraham, Parent |
| Barbara Willett, Teacher | Julie Partington, Parent |
| William Parris, Teacher | |
| Melissa Flannery, Teacher | |

Note: Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2009-2010 are in the School Improvement Planning Framework (2003) and can be downloaded from the Web Page at:

<http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/KDE+Planning+Tools+for+Schools+and+Districts.htm>

SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY: COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

MISSION STATEMENT:

The mission of Sandersville Elementary School: is to promote proficiency and continuous progress for all students, and to become an essential part of the community through providing a safe, student-centered learning environment which includes strong staff, parent and community partnerships that will promote all students to become self-sufficient, life long learners who strive for success.

PROCESS OF DEVELOPING THE IMPROVEMENT PLAN

How Planning and Needs Assessment Teams Were Organized:

Members/Representative Groups Who Served on Planning and Needs Assessment Teams:

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|------------------------|--|
| School Administrators: | Sandy Mefford, Principal Nathan Cornett, PSA |
| Curriculum Coaches | Valerie Cornett, writing specialist Amy Wheeler, math specialist Megan Darko, science specialist Matt Marsh, social studies specialist Cassandra Williams, reading specialist and intervention teacher |
| School Leadership Team | Grade Level Chairs, Special Education Chair, Special Area Chair, and Curriculum Specialists |
| Standing Committees: | Curriculum and Assessment Instructional Practices and Technology Climate/Culture (Family/Equity) Budget/Planning/Organization Professional Development |

How the Needs of the School or District Were Determined:

The above-mentioned teams used information gathered from the following sources:

- Analysis of the 2009 KPR
- Information in the 2009 NCLB Quality Assurance Report
- Information found in the SB 168 report regarding indentified gap populations
- Core Content for Assessment and Program of Studies
- School assessments such as TPRO, MAP Reading and Math, monthly cumulative learning checks, and goal calculator indices

How Goals and Strategies Were Decided Upon:

The Leadership Team and School Improvement Team reviewed key findings/needs as stated as well as results from the 2009 CATS (state assessment data) in order to prioritize the greatest needs of the school

instructional program. Leadership team and SBDM analyzed test results and identified targeted sub-populations in order to close the achievement gaps between all students.

What Implementation of the Plan is Expected to Achieve:

By using a "Gap Matrix" formula from the district, goals were set to close the achievement gap by 2010 and to promote all students to proficiency by 2014. The following subpopulations were identified as "gap" populations and showed a significant difference in academic achievement when measured against the top performing sub-population: Primary targeted sub-population (African Americans) and secondary targeted sub-population is free/reduced lunch. Special emphasis is also being placed on the sub-population of special needs students who have a crossover rate of 70% within the other two identified targeted groups.

Expectations from the implementation of the plan are: proficient/distinguished student performance, the elimination of academic gaps identified by the primary group (African Americans) and between identified secondary groups of (low-socioeconomic, and special education students) improved instructional practices and clear communication between faculty and staff which will result in improved communication between families, the school and community partners. The school has set a goal of 90% proficiency for all students in reading and math with an overall academic index goal of 105 for the year 2010.

What Process was Used for Internal Review of the Plan:

Standing committees are organized by Standards and Indicators for School Improvement. They have been condensed into 5 relevant committees that will develop policies and procedures to ensure proficiency for all students by 2010. The plan was reviewed by staff and committees before being reviewed by the SBDM council in **July 2010**.

How public comment was secured and what response was made:

Parents on the SBDM standing committees were invited to review the document and give input. Parent surveys and discussions were held to develop our mission, vision and belief statements for Sandersville Elementary School. The site-based council had the opportunity to respond to the plan.

How Improvement Planning Will be Ensured in the Future:

The Improvement Plan will be implemented during the **2010-2012** school year. School committees, assigned responsible persons, and different component managers will monitor implementation of the plan and continue to collect data that is essential for the reevaluation of the plan to assure that goals are being met and that strategies are working.

Implementation and Impact reviews will be conducted monthly, and reports to SBDM will be used to monitor goals and progress of the plan.

COMMUNICATION PLAN

How will the School Improvement Plan and Other Important Information be Shared with Stakeholders?

The plan will be shared with parents, staff, SBDM Council and with the Family Resource Center Council. The plan will be available to all business partners and become a part of our expanded school report card to be shared with families and the community at large. The plan will be shared in school newsletters and PTA meetings. An electronic version of this plan will be placed on the Sandersville Website and in the staff handbook.

How will Input Continue to be Gathered from Stakeholders?

Family and community surveys will be conducted to cover areas of concerns that each stakeholder may have. Assessment data, both student and program, will be used to redefine areas of academic concerns. In accordance with Senate Bill 168, the principal will conduct community input meetings for the purpose of informing the parents about what specific actions are being implemented in to eliminate achievement gaps for our primary target of (African American Students) and our secondary target of (low socio-economic students) and to obtain their (parents) input. Faculty and staff will meet monthly to share data as it results to their individual classrooms and grade levels. Goals will be established, and those students who are not reaching goal will be given interventions to ensure they gain proficiency. The reports will be made public to the school staff and students and will be displayed outside the walls of the classrooms.

Action Component Academic

District Name Fayette County

Component Manager: Sandy Mefford

School Name: Sandersville Elementary School

Date 2009-2010

| Priority Need | Goal (Addresses the Priority Need) |
|---|--|
| <p>According to the 2009 KPR Sandersville Elementary School’s overall academic index was 101: NCLB 2009 report shows reading proficiency at 81% up from 67% in 2008. Math proficiency rate is 80%; up from 72% in 2009.</p> <p>Results from the 2009 KPR shows an increase from 94.93 to 100.89. The 2010 Gap Reduction Matrix Analysis reveals achievement gaps in reading and math between the following sub-populations: In reading all students were 80% proficient; Caucasian students were 92% proficient; African American students were 69% proficient; Hispanic students were 78% proficient; FRL were 72% proficient and special education were 65% proficient. All sub-populations showed substantial growth from 2008; however a gap still exists between the populations.</p> <p>Math scores show an overall proficiency rate of 80% proficiency; Caucasian students were 90% proficient; African American students were 70% proficient; Hispanic students were 78% proficient; FRL were 75% proficient and special education students were 66% proficient. All groups show substantial growth from 2008, but achievement gaps still exist.</p> <p>Primary targets for reading and math among the African American population were chosen based on a pattern of achievement gaps in reading and math for the past 3 years according to KCCT data. Reading and math were chosen to align with NCLB Goals and because of the weight of accountability on the KCCT tests. Secondary targets of reading and math were chosen for our free/reduced population. The rationale for these goals being secondary instead of primary is that nearly 60% of our African American population also falls into the free/reduced sub-group.</p> | <p>Sandersville Elementary School’s instructional program will consist of effective, varied, and research based instructional practice. At least 90% of students tested in grades 3-5 will score proficient in reading and math on the 2010 NCLB report in reading and math and the Kentucky Quality Control Review. A goal for the complete elimination of the achievement gap in reading and math is also set for 2011 with the following goals for 2010 set for each sub-population in reading:</p> <ul style="list-style-type: none"> • All students 90% • Caucasian 95% • African American 85% • Hispanic 83% • FRL 85% • Special Education 75% <p>Math goals for 2010 are set for:</p> <ul style="list-style-type: none"> • All students 90% • Caucasian 95% • African American 85% • Hispanic 83% • FRL 85% • Special Education 75% |

| Causes and Contributing Factors | Objectives with Measures of Success |
|---|---|
| <p>According to the 2009 KPR, needs assessment of staff based on 2009-2010 school year, team planning guides, and 2008-2009 district and school walkthrough data; causes and contributing factors for achievement gaps include:</p> <ul style="list-style-type: none"> • Use of varied instructional practices, and differentiated instructional practices to engage all students with rigorous student work and assessments. • A research based primary reading program should be implemented in K-3 to ensure congruency of the curriculum and reading standards, and to ensure a spiraling core curriculum exists between grade levels. The program will encompass the entire language arts program and be consistently implemented throughout the grade levels. (Open Court Reading is the series of choice) • Focus will remain on aligning new standards in reading and math to our reading and math programs. • Team planning will not only focus on common standards, assessments and outcomes but will focus on incorporating the 5Es of instruction to increase the engagement and focus of students on their work. • Continue to use Every Day Math for the core math program and incorporate Every Day Counts daily calendar math to increase the problem solving and analysis strategies of students. This also will maintain the spiraling and congruency of the curriculum across all grade levels. • Interventions for students performing below grade level are still sporadic and not intentional. Results were not being monitored for instructional implications. RTI structures need to be in place to assure yearly annual growth and catch up growth through programs such as LLI. • According to the KPR, students still have not mastered the skill of technical writing in order to enable them to score proficient on ORQs. Technical writing that includes specific knowledge of how to use power verbs in constructing an answer needs to be taught and urgency becomes a key factor in realizing the results. • Teacher assistants need to be directly engaged in instructing | <p>Key: A=Reading/Writing/Language B=Math C=Instructional Practices/Planning/Data Analysis D=Parent Involvement E=Equity</p> <p>A.1 Sandersville will implement a rigorous reading plan that includes research based instructional strategies such as: Open Court. The plan will include a morning block designed to provide more assistance to primary classes and to reduce the pupil/teacher ratio for those students reading below grade level. Whole group instruction (direct) will increase in grades 3-5 as to provide more focused instructional time to address the standards and to model technical writing which will lead the students to become proficient thinkers and writers. As a result, 90% of all students will score proficient or distinguished on the KCCT with a minimum academic index of 105.</p> <p>A.2 All assistants will be engaged in direct pupil contact through small groups, or individual instruction, based on the needs of the students. The result will be students will make one year's growth, or for those below grade level multi-levels of growth to ensure proficiency.</p> <p>A.3 The Language Arts Block will be restructured to result in more direct integration of reading and writing and alignment of the standards. A formula will be developed using (Delivering on the Promise) to assign specific instructional time and interventions appropriate to the reading level in order to move students to grade level by the end of the academic year. For example, a student 1.5 years below grade level in reading will receive extended reading instruction appropriate to reach grade level by the end of that school year.</p> <p>A.4 Through the direction of a reading/writing specialist/interventionist; Sandersville will implement a K-5 writing program to include the core components of the new state writing program review which will include portfolio pieces, authentic writing opportunities, writing to learn and writing to demonstrate learning. This school wide writing program will yield 90% proficiency for all students in reading and writing as measured by state testing, TPRO, KY Marker Papers, KY Holistic Scoring Guide, monthly, cumulative learning checks and MAP reading data.</p> |

students. This is beginning to be the norm and consistent, but still has areas of concern.

- Daily Outcomes are still not clearly aligned with the core content being taught.
- Exit slips are not clearly congruent to the outcomes and core content.
- Engagement of all students needs to occur before learning can occur. This is essential in closing achievement gaps.
- The 5Es of instruction need to be consistently used in planning for instruction and assessment to ensure engaging strategies, extension opportunities and assessments congruent to the standards are the expected instructional sequence and practice.
- Goals have been set, but specific structures need to be implemented for monitoring the goals on a regular basis. All individual students, classes and grade levels need to establish and monitor academic goals.
- Expectations are still different from room to room, although the outcomes were the same. (observed by district walkthrough team)
- Posted work is not always congruent with the standard which could lead to over-scoring the work or leaving out key parts of the standard.
- Live scoring needs to be systemic.
- A rigorous and challenging curriculum needs to be taught in all areas that allows for real-life, real world connections. Higher-order thinking and problem solving should be emphasized in all areas across all grade levels.
- Monitoring of the curriculum should be intentional in order to eliminate curriculum gaps.
- Assessments and rubrics should reflect state standards of proficiency.
- Job embedded professional development is needed to ensure the development of instructional practices that promote high expectations, and a rigorous curriculum.
- Lack of intentional plan to meet the needs of time intensive students has led to poor performance by that particular group of students in basic reading skills.
- Intentional scoring sessions are needed to continue to increase the

B.1 Every Day Math will be the standard math curriculum for all grade levels. Supplementary math materials may be used when the primary curriculum does not sufficiently address the content standard. Every Day math is a proven research based math program that will lead to an academic index >105.

B.2 Every Day Counts Calendar Program will be initiated in 2010-2011 school year with proven results that allow for higher order thinking and problem solving. It will fill the first 15 minutes of each daily math lesson.

B.3 Problem Solving Strategies will be taught a minimum of three times per week. Students will be able to construct an answer and explain what problem solving strategy helped them solve the problem. Students will show and tell about their work which will lead to an academic index >105.

B.4 A math specialist/interventionist will plan with all grade levels to ensure congruency of plans to standards, common assessments, and outcomes are used by grade level teams. The specialists will work with teams to model effective instructional practices and assist them in disaggregating data to show student performance of being “meets” or “does not meet” goals. Intervention groups will evolve from the data and the intervention teacher will provide interventions to the identified students.

C.1 All grade levels will use the team planning approach with all core subject matter, which will incorporate the “backwards” planning approach which identifies the content to be taught first, then the assessment will be constructed with a sample four response and rubric. The outcomes will be developed next, and the instructional activities to support the outcomes will result in an overall academic index >100.

C. 2 The principal and other instructional coaches will meet weekly with each grade level team to analyze student data, develop intervention (watch) lists and to ensure instruction is being delivered appropriate to the deficit of skill/concept per student and to ensure congruency with content. Monitoring data will be kept and reported monthly. Interventions may change as a result of the monitoring of the data which will result in 85% of

effectiveness of our instructional practices.

- Team Planning needs to be productive in nature and frequent in occurrence. Teachers should be prepared to share data and work samples in order to derive a plan for instructional implications
- Lack of monitoring of the standards has led to gaps in the curriculum. A consistent monitoring of standards such as (standards check sheets) will be held accountable for each grade level.

all students reading on grade level by the end of the 2009 school year.

C.3 Scoring Sessions will be held weekly with each grade level to analyze student achievement, check for congruency of standard to assessment as well as daily outcomes and to list next steps for instructional practices based on the findings of the scoring session.

C.4 Teachers will post proficient work displays in the classroom and hallway in order for others to inspect the students' work and to motivate students to achieve the top score of 4 on ORQS. Work displays will include the standard being assessed, a sample 4 response, a rubric, samples of student work and a narrative to tell the public what is being studied and why. The consistent and intentional display of student work will lead to an academic index >100.

D.1 Sandersville FRC will coordinate activities that remove barriers for learning through improving the living conditions, providing parent/grandparent workshops, and meeting non-instructional student basic needs that are the basis for low academic performance.

D.2 The FRC in conjunction with the school counselor will coordinate 3 Honors' Nights to celebrate student achievement for students who make the honor roll.

D.3 Sandersville Title 1 Lead Teacher will gather data from surveys, parent compacts, and teacher data collection forms to show the commitment between the school and home to reduce learning barriers and make education equitable and accessible to all students.

D.4 Sandersville Elementary is a school wide Title 1 program. This federally funded program ensures family involvement and commitment to learning. A minimum of 9 Title 1 activities involving parents will be held throughout the school year. Each activity will have an educational component to strengthen the parents' ability to work with their children to ensure successful academic progress.

E.1 All identified sub-population students identified through NCLB and SB 168 will receive intentional interventions in reading and math in order to eliminate the achievement gaps between populations.

E.2 ESS services will address the needs of all students who are below

grade level in reading and math with an additional, intentional focus on those students who are identified as gap populations and are chosen as our primary target. (African Americans)

E.3 Parent Participation nights will be held to inform parents of students who are below grade level in reading and math of strategies and instructional techniques that can be used at home in order to help students reach proficiency.

E.4 An intentional monitoring system will be in place in each classroom and grade level to ensure a year's growth for those on level and catch up growth for those students who are below grade level. The principal will meet with teachers a minimum of three times per year in student achievement conferences to address the practices being used to bring all students to proficiency.

E.5 All students will be given opportunities to use our available resources and technology to complete projects, assignments and further their educational progress. If technology or resources are not available in the home, the school will ensure all students have access to all resources.

Sandersville Elementary School Improvement Plan

(Revised March 2010)

Component Manager: Sandy Mefford

World Class Standards and Accountability, Strategy 1: Implementation of School-Wide Language Arts Plan

| Activity | Measure | Responsible Person | Start/End Date | Cost | Fund Source | I, P, N | Progress Statement |
|--|---|--|-----------------------------|----------|-------------|---------|--------------------|
| <p>A.1a All staff will use a school wide reading program to include best practice instructional strategies such as: (literacy first, literature circles, reading counts and basal series Houghton Mifflin).</p> | <p>Implementation: This activity will be fully implemented by all staff who instruct in the area of reading.</p> <p>Short-Term Measures of Success: Short-term success of this activity will be reported through progress statements of SIP, team planning format, and leadership observations which will be based on walk throughs.</p> <p>Long-Term Measures of Success: Long-term success of this activity will be measured through analysis of student achievement data tied directly to programs and/or initiatives (<i>e.g.</i>, GRADE, PAS, data informing effectiveness of Literacy First program, etc.)</p> | <p>Classroom teachers, PSA, principal, Literacy First coach and Reading Recovery teacher</p> | <p>July 2010- June 2012</p> | | | | |
| <p>A. 1b Students will be taught common strategies to answer open response questions. (Do-what-Voc) and common technical skills to improve their writing. (such as having a clear and thorough understanding of power verbs and their use in an ORQ.)</p> | <p>Implementation: This activity will be fully implemented by all staff in grades K-5. Teachers will be instructed to teach the same strategies for answering questions.</p> <p>Short-Term Measures of Success: This will be measured by data collected on weekly ORQs and MC questions in reading.</p> <p>Long-Term Measures of Success: This will be measured through the analysis of open response items on the KCCT.</p> | <p>Classroom teachers, PSA, principal And curriculum coaches</p> | <p>July 2010- June 2012</p> | <p>0</p> | <p>NA</p> | | |

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| <p>A. 1c Embedded PD will be provided on identified instructional strategies in literacy, the use of assessment tools and teacher designed authentic assessment aligned to core content. This will also include writing genres and the holistic scoring criteria as well as appropriate technology tools.</p> | <p>Implementation: This activity will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by team scoring of common assessments and resulting in students scoring no less than a 3 on ORQ and 85% accuracy on MC.</p> <p>Long-Term Measures of Success: This will be measured by readings scores achieving an index of >100.</p> | <p>Classroom teachers, PSA, principal, literacy coach</p> <p>Elementary Directors</p> | <p>July 2010- June 2012</p> | <p>0</p> | <p>NA</p> | | |
| <p>A.1d Sandersville will implement a school wide writing program which includes pass along portfolio in grades K-5 and on-demand writing at each grade level.</p> <p>Fifth grade will include on-demand writing samples.</p> | <p>Implementation: This activity will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured through scheduled portfolio checks and student samples of on-demand writing as measured by exemplars and KY Marker Papers.</p> <p>Long-Term Measures of Success: This will be measured by the increase in writing by 10 points on the KCCT.</p> | <p>Classroom teachers, writing coach, PSA, principal</p> | <p>July 2010- June 2012</p> | <p>60,000</p> | <p>Supplemental, SCIF, and part. Title I</p> <p>(school pulled together funds for this position)</p> | | |
| <p>A. 1e Students who score below proficient on portfolio checks will be placed on a watch list and receive supplemental/intervention opportunities such as: mentoring, ESS, school wide writing buddy program</p> | <p>Implementation: This activity will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured through scheduled portfolio checks (twice per piece of writing) and student samples of on-demand writing.</p> <p>Long-Term Measures of Success: This will be measured through the increase in writing by 10 points on the KCCT.</p> | <p>Classroom teachers, PSA, writing coach, principal</p> | <p>July 2010- June 2012</p> | <p>0</p> | <p>NA</p> | | |

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| <p>A. 1f All new teachers and classified staff will receive PD in implementing the literacy and writing plans.</p> | <p>Implementation: This activity will be fully implemented by all certified and classified staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured through PD surveys, schedule of modeled lessons, and lesson plans.</p> <p>Long-Term Measures of Success: This will be measured through the increase of 20 points literacy and writing on the KCCT.</p> | <p>Classroom teachers, writing mentors, writing coach, PSA, principal</p> | <p>July 2010- June 2012</p> | <p>0</p> | <p>NA</p> | | |
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Sandersville Elementary School Improvement Plan

(Revised March 2010)

Component Manager: PSA

World Class Standards and Accountability, Strategy 2: Implement Math Instructional Strategies that Promote Proficient Performance

| Activity | Measure | Responsible Person | Start/End Date | Cost | Fund Source | I, P, N | Progress Statement |
|---|---|--|----------------------|------|-------------|---------|--------------------|
| A. 2a Grades K-2 will have a minimum of 60 minutes and grades 3-5 will have a minimum of 75 minutes of daily math instruction. | Implementation: This activity will be fully implemented by all staff in grades K-5. | Classroom teachers, PSA, principal, math coach | July 2010- June 2012 | -0- | | | |
| | Short-Term Measures of Success: This will be measured through daily lesson plans, daily schedules and walk through observations. | | | | | | |
| | Long-Term Measures of Success: This will be measured through daily lesson plans, daily schedules and walk through observations to reach consistency among all classrooms. | | | | | | |
| A. 2b Problem Solving strategies will be taught 3 times per week. | Implementation: This activity will be fully implemented by all staff in grades K-5. Short-Term Measures of Success: This will be measured by teacher observation of student completion on problem solving and data collection of pre and post test created by the math coach (check points/ student samples). Long-Term Measures of Success: This will be measured by the increase of 12 points in math on the KCCT. | Classroom teachers, PSA | July 2010- June 2012 | | | | |
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|---|--|---|----------------------------|------------------------------|------------------|--|--|
| <p>A. 2c Math open response items along with multiple choice items and math content word walls will be utilized in all classrooms to assist students in communicating their mathematical knowledge and application skills. (weekly)</p> | <p>Implementation: This will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by the observation of well-equipped classrooms with hands-on materials and use of walk-through data. Monthly learning checks will also be utilized.</p> <p>Long-Term Measures of Success: This will be measured by the increase of 12 points in math on the KCCT.</p> | <p>Classroom teachers, PSA</p> | <p>July 2010-June 2012</p> | <p>0</p> | <p>NA</p> | | |
| <p>A. 2d Leadership, staff and SBDM will target gap students to receive intensive intervention strategies to improve math performance through the use of extended time and additional instructional and social support services that are monitored monthly for impact on achievement. (SAT referrals, guidance groups, etc.)</p> | <p>Implementation: This will be fully implemented by all staff and support help in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by monthly Learning Checks, MST, and PAS results.</p> <p>Long-Term Measures of Success: This will be measured by the increase in proficiency in the area of math on the KCCT. SB 168 superlative targets will be met.</p> | <p>Classroom teachers, leadership team, SBDM</p> | <p>July 2010-June 2012</p> | <p>\$5,000</p> | <p>ESS</p> | | |
| <p>A. 2f All classes will use pre and post test to analyze math content data. This will aide in flexible grouping of students according to needs within the classroom and to provide extended time as needed. Our math coach will take the lead in creating the pre and post tests.</p> | <p>Implementation: This will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by the results of pre and post test for math, lesson plans, walk-through data, and grade level meetings.</p> <p>Long-Term Measures of Success: Consistently flexible grouping in math for initial instruction will result in an increase of 12 points in math on the KCCT.</p> | <p>Classroom teachers, PSA, principal, math coach</p> | <p>July 2010-June 2012</p> | <p>60,000 Math coach</p> | <p>RFP grant</p> | | |

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| <p>A. 2e Teachers will receive PD in developing a comprehensive math program for primary and intermediate levels. (ex. Every Day Math, Investigations)</p> | <p>Implementation: This will be fully implemented by all staff in grades K-5.</p> <p>Short Term Measure: Pre/Post Tests and Standards Based Units</p> <p>Long Term Measure:</p> <p>Increase in math proficiency as measured by KCCT in 07.</p> | <p>Math Specialist</p> <p>District Math Content Specialist</p> | <p>July 2010- June 2012</p> | | | | |
| <p>A.2f Students' attainment of math core content will be monitored through the use of exit slips and flashbacks at all grade levels.</p> | <p>Implementation: This will be fully implemented by all staff in grades K-5.</p> <p>Short Term Measure: Data will be monitored by teachers and students on daily exit slips and weekly flashbacks.</p> <p>Long Term Measure:</p> <p>Increase in math proficiency as measured by KCCT in 07.</p> | <p>Classroom teachers, math coach</p> | <p>July 2010- June 2012</p> | | | | |

Sandersville Elementary School Improvement Plan

(Revised March 2010)

Component Manager: PSA

World Class Standards and Accountability, Strategy 3: Implement a School-Wide Writing Program to Develop Proficient Writers

| Activity | Measure | Responsible Person | Start/End Date | Cost | Fund Source | I, P, N | Progress Statement |
|---|--|---|---------------------|----------|-------------|---------|--------------------|
| A. 3a Provide embedded Professional Development through modeling and mentoring in planning and developing on-demand/open-response writing strategies and prompts. | Implementation: This activity will be fully implemented by all staff in grades K-5 | Classroom teachers, PSA, principal, writing coach | July 2010-June 2012 | \$10,000 | PD, Title I | | |
| | Short-Term Measures of Success: This will be measured by evidence of schedules, lesson plans, and grade level minutes. | | | | | | |
| | Long-Term Measures of Success: This will be measured by the increase of 10 points in the area of on-demand and open response items on the KCCT. | | | | | | |
| A. 3b Provide content area mentors for students identified on watch lists. | <p>Implementation: This activity will be implemented by those teachers in grades 3-5.</p> <p>Short-Term Measures of Success: This will be measured by creation of student watch list based upon portfolio checks, and monthly Learning Checks.</p> <p>Long-Term Measures of Success: Mentors and students will meet on a consistent basis resulting in performance on portfolio and open response to increase by 10 points on KCCT.</p> | Classroom teachers, writing mentors, PSA, principal | July 2010-June 2012 | 0 | NA | | |

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|---|---|---|----------------------------|----------|-----------|--|--|
| <p>A. 3c Utilize weekly grade level meetings to share and analyze open-response and writing strategies to determine development of intervention plans.</p> | <p>Implementation: This activity will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by grade level minutes and analysis of student work.</p> <p>Long-Term Measures of Success: This will be measured by the increase of 10 points on open-response items on the KCCT.</p> | <p>Classroom teachers, PSA, principal</p> | <p>July 2010-June 2012</p> | <p>0</p> | <p>NA</p> | | |
| <p>A. 3d Portfolio piece analysis will take place two times for each piece in grades 3-5 to determine instructional needs and development of intervention plans. Grades K-2 will use the Kentucky Marker Papers to analysis student growth of writing.</p> | <p>Implementation: This activity will be implemented by teachers in grades 3-5.</p> <p>Short-Term Measures of Success: This will be measured by portfolio writing scoring rubric, KY Marker Papers with the decrease of scoring novice or apprentice.</p> <p>Long-Term Measures of Success: This will be measured by the increase of students scoring proficient and distinguished on portfolio entries.</p> | <p>Classroom teachers, writing coach, PSA</p> | <p>July 2010-June 2012</p> | <p>0</p> | <p>NA</p> | | |
| <p>A. 3e PSA and Writing Specialist will use technology such as document cameras and projectors to model on-demand and open-response writing strategies in classrooms and monitor implementation.</p> | <p>Implementation: This activity will be implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by writing scoring rubric, monthly Learning Checks, and analysis of student open-response items.</p> <p>Long-Term Measures of Success: This will be measured by the increase of 10 points on open-response and on-demand on the KCCT 07.</p> | <p>Classroom teachers, PSA, writing coach</p> | <p>July 2010-June 2012</p> | <p>0</p> | <p>NA</p> | | |

Sandersville Elementary School Improvement Plan

(Revised March 2010)

Component Manager: PSA

World Class Standards and Accountability, Strategy 4: Implement Instructional Strategies in the areas of Social Studies, Science, Arts/Humanities, Practical Living to Promote Proficient Performance.

| Activity | Measure | Responsible Person | Start/End Date | Cost | Fund Source | I, P, N | Progress Statement |
|---|--|---------------------------------------|---------------------|------|-------------|----------|--------------------|
| A. 4a Integration of Arts and Humanities vocabulary into classroom instruction. (use of word walls in fifth grade, information and quizzes provided via the morning show webquest) | Implementation: This activity will be fully implemented by all staff in grades K-5. | Art, Music, PE and classroom teachers | July 2010-June 2012 | -0- | NA | I | |
| | Short-Term Measures of Success: This will be measured by the use of walk through analysis. | | | | | | |
| | Long-Term Measures of Success: This will be measured by the increase of 12 points in arts/humanities on the KCCT. | | | | | | |
| A. 4b Utilize in/out of school performances to expose students to various Arts and Humanities content. | Implementation: This activity will be fully implemented by all staff in grades K-5. Short-Term Measures of Success: This will be measured by the use of monthly Learning Checks and open responses that follow the performance. Long-Term Measures of Success: This will be measured by the increase of 10 points in arts/humanities on the KCCT. | Classroom teachers | July 2010-June 2012 | 0 | NA | | |

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|--|--|---|----------------------------|----------|-----------|---|
| <p>A. 4c Monthly Musical showcases will occur for students to demonstrate core content in Arts/Humanities. Art, Dance and Drama content will be added to the musical showcases on a rotating basis.</p> | <p>Implementation: This activity will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by the student performances.</p> <p>Long-Term Measures of Success: This will be measured by the increase of 10 points in arts/humanities on the KCCT.</p> | <p>Music teacher and classroom teachers.</p> | <p>July 2010-June 2012</p> | <p>0</p> | <p>NA</p> | <p><i>Monthly showcases occur in all grade levels. Outside community and parents are always invited to attend and advanced notice is given through principal newsletter and school website.</i></p> <p><i>KCCT results 2006-2007</i></p> <p><i>Arts/Humanities 88.3</i></p> |
| <p>A. 4d Standards based units of study will be developed in all core content areas.</p> | <p>Implementation: This activity will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by the number of completed standards based units of study.</p> <p>Long-Term Measures of Success: This will be measured by the increase of 12 points on the overall academic index on the KCCT.</p> | <p>Classroom teachers, writing coach, math coach PSA, principal</p> | <p>July 2010-June 2012</p> | | | <p><i>All grade levels continue to work on units of study. Common planning is given in order for this to occur.</i></p> <p><i>KCCT results 2006-2007</i></p> <p><i>Overall KCCT academic index 2006-2007</i></p> <p><i>93 (this is a 10 point gain from 2005-2006)</i></p> |
| <p>A. 4f. Content word walls will be utilized in classrooms to teach the core content vocabulary.</p> | <p>Implementation: This activity will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by walkthroughs and lesson plans.</p> <p>Long-Term Measures of Success: Consistent use of content word walls will result in an increase of 20 points in the overall academic index on the KCCT.</p> | <p>Classroom teachers, writing coach, math coach PSA, principal</p> | <p>July 2010-June 2012</p> | | | <p><i>All classroom teachers have content word walls displayed students review words daily.</i></p> <p><i>Overall KCCT academic index 2006-2007</i></p> <p><i>93 (this is a 10 point gain from 2005-2006)</i></p> |

**SBDM Council Reporting Timeline
Sandersville Elementary
Components A-E**

| Months | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June |
|----------------------------------|---|---|---|--|--|---|---|--|---|-------|---|--|
| Action Component Activity | <p>C. Team planning process and curriculum standards will be shared with council.</p> | <p>A. An overview of the Open Court Reading/Language Series will be shared with council in respects to the research that surrounds the program with expected results. B. An overview of Every Day Math program will be shared with council in respects to the research that promotes the program and expected results. The same will occur with Every Day Counts Calendar Math.</p> | <p>A. NCLB data will be shared with council in regards to reading and math data. The council will review the data and any identifiable gaps and make a charge to committee to address the needs in order to close gaps.</p> | <p>A/B Map reports in reading and math will be shared to identify rates of proficiency and to develop plans for interventions.</p> | <p>C. Curriculum Specialists will report on their work in team planning and where barriers may be in presenting the curriculum or through instructional practices. A. TPRO data (reading K-3) will be shared and aligned with MAP for congruency.</p> | <p>A/B Math and reading data from the half time report will be shared. The data will provide insight as to what percentage of students and each sub-population are performing on grade level.</p> | <p>D/E Family Involvement Component will be shared by FRC coordinator and Title 1 lead teacher.</p> | <p>A/B Map mid-year reports for reading and math will be shared with council with the number of students who remain on a "watch" list and the number of students who moved into the "on grade level" list.</p> | <p>A/B 2 minute warning report in reading and math with percentage of proficiency</p> | | <p>D/E Year to date data such as activity logs, parent contacts, and ESS data will be shared with council by the following: Title 1 Lead Teacher FRC Coordinator or ESS coordinator</p> | <p>A/B End of year data in reading and math as measured by MAP will be reported to the council with a comparison of the yearly data to show growth and the elimination of achievement gaps of identified sub-groups.</p> |

Action Component Equity

District Name Fayette County

Component Managers: Title 1 Lead Teacher, School Counselor, FRC Coordinator and ESS Coordinator

School Name Sandersville Elementary

Date 2010-12

| Priority Need | Goal (Addresses the Priority Need) |
|---|---|
| <p>According to the 2009 NCLB report: Sandersville Elementary students who were identified as F/R lunch had an academic gap in reading of 9% when measured against the total population. A gap of 6% when measured against the total population in math. African American students had an academic gap of 12% measured against the total population in reading and 10% in math.</p> | <p>Sandersville Elementary School will provide leveled interventions to students who are below grade level in reading and math to ensure catch up growth is met and that 90% of all students score on grade level by 2010, and 100% by 2011. All achievement gaps will be eliminated by 2011.</p> |

| Causes and Contributing Factors | Objectives with Measures of Success |
|--|--|
| <p>According to the 2008 FRC Needs Assessment: 90.5% of parents indicated that they had met their child's teacher at school</p> <ul style="list-style-type: none"> • 86% have attended a school function • 15.5% of parents stated they are interested in a workshop on helping with homework • 8% of parents are interested in effective parent/teacher conference workshop. <p>According to the 2008 FRC Staff Needs Assessment, staff reported that the following items keep our students from learning at school.</p> <ul style="list-style-type: none"> • 95.5% the need for tutoring/homework help • 85.5% the need for positive role models • 79% the need for improving attendance | <p>Sandersville Elementary School's instructional program will consist of effective, varied, and research based instructional practice. At least 90% of students tested in grades 3-5 will score proficient in reading and math on the 2010 NCLB report in reading and math and the Kentucky Quality Control Review. A goal for the complete elimination of the achievement gap in reading and math is also set for 2011 with the following goals for 2010 set for each sub-population in reading:</p> <ul style="list-style-type: none"> • All students 90% • Caucasian 95% • African American 85% • Hispanic 83% • FRL 85% • Special Education 75% <p>Math goals for 2010 are set for:</p> <ul style="list-style-type: none"> • All students 90% • Caucasian 95% • African American 85% • Hispanic 83% • FRL 85% • Special Education 75% |

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Sandersville Elementary School Improvement Plan

(Revised March 2010)

Component Manager: FRC , ESS and Title 1 Coordinators and School Guidance Counselor

World Class Standards and Accountability, Strategy 1: Sandersville Elementary will provide an instructional program that is equitable for all students.

| Activity | Measure | Responsible Person | Start/End Date | Cost | Fund Source | I, P, N | Progress Statement |
|---|---|--|----------------------|-------|-------------|---------|--------------------|
| E.1a Sponsor 2-4 parent workshops led by community professionals in English and Spanish. Child care will be provided if necessary. | Implementation: This activity will be implemented the FRC coordinator and parenting facilitators. | FRC, parenting facilitators | July 2010- June 2012 | \$400 | FRC grant | | |
| | Short-Term Measures of Success: This will be measured by data from workshop log. | | | | | | |
| | Long-Term Measures of Success: This will be measured by the increase in parental involvement log kept at school. | | | | | | |
| E. 2a Organize 6 monthly support group meetings including lunch and guest speakers, and 2 meetings with guardians/child activities per year. | Implementation: This activity will be implemented by the FRC coordinator and support staff. Short-Term Measures of Success: This will be measured by minutes kept from group meetings. Long-Term Measures of Success: This will be measured through parent involvement log data and increase in proficiency for target sub-population on the KCCT. | FRC, community speakers, LFUCG Office of Aging Bluegrass ADD | July 2010- June 2012 | \$500 | FRC grant | | |

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|---|---|---|----------------------------|----------------|------------------|--|--|
| <p>E. 3a Provide a 3-4 week summer program targeting our sub-populations that have been identified through SB 168, and any student performing below grade level in reading and math.</p> <p>This program will include small group daily instruction in reading and math.</p> | <p>Implementation: This will be implemented by FRC coordinator and support staff.</p> <p>Short-Term Measures of Success: This will be measured by evaluation of enrichment program.</p> <p>Long-Term Measures of Success: This will be measured by the increase in proficiency in the area of arts/humanities on KCCT.</p> | <p>ESS, community arts and drama programs</p> | <p>July 2010-June 2012</p> | <p>\$4,000</p> | <p>FRC grant</p> | | |
| <p>E. 4a Teachers will meet with each parent/family and have the Title I compact signed which defines effective parent involvement and its importance.</p> | <p>Implementation: This will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by the number of parental involvement hours logged with the school.</p> <p>Long-Term Measures of Success: This will be measured by the completion of Title I compact logs.</p> | <p>Classroom teachers, Title I coach</p> | <p>July 2010-June 2012</p> | <p>0</p> | <p>NA</p> | | |
| <p>E. 5a Continue Classroom guidance classes/programs in grades K-5.</p> | <p>Implementation: This will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured through lesson plans, daily schedule and walk throughs.</p> <p>Long-Term Measures of Success: This will be measured by completion of lesson plans and programs implemented.</p> | <p>Guidance counselor, classroom teachers</p> | <p>July 2010-June 2012</p> | <p>0</p> | <p>NA</p> | | |

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|---|--|--|-----------------------------|----------|-----------|--|--|
| <p>E. 6a Implement a positive, school wide approach to school and classroom management by using the CHAMPS method of teaching behaviors, and through the recommendations of the Foundations team.</p> | <p>Implementation: This will be fully implemented by all certified/classified staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by teachers keeping data on the number of referrals written.</p> <p>Long-Term Measures of Success: This will be measured by the number and type of office referrals through out the year.</p> | <p>Foundations/C hamps committee</p> <p>All certified and Classified</p> | <p>July 2010- June 2012</p> | <p>0</p> | <p>NA</p> | | |
| <p>E. 7a Disaggregate achievement data monthly by race, gender, special needs students, socioeconomic levels to achieve a clear understanding of how students of different groups are performing. This is monitored through the use of individual Goal Calculators kept by the teachers and PSA.</p> | <p>Implementation: This will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured through data collected on monthly learning checks, GRADE, PAS, and MST.</p> <p>Long-Term Measures of Success: This will be measured by having an overall academic index of 90% on KCCT.</p> | <p>Classroom teachers, PSA, principal</p> | <p>July 2010- June 2012</p> | <p>0</p> | <p>NA</p> | | |
| <p>E. 8a PSA, writing coach and math coach will work with special education staff to implement effective reading, writing and math strategies that will lead to increased proficient performance of our special education population.</p> | <p>Implementation: This will be fully implemented by all special education staff, PSA, and writing cluster leader.</p> <p>Short-Term Measures of Success: This will be measured by data collected on student portfolio samples, lesson plans, and schedules.</p> <p>Long-Term Measures of Success: This will be measured by data collected on student portfolio samples, lesson plans, and schedules.</p> | <p>PSA, writing coach, math coach, special education staff</p> | <p>July 2010- June 2012</p> | <p>0</p> | <p>NA</p> | | |

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|---|--|--|-----------------------------|----------------|------------------|--|--|
| <p>E. 9a Honors night will be held each nine weeks for those students in grades 4th and 5th who have received A and B honor roll.</p> | <p>Implementation: This will be implemented by all staff working in grades 4-5.</p> <p>Short-Term Measures of Success: This will be measured by the number of students who receive A and B honor roll and parent attendance.</p> <p>Long-Term Measures of Success: This will be measured by the number of students who receive A and B honor roll and parent attendance.</p> | <p>FRC, counselor, PSA, principal</p> | <p>July 2010- June 2012</p> | <p>\$400</p> | <p>FRC grant</p> | | |
| <p>E. 10a Accelerated programs will be provided to those students who qualify based on academic achievement, leadership qualities, and teacher recommendations. Classes will be equitable in representation by sex, race, and socio-economic status.</p> | <p>Implementation: This will be fully implemented in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by the number of students who qualify for the accelerated program, lesson plan, and walk through analysis.</p> <p>Long-Term Measures of Success: This will be measured by the number of students who qualify for the accelerated program, lesson plan, and walk through analysis.</p> | <p>Quest teacher, classroom teacher, principal</p> | <p>July 2010- June 2012</p> | <p>0</p> | <p>NA</p> | | |
| <p>E. 11a Ensure that school and classroom communication (newsletters, letters, permission slips etc.) are translated into languages pertinent to student population.</p> | <p>Implementation: This will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured through copies of newsletters kept in the SAC notebook.</p> <p>Long-Term Measures of Success: This will be measured through copies of newsletters kept in the SAC notebook. Copies of newsletters will also be posted on hall bulletin board monthly.</p> | <p>ESL office, support staff</p> | <p>July 2010- June 2012</p> | <p>\$1,000</p> | <p>Title I</p> | | |

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|---|---|--|---------------------------------|----------------|------------|--|--|
| <p>E.12a (also A.2e academic)</p> <p>A. 2e Leadership, staff and SBDM will target gap students to receive intensive intervention strategies to improve math performance through the use of extended time and additional instructional and social support services that are monitored monthly for impact on achievement. (SAT referrals, guidance groups, etc.)</p> | <p>Implementation: This will be fully implemented by all staff and support help in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by monthly Learning Checks, GMADE, MST, and PAS results.</p> <p>Long-Term Measures of Success: This will be measured by the increase in proficiency in the area of math on the KCCT. SB 168 superlative targets will be met.</p> | <p>Classroom teachers, leadership team, SBDM</p> | <p>July 2010- June 2012</p> | <p>\$5,000</p> | <p>ESS</p> | | |
|---|---|--|---------------------------------|----------------|------------|--|--|

Action Component: Parent Involvement

District Name Fayette County

Component Manager: FRC Coordinator, Title 1 Lead Teacher and Guidance Counselor

School Name: Sandersville Elementary

Date 20010-2012

| Priority Need | Goal (Addresses the Priority Need) |
|---|--|
| <p>According to the 2008 KPR Sandersville's total academic index is 93. The disaggregated data for the Spring 2007 testing shows that 41% of free/reduced lunch students are not proficient in reading, and 44% of free/reduced lunch students are not proficient in math. The attendance rate for 2006 was 95.7.</p> | <p>Sandersville Elementary School's instructional program will consist of effective, varied, and research based instructional practice. Students tested will score proficient in reading and math. Linlee will increase its overall academic index by 12 pts. Reaching an overall academic index of 104. This includes the following NCLB goals in reading for identified sub-groups of African American (54%), students with disabilities (54%), and F/R lunch (54%). SB 168 Goals for math for African American (54%) and F/R lunch (52%).</p> |

| Causes and Contributing Factors | Objectives with Measures of Success |
|--|-------------------------------------|
| <p>According to the 2008 FRC Needs Assessment:90.5% of parents indicated that they had met their child's teacher at school</p> <ul style="list-style-type: none"> • 86% have attended a school function • 15.5% of parents stated they are interested in a workshop on helping with homework • 8% of parents are interested in effective parent/teacher conference workshop. <p>According to the 2008 FRC Staff Needs Assessment, staff reported that the following items keep our students from learning at school.</p> <ul style="list-style-type: none"> • 95.5% the need for tutoring/homework help • 85.5% the need for positive role models | |

- | | |
|---|--|
| <ul style="list-style-type: none">• 79% the need for improving attendance | |
|---|--|

Sandersville Elementary School Improvement Plan

(Revised March 2010)

Component Manager: FRC Coordinator, Title 1 Lead Teacher and school guidance counselor

World Class Standards and Accountability, Strategy 1: Family Involvement Component

| Activity | Measure | Responsible Person | Start/End Date | Cost | Fund Source | | |
|--|--|---|----------------------|---------|---------------|--|--|
| F.1a Invite parents/families to attend an Open House to acquaint them with the school staff and school expectations at this time Title I compacts will be signed. | Implementation: This activity will be fully implemented by all Linlee staff. | Classroom teachers, PSA, principal, Title I coach, and Reading Recovery teacher | July 2010- June 2012 | \$1,000 | Title I | | |
| | Short-Term Measures of Success: This will be measured by completing open-house sign-in sheet and parent feedback. | | | | | | |
| | Long-Term Measures of Success: This will be measured by the number of hours recorded in the parent involvement log. | | | | | | |
| F. 2a Utilize Student Assistance Team as an intervention to assist teachers with students who are below grade level or experiencing other problems which may interfere with academic success. | Implementation: This activity will be fully implemented by all staff members in grades K-5. Short-Term Measures of Success: This will be measured by the referrals for SAT meeting, and student intervention plans. Long-Term Measures of Success: This will be measured by data collected on student intervention plans. | SAT team, classroom teachers | July 2010- June 2012 | 0 | NA | | |
| F. 3a Curriculum information, upcoming events, announcements, tips for homework and other assistance suggestions will be sent home monthly through classroom and principal newsletters | Implementation: This activity will be fully implemented by all staff members in grades K-5. Short-Term Measures of Success: This will be measured through posting of newsletter on communication bulletin board. Long-Term Measures of Success: This will be measured by the increase in proficiency for targeted sub-groups of students on the KCCT. | Classroom teachers, principal | July 2010- June 2012 | \$2,000 | SCIF, Title I | | |

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|---|--|---|-----------------------------|----------------|----------------------|--|--|
| <p>F. 4a Linlee staff will conduct a minimum of two parent/teacher conferences with each parent/family.</p> | <p>Implementation: This activity will be fully implemented by all staff members in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured through conference logs.</p> <p>Long-Term Measures of Success: This will be measured through data collected on parent involvement log.</p> | <p>Classroom teachers, PSA, principal, Literacy coach</p> | <p>June 2010- July 2012</p> | <p>0</p> | <p>NA</p> | | |
| <p>F. 5a Coordinate family referrals for holiday assistance through collaborative partners with Linlee Elementary.</p> | <p>Implementation: This activity will be fully implemented by Linlee FRC and support staff.</p> <p>Short-Term Measures of Success: This will be measured by the number of referrals given to the FRC.</p> <p>Long-Term Measures of Success: Families will be provided with food and necessary items for the holidays.</p> | <p>FRC, God's Pantry, churches</p> | <p>June 2010- July 2012</p> | <p>0</p> | <p>NA</p> | | |
| <p>F. 6a Linlee will host grade level parent involvement meetings (1 per year/per grade level).</p> | <p>Implementation: This activity will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured by number of parents attending meeting. (sign-in logs)</p> <p>Long-Term Measures of Success: This will be measured by parent and staff feedback. Analysis of surveys.</p> | <p>Classroom teachers, PSA, principal, Literacy coach</p> | <p>July 2010- June 2012</p> | <p>0</p> | <p>NA</p> | | |
| <p>F. 7a Linlee will host Literacy nights and FRC Family Fun Nights (total of 9)</p> | <p>Implementation: This activity will be implemented by Title I program of the school.</p> <p>Short-Term Measures of Success: This will be measured by the data collected from parent involvement logs.</p> <p>Long-Term Measures of Success: This will be measured by the data collected from parent involvement logs and Title I surveys.</p> | <p>Literacy coach, principal</p> | <p>July 2010- June 2012</p> | <p>\$1,000</p> | <p>Title I funds</p> | | |

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|---|---|--|-----------------------------|----------------|------------------|--|--|
| <p>F. 8a Attendance Improvement: Each 9 weeks students who have perfect attendance will be recognized on the morning show and presented with a certificate, free meal certificate and pencil.</p> <p>F.8b. Students who have perfect attendance for the 9 weeks will be recognized through the display of a poster listing their names. It will remain posted throughout the year.</p> <p>F.8c. Attendance clerk makes daily phone calls to parents when students miss school.</p> | <p>Short Term Measure: Increase attendance percentage to 98% for each 9 weeks.</p> <p>Long Term Measure: Increased student attendance will lead to reducing achievement gaps in reading/math as measured by SB 168 targets.</p> <p>Increased student attendance will lead to an increase in proficiency in all content areas with a total academic index of 105 by 2010.</p> | <p>FRC Coordinator</p> <p>School Counselor</p> <p>Attendance Clerk</p> | <p>July 2010- June 2012</p> | | | | |
| <p>F.9a (also in equity)</p> <p>E. 11a Ensure that school and classroom communication (newsletters, letters, permission slips etc.) are translated into languages pertinent to student population.</p> | <p>Implementation: This will be fully implemented by all staff in grades K-5.</p> <p>Short-Term Measures of Success: This will be measured through copies of newsletters kept in the SAC notebook.</p> <p>Long-Term Measures of Success: This will be measured through copies of newsletters kept in the SAC notebook. Copies of newsletters will also be posted on hall bulletin board monthly.</p> | <p>ESL office, support staff</p> | <p>Aug.07- May 08</p> | <p>\$1,000</p> | <p>Title I</p> | | |
| <p>F.10a (also in equity)</p> <p>E. 9a Honors night will be held each nine weeks for those students in grades 4th and 5th who have received A and B honor roll.</p> | <p>Implementation: This will be implemented by all staff working in grades 4-5.</p> <p>Short-Term Measures of Success: This will be measured by the number of students who receive A and B honor roll and parent attendance.</p> <p>Long-Term Measures of Success: This will be measured by the number of students who receive A and B honor roll and parent attendance.</p> | <p>FRC, counselor, PSA, principal</p> | <p>Aug. 06- May 08</p> | <p>\$400</p> | <p>FRC grant</p> | | |

