

SOUTHERN ELEMENTARY SCHOOL

IMPROVEMENT PLAN

Cover page should include:

SBDM Council approval date: _____

Signature of Principal: _____

Council Signatures:

_____	_____
_____	_____
_____	_____

Southern Elementary Mission Statement

The mission of Southern Elementary School, with commitment to equity and excellence, is to educate all students through effective teaching for learning.

Belief Statement

We believe that all students can reach proficient levels. We will work collaboratively (home, school, community) to meet individual needs both academically and behaviorally to teach for learning. We will teach students the expectations for responsible behavior in all school environments by relating students' actions to our Guidelines for Success.

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY:

PLAN SUMMARY:

Southern Elementary will develop/maintain an effective reading program based on scientifically based reading research. Scores in all subject areas will increase steadily each year on the Kentucky Performance Report so that all students reach proficiency by 2014. Teachers and students will be monitored and/or assessed on a regular basis resulting in a steady increase in scores each year. Methods will be developed to promote purposeful school-to-home communication that are sensitive to various populations in opportunities/abilities in order to enhance better student achievement. Southern will reach gap reduction goals for SB 168 in reading and math for African American students and/or those receiving free/reduced lunch. All subgroups of students at Southern Elementary will have representation in activities/awards and SAFE reflective of their representation in the total school population. Partnerships with parents and community resources will be developed/maintained to support student achievement.

CONTINUE WITH A PROCESS SUMMARY

1. Mission Statement Development and Review: The mission statement was developed for the previous school improvement plan with input from the staff and the community. It was reviewed in March of 06 by the staff with no recommendations for changes. The mission and belief statements are discussed every year as we go over our School Responsibility Plan.
2. Needs Assessment process: The school leadership team, composed of representatives from all subject areas, special education, and special area reviewed the previous SIP and made appropriate revisions based upon data including the FRC and Title 1 needs assessment surveys.
3. Priority Needs, Causes, Goals, and Objectives were developed using data from the Kentucky Performance Report, SB 168 and No Child Left Behind data and requirements, school data, and the assurances of our Reading First grant.
4. Substantive achievement gaps, gap targets, and time schedules for closing the gaps are addressed.
5. Drafts of the components were reviewed by the faculty in February of 2008.
6. Review estimates and information for Section 7 requests (if any). –Not applicable
7. The public meeting (PTA meeting) to present the plan was held in February of 2008.
8. The revised plan was officially approved and adopted in February of 2008.
9. The plan will be evaluated by the SBDM council in Aug., Jan., and April of each school year.
10. Other stakeholders involved in the development of this plan besides the staff are the parents on our SBDM council, parent members on our standing committees, and the parents who filled out the surveys used to compile school data. All parents were invited at the first of the school year via meetings and school letters sent home to join a committee at Southern.

Action Component : Literacy

District Name: Fayette County
School Name: Southern Elementary

Component Manager: Leigh Ann McLaughlin
Title: Reading Principal

Priority Need	Goal (Addresses the Priority Need)
According to state mandates all students need to perform at the proficient or distinguished level on the Kentucky Performance Report.	All students will perform at the proficient or distinguished level on the Kentucky Performance Report in reading and writing. <ul style="list-style-type: none">• 90% of our African American students will read at proficient levels by the spring of 2010.• 90% of our free/reduced lunch students will read at proficient levels by the spring of 2010.
Causes and Contributing Factors	Objectives with Measures of Success
According to the 2009 Kentucky Performance Report, our school has the following indexes: Reading 102 Writing On Demand – 90	Southern Elementary will maintain an effective literacy program based on scientifically based literacy research.

Southern Elementary Action Plan

Literacy Component

Component Manager: Reading First Coach

Objective: Southern Elementary will develop/maintain effective reading instruction based on scientifically based reading research.

Activity	Measure/Implementation	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>1. Primary teachers will teach both reading and writing using Harcourt Trophies for 2 hours of literacy instruction daily. Intermediate literacy block will be a minimum of 2 hours to include all of the components of a language arts program including comprehension, vocabulary, phonics, and fluency.</p>	<p>Implementation: This activity will be fully implemented when all primary teachers have a scheduled literacy block of 2 hours and all intermediate teachers have a scheduled literacy block of 2 hours.</p> <p>Short Term Measures of Success: Short term success will be measured by the completion of a master schedule to ensure that each grade level has the appropriate scheduled literacy block.</p> <p>Long Term Measures of Success: Long term success will be measured by student achievement data in reading (GRADE, MAP and KCCT).</p>	<p>Principal PSA Inst Coach Classroom Teachers</p>	<p>09-11</p>	<p>00</p>	<p>NA</p>		
<p>3. Earobics Literacy Launch will be a supplemental instructional</p>	<p>Implementation: This activity will be fully implemented when primary teachers have created a</p>	<p>Principal</p>	<p>09-11</p>	<p>00</p>	<p>NA</p>		

<p>tool used with all K-1 students. K-1 students performing below the 50th percentile on the MAP reading will receive instruction in 15 minute increments a minimum of 3 times a week. Students in Grade 2, who score below the 25th percentile on MAP reading DIBELS scores, will also receive Earobics instruction in 20 minute increments a minimum of 3 times a week.</p> <p>*SBDM requirement: Evidence of evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient work</p>	<p>computer schedule and a schedule for supplemental instruction for their students.</p> <p>Short Term Measures of Success: Short term success will be measured by AimsWeb progress monitoring data in primary team meetings.</p> <p>Long Term Measures of Success: Long term success will be measured by student achievement data in reading (GRADE, MAP, and KCCT).</p>	<p>PSA</p> <p>TRT</p>					
<p>4. Primary students scoring between the 1st and 25th percentile on the MAP test in reading will have an individualized intervention plan. Intervention data will be included in cumulative folders to be viewed by sending and receiving</p>	<p>Implementation: This activity will be fully implemented when intervention plans are developed by the classroom teacher, PSA, Principal and interventionists. Plans and progress will be monitored at least monthly at team meetings.</p> <p>Short Term Measures of Success: Short term success</p>	<p>Principal</p> <p>PSA</p> <p>Classroom Teachers</p> <p>Interventionist</p>	<p>09-11</p>	<p>00</p>	<p>NA</p>		

<p>schools.</p> <p>*SB168 Requirement: Evidence of curriculum alignment within the school and with schools that send or receive the school's students</p>	<p>will be measured by the monthly updates of the students' intervention plan containing progress monitoring data.</p> <p>Long Term Measures of Success: Long term success will be measured by student achievement data in reading (GRADE, DIBELS, KCCT).</p>						
<p>5. Portfolio pieces from each classroom will be collected and analyzed monthly at faculty meetings</p>	<p>Implementation: This activity will be fully implemented when grade level teams meet to analyze writing pieces and make recommendations for next steps in teaching.</p> <p>Short Term Measures of Success: Short term success will be measured by the writing pieces collected and analyzed each month.</p> <p>Long Term Measures of Success: Long term success will be measured by the KCCT academic index for writing.</p>	<p>Principal PSA</p>	<p>09-11</p>	<p>00</p>	<p>NA</p>		
<p>6. Intervention plans and individualized education plans (IEP) will be monitored and reviewed</p>	<p>Implementation: This activity will be fully implemented when monthly meetings occur to monitor and review intervention</p>	<p>PSA Principal Intervention</p>	<p>08-10</p>	<p>00</p>	<p>NA</p>		

<p>monthly and instruction will be modified as needed. Classroom teachers, special education teachers, interventionists, principal and PSA will generate grade level appropriate interventions and identify instructional gaps at each level.</p> <p>*SBDM requirement: Evidence of evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient work.</p>	<p>plans. Based on these reviews, instructional changes for individual students.</p> <p>Short Term Measures of Success: Short term success will be measured by the progress monitoring of students' data on a monthly basis.</p> <p>Long Term Measures of Success: Long term success will be measured by student achievement data in reading (GRADE, MAP, and KCCT).</p>	<p>ists</p> <p>Classroom Teachers</p> <p>Sped Teachers</p>					
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Action Component : Other Academic Indicators

District Name: Fayette County
School Name : Southern Elementary

Component Manager: Nancy Smith
Title : Professional Staff Assistant

Priority Need	Goal (Addresses the Priority Need)
All students need to perform at the proficient or distinguished level on the Kentucky Performance Report.	All subject areas measured by the KPR will have indexes of 109 or greater by 2010
Causes and Contributing Factors	Objectives with Measures of Success
<p>According to the 2009 KPR, our school has the following indexes:</p> <p>Math 102.5</p> <p>Science 99.7</p> <p>Social Studies 91.8</p> <p>Accountability Index 99</p>	All subject areas measured by the KPR will have indexes of 109 or greater by 2010.

Southern Elementary Action Plan

Other Academic Indicators Component

Component Manager: Professional Staff Assistant

Objective : All subject areas measured by the KPR will have indexes of 100 or greater by 2011.

Activity	Measure/Implementation	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
1-5 teachers will use SuccessMaker math data to differentiate instruction in their classrooms. K students will begin SuccessMaker instruction in January of each school year with technology standards being taught in the fall of the semester.	<p>Implementation: Classrooms will be scheduled to utilize SuccessMaker in the computer lab. Teachers will use data from the program to lesson plan and provide individualized/small group instruction.</p> <p>Short Term Measures of Success: SBDM will review data generated by</p>	<p>Scheduling committee</p> <p>Technology Resource Teacher</p> <p>Classroom teachers</p>	09-11	00	NA		

<p>*SB 168 Requirement : Evidence of evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work</p>	<p>SuccessMaker in Sept., Jan., and March.</p> <p>Long Term Measures of Success: SuccessMaker data will be compared to KCCT scores each year to determine if there is a correlation between scores on the two tests.</p>						
<p>3. Technology Standards will be implemented school wide.</p>	<p>Implementation: Schedules will be in place for both the laptop cart and computer lab for teachers to teach technology standards. The technology committee will develop a tool for measuring technology standards for each grade level.</p> <p>Short Term Measures of Success: Teachers will use a tool developed by the technology committee each grading period to measure both individual and classroom mastery of technology standards.</p> <p>Long Term Measures of Success: SBDM will receive a report in March from each classroom outlining percentages of mastery on technology standards.</p>	<p>Scheduling Committee</p> <p>Technology Committee</p> <p>Classroom teachers</p> <p>TRT</p>	<p>09-11</p>	<p>00</p>	<p>NA</p>		

<p>4. Third, Fourth and Fifth grade teachers will administer learning checks at least once a month. Teachers will help score learning checks and analyze classroom data at team meetings.</p>	<p>Implementation: PSA and teams will develop monthly learning checks starting in September.</p> <p>Short Term Measures of Success: Checks will be put into the goal calculator and analyzed by the team monthly.</p> <p>Long Term Measures of Success: Students will increase KCCT academic index to 109 or above.</p>	<p>Classroom Teachers</p> <p>Principal</p> <p>PSA</p> <p>TRT</p>	<p>09-11</p>	<p>00</p>	<p>NA</p>		
<p>6. The following non-negotiables will be evidenced in all classes:</p> <ul style="list-style-type: none"> -agendas -learning targets -formative assessments -summative assessments 	<p>Implementation: Team meetings and walkthroughs will be conducted to make sure all non-negotiables are being implemented.</p> <p>Short Term Measures of Success: The principal will review walkthrough data monthly for evidence of the non-negotiables.</p> <p>Long Term Measures of Success: The principal will report walkthrough results to SBDM council in Jan. and March.</p>	<p>Principal</p>	<p>09-11</p>	<p>00</p>	<p>NA</p>		

<p>7. Quality work, as defined by the staff in the fall of 2010, will be evidenced in hallways. Work will be changed every three to four weeks beginning with the second week of school.</p>	<p>Implementation: Teachers will have spaces provided for student work in the hallways. Along with posting student work they will provide a description of the activity, a sample 4 / distinguished response or project and the related common core standards. Quality work will be part of what is marked on the walkthrough document.</p> <p>Short Term Measures of Success: The principal will review walkthrough data monthly for evidence of quality student work.</p> <p>Long Term Measures of Success: The principal will report walkthrough results to SBDM council in Jan. and March.</p>	<p>Principal</p> <p>PSA</p> <p>TRT</p>	<p>09-11</p>	<p>00</p>	<p>NA</p>		
<p>8. Students in K-5 will be instructed using the Math in Focus math program. Teachers will design unit assessments and review data at monthly team meetings.</p>	<p>Implementation: One team meeting a month will be designated for discussion of math instruction and next steps for groups and/or individual students.</p> <p>Short Term Measures of Success: Monthly data will be reviewed in team meetings.</p>	<p>Principal</p> <p>PSA</p> <p>Grade level teams</p>	<p>08-10</p>	<p>00</p>	<p>NA</p>		

	Long Term Measures of Success: MAP data will be compared from year to year to measure progress.						
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Action Component Equity_____

District Name: Fayette County

Component Manager Leigh Ann McLaughlin

School Name: Southern Elementary

Title : Counselor

Priority Need	Goal (Addresses the Priority Need)
There is a need for Southern Elementary to insure quality and equitable instruction for all students to promote student achievement.	80% of the African American Population will perform at the proficient or distinguished level in Reading and Math on KCCT. 85% of the free and reduced lunch population will perform at the proficient or distinguished level in Reading and Math on KCCT.

Causes and Contributing Factors	Objectives with Measures of Success																				
<p>Content areas/groups identified by Southern Elementary for SB 168 measured through KCCT scores are reading-African American students and reading free/reduced lunch students, math-African American students, and math-free/reduced lunch.</p> <p>2009 Indices:</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>Reading African American</td> <td>65.52</td> <td>68.00</td> <td>66.67</td> </tr> <tr> <td>Reading F/R Lunch</td> <td>68.42</td> <td>77.00</td> <td>88.37</td> </tr> <tr> <td>Math African American</td> <td>75.86</td> <td>64.00</td> <td>46.67</td> </tr> <tr> <td>Math F/R/Lunch</td> <td>81.03</td> <td>87.00</td> <td>55.17</td> </tr> </tbody> </table>		3 rd	4 th	5 th	Reading African American	65.52	68.00	66.67	Reading F/R Lunch	68.42	77.00	88.37	Math African American	75.86	64.00	46.67	Math F/R/Lunch	81.03	87.00	55.17	<p>A. Methods will be develop to promote purposeful school-to-home communication that are sensitive to various populations in opportunities/abilities in order to enhance better student achievement.</p> <p>B. Southern will reach gap reduction goals for SB168 in reading and math for African American students and/or those receiving free/reduced lunch.</p> <p>C. All subgroups of students at Southern Elementary will have representation in the total school population.</p>
	3 rd	4 th	5 th																		
Reading African American	65.52	68.00	66.67																		
Reading F/R Lunch	68.42	77.00	88.37																		
Math African American	75.86	64.00	46.67																		
Math F/R/Lunch	81.03	87.00	55.17																		

Component Leader: Leigh Ann Mclaughlin

Objective # A: Method will be developed to promote purposeful home to-school communication that are sensitive to various populations in opportunities/abilities in order to enhance better student achievement.

Activity	Measure/Implementation	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>1 Open response reading and math questions will be used with all below level students during ESS after school program.</p> <p>Daytime ESS funds will be used to provide intervention teachers.</p> <p><i>*SB 168 Requirement: Evidence of evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.</i></p>	<p>Students will be recommended for ESS placement by homeroom teachers to the ESS coordinator. Teachers will be hired with ESS funds to instruct these students.</p>	<p>ESS Coordinator</p>	<p>09-11</p>	<p>00</p>	<p>N/A</p>		
<p>2. All K-5 teachers will utilize monthly grade level meeting to share intervention strategies that work with below level students.</p> <p><i>*SB168 Requirement: Evidence of professional development to address the goals of the plan.</i></p>	<p>Dates will be established in the school calendar for team meetings to occur. Students still not making adequate progress will receive Tier II and Tier III instruction. Students who continue to not make progress will be referred to the SAT team.</p>	<p>K-5 Grade Level chairs SAT Team</p>	<p>09-11</p>	<p>00</p>	<p>N/A</p>		


<p>3. A Meaningful Work program will be organized to assist students in grades 3-5 increasing student responsibility and giving students a sense of purpose and belonging, as well as decreasing inappropriate behaviors.</p>	<p>A team will meet monthly to implement and organize the program and monitor the progress of the students enrolled in the program. Students will meet monthly with team leaders to acquire information about the program and about their job responsibilities.</p>	<p>Title I SW FRC Counselor</p>	<p>08-10</p>	<p>00</p>			
<p>Objective B: Southern will reach gap reduction goals for SB 168 in reading and math for African American students and/or those receiving free/reduced lunch.</p>							
<p>1 Intervention teachers at each grade level will implement small group instruction for students with the most critical need in literacy and math.</p> <p>*SB168 Requirement: Evidence of evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.</p>	<p>Teachers will collect and analyze student achievement data to determine which students need Tier II and Tier III instruction</p>	<p>Teachers PSA Intervention Teachers</p>	<p>09-11</p>	<p>00</p>			

Action Component: Parent/Family Involvement

District Name: Fayette County

Component Manager: Ginger K. Perkins

Priority Need	Goal (Addresses the Priority Need)
<p>Southern Elementary recognizes that parent/family involvement is essential as we partner to educate our students and prepare them for life-long learning. There is a priority need for our school, our families, and the community to be actively involved in developing strong programs and policies that support the academic success of every student.</p>	<p>To increase achievement of all students to an academic index of at least 109 by 2010 through increased parent involvement in our academic programs.</p>

Causes and Contributing Factors	Objectives with Measures of Success
 <p>C:\Documents and Settings\gperkins\De</p> <p>See attached 2007-2008 FRC summary of parent survey.</p>	<ul style="list-style-type: none"> A. Methods to promote purposeful school-to-home communication that are sensitive to variances in comprehensive opportunities/abilities will be established and/or maintained. B. Partnerships with parents and community resources will be developed/maintained to support student achievement.

Southern Elementary Action Plan

Parent/Family Involvement Component

Component Manager: Family Resource Coordinator

Objective A: Methods to promote purposeful school-to-home communication that are sensitive to variances in comprehension opportunities/abilities will be established and/or maintained.

Activity	Measure	Responsible Person	Start /End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>1. Southern Elementary teachers will maintain an operational web page per grade level providing information about weekly homework, helpful websites, parental involvement activities, etc. on a monthly basis.</p>	<p>Implementation: This activity will be fully implemented when all teachers have attended training on implementing a web page and have a fully functioning web page that is updated a minimum of once a month.</p> <p>Short Term Measures of Success: Short-term measures of success will be measured through the number of times web pages have been viewed by parents. The Principal and TRT will review webpages and/or blogs monthly to ensure up to date information.</p> <p>Long Term Measures of Success: Long term success of this activity will be increased parent-teacher communication measured by the number of parent-teacher conferences conducted.</p>	<p>Technology Resource Teacher</p> <p>Teachers</p> <p>Principal</p>	<p>09-11</p>	<p>00</p>	<p>NA</p>		

<p>2. An Educational Resource Fair will be held near the end of the first month of school inviting educationally based community representatives, special area teachers, Early Start Teacher, LEP, Reading First Coach, Academic team coach, Gifted and Talented teacher, FRC, Guidance, Title 1, etc. to set up educational booths explaining programs to parents so parents can better assist their children educationally in the home.</p>	<p>Implementation: This activity will be fully implemented when parents have attended the Resource Fair and completed a program evaluation showing increased knowledge of programs and curriculum.</p> <p>Short Term Measures of Success: Short-term success of this activity will be measured through the completed program evaluation.</p> <p>Long Term Measures of Success: Long term success will be measured through student achievement data (GRADE, DIBELS, CATS, etc.).</p>	<p>Family Resource Coordinator</p>	<p>09-11</p>	<p>\$100</p>	<p>FRC Grant</p>		
<p>3. All parents will have the opportunity to attend at least 2 school wide parent-teacher conference events. After these conference events, referrals will be made to FRC to accompany the teacher on a home visit to complete the parent-teacher conference.</p>	<p>Implementation: This activity will be fully implemented when two school wide parent-teacher conference events have been completed, and when the FRC coordinator & teacher have completed an in-home parent-teacher conference.</p> <p>Short Term Measures of Success: Short-term success will be measured using the Title I</p>	<p>Family Resource Center Coordinator/ Teachers</p>	<p>09-11</p>	<p>00</p>	<p>NA</p>		

	<p>conference log every nine weeks.</p> <p>Long Term Measures of Success: Long term success will be measured by completion of at least 2 parent-teacher conferences per family by the end of the school year.</p>						
<p>5. Phone calls will be made to parents of students after the 6th unexcused absence and/or tardy by the FRC/Title I Social Worker. Home visits will be made to families of students after the 9th unexcused absence and/or tardy by the FRC/Title I Social Worker. The Title 1 Social Worker and FRC will offer an incentive program for students who have had at least 6 unexcused absences and/or tardies in order to improve his/her attendance.</p>	<p>Implementation: This activity will be fully implemented when phone calls have been made after the 6th unexcused absence/tardy and home visits after the 9th unexcused absence/tardy have been completed by FRC/Title I Social Worker.</p> <p>Short Term Measures of Success: Short term success will be measured by FRC/Title I attendance log.</p> <p>Long Term Measures of Success: Long term success will be measured by our school-wide attendance data at the end of the year showing increased student attendance rates and decreased truancy rates.</p>	<p>Title 1 Social Worker</p> <p>Family Resource Coordinator</p>	<p>08-10</p>	<p>00</p>	<p>NA</p>		

<p>6. Monthly newsletters will be sent out and will include school and instructional progress. The newsletter will also include information from teachers and address programs such as free tutoring, adult literacy training, parent involvement activities, free computer classes, and volunteer opportunities.</p>	<p>Implementation: This activity will be fully implemented when a monthly newsletter is created and distributed to be sent home with students and will be available via the school web site.</p> <p>Short Term Measures of Success: Short term success will be measured by increased parent involvement at school events.</p> <p>Long Term Measures of Success: Long term success will be measured through student achievement data (GRADE, MAP, KCCT, etc.).</p>	<p>Title 1 Social Worker</p>	<p>09-11</p>	<p>00</p>	<p>NA</p>		
<p>7. The communications policy will be continuously monitored to insure the policy is being implemented and executed.</p>	<p>Implementation: This activity will be fully implemented when all staff members are following the communications policy.</p> <p>Short Term Measures of Success: Short term success will be measured by evaluation from the Home School Community/Parent Involvement Committee.</p> <p>Long Term Measures of Success: Long term success will be measured by results of the annual Title I survey.</p>	<p>SBDM Committee</p>	<p>08-10</p>	<p>00</p>	<p>NA</p>		

Objective B: Partnerships with parents and community resources will be developed/maintained to support student achievement.

<p>1. Parents and community members will be contacted to participate in a yearly Career Fair for students.</p>	<p>Implementation: This activity will be fully implemented when the Career Fair is scheduled annually.</p> <p>Short Term Measures of Success: Short term success will be measured through evaluations presented to teachers, students and community members presented at the close of the Career Fair.</p> <p>Long Term Measures of Success: Long term success will be measured by student achievement in practical living on the KCCT.</p>	<p>Professional Staff Assistant/Family Resource Coordinator</p>	<p>09-11</p>	<p>\$100</p>	<p>FRC</p>		
<p>2. The Professional Staff Assistant will provide a description of SBDM committees to be sent to parents along with a sign up slip to return so parents can choose a committee at the beginning of the school year. The Family Resource Coordinator will further recruit as needed to ensure all committees have at least one parent representative.</p>	<p>Implementation: This activity will be fully implemented when there is parent representation on each SBDM committee.</p> <p>Short Term Measures of Success: Short term success will be measured by parent involvement on each committee.</p> <p>Long Term Measures of Success: Long term success will be measured through student achievement data (GRADE,</p>	<p>Professional Staff Assistant Family Resource Coordinator</p>	<p>09-11</p>	<p>00</p>	<p>NA</p>		

	MAP, KCCT, etc.).						
3. Training for our school-wide volunteer program will occur a minimum of twice yearly. Volunteers will be provided with a list of volunteer opportunities, such as homework helpers, decorating the building, etc.	<p>Implementation: This activity will be fully implemented when volunteer training has occurred.</p> <p>Short Term Measures of Success: Short term success will be measured by increased number of volunteers based on volunteer log.</p> <p>Long Term Measures of Success: Long term success will be measured through student achievement data (GRADE, MAP, KCCT, etc.).</p>	Family Resource Coordinator/ Reading First Coach	09-11	00	NA		

SBDM Council Reporting Timeline

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity			Review all of SIP				Review all of SIP		Review all of SIP			