

**Athens-Chilesburg Elementary
School Improvement Plan
2008-2009**

Athens-Chilesburg Elementary is a community of excellence where:

- **High achievement is the standard;**
- **Students are motivated and challenged in a safe, fun environment that nurtures lasting memories;**
- **Families, staff and students unite to build a safe community that contributes to a lifetime of learning.**

Plan approved by the School Council:
July 29, 2008

2008-2009 SBDM Members:

P. Henderson, Principal	M. Engle, Teacher
R. Adkins, Parent	D. Lykins, Teacher
E. Castillo, Parent	
A. Dixon, Teacher	

Executive Summary 2008

Plan Summary:

Athens-Chilesburg Elementary was founded on August 16, 2006. It was established as a replacement school for the smaller Athens Elementary; at its beginning, ACE brought together 250 students from old Athens and added some 450 students from the neighborhoods surrounding the new building. From its beginning, ACE has strived to create a safe environment where high student achievement was the focus for all students. Developing this plan has been difficult as we do not have multiple years worth of data to study nor do we have multiple years worth of instructional practices to evaluate. As the years progress, ACE will continually evaluate all data sources and make necessary adjustments to ensure its lofty goals.

This plan includes three action components: Student Achievement, Equity, and Parent/Family Involvement. The student achievement component objective is based on the presentation of a fully aligned curriculum in all content areas which will result in an accountability goal of 110 for the year 2008. The Equity Component objective is to close the achievement gap between low socio-economic students and non-low socio-economic students. The Parent/Family Involvement Component goal is to improve meaningful communication between school and home to increase parent awareness of curriculum and understanding of what SBDM Councils and School Committees do.

Process Summary:

The needs assessments were conducted by the SBDM standing committees, which include: Assessment, Budget, Curriculum/Instruction, Planning/Professional Development, and School Culture. Each committee was made up of parents and certified staff. In addition, all classified staff members are invited to participate on committees. Each committee focused on looking at the old Athens SIP and the data from the 2007 Kentucky Performance Report. Short term data were also studied. These included: PAS data, Learning Check data, Weekly ORQ data, GRADE data, Observation Survey, DRA and MST data. In January 2007, an open meeting was conducted with members of all stakeholders present. This group helped formulate SB 168 goals. Additionally, a needs survey was conducted by the Family Resource Center in February 2008. This plan is a compilation of all of that work.

Achievement Gaps:

Gaps and targets were identified and strategies developed in January 2007. The timeline for closing all gaps remains 2014.

Public meeting to review plan:

The SIP will be presented to the public after approval by the school council. It will be placed on the district and school website. In addition, a copy will be placed in the school's front office and presented to anyone who asks to review it.

Council approval of Plan:

The council was apprised of each area of the plan as data for the new school was gained. They gave final approval at a special called meeting on July 29, 2008.

Evaluation of plan:

The plan will be evaluated using long and short term measures of success as noted in the component sections of the plan. Evaluation of the plan is on-going. Stakeholders' feedback, student work, and formal and informal assessments, all contribute to the plan's evaluation. Strategies will be revised, added, and/or deleted based on student needs. SBDM committees will meet monthly to conduct informal monitoring of the plan.

Action Component: Student Achievement

District Name: Fayette County
 School Name: Athens-Chilesburg Elementary

Component Manager: Principal
 Date: 2008

Priority Need	Goal (Addresses the Priority Need)
<p>According to the 2007 KCCT Results, Athens-Chilesburg scored an accountability index of 99.9. Since we are a new school, we were given the nonadjusted accountability index of 96.3. The academic indices for the following areas were:</p> <p>Reading: 103.3 Mathematics: 110.8 Science: 105.9 Social Studies: 86.8 Arts and Humanities: 96 Practical Living: 99.4 Writing: 86.5</p>	<p>Our 2008 accountability goal is 110. The target indices for the following areas are:</p> <p>Reading: 114 Mathematics: 120 Science: 112 Social Studies: 106 Arts and Humanities: 103 Practical Living: 106 Writing: 96</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p>According to the 2007 Kentucky Performance Report, the percentage of students scoring below the proficient level in each subject area was:</p> <p>Reading: 19 Math: 20 Science: 19 Social Studies: 41 Writing Portfolio: 47 Writing on Demand: 43 Arts and Humanities: 25 Practical Living: 13</p> <p>According to data analysis completed on November 6, 2007, ACE staff members indicated the need to continue:</p> <ul style="list-style-type: none"> A. Instruction and practice for all students in answering open response questions in all content areas with a special emphasis on literacy. B. Instruction in writing for real audiences for real purposes and providing multiple activities for writing. 	<p>A1. All students will receive instruction in a fully aligned curriculum for each grade level as evidenced by a 2008 accountability index of 110.</p> <p>A2. All students will receive the core of reading instruction through a balanced literacy program using an aligned curriculum as evidenced by Predictive Assessment System (PAS) data, appropriate assessments and measured by a reading index of 106 by May 2008.</p> <p>A3. All students in all levels will receive instruction and have opportunities for writing in the four kinds of writing as required by the Kentucky Writing Program and measured by a writing index of 96 by May 2008.</p>

Student Achievement Component And Implementation & Impact Form

(2008-2010 School Years)

Component Leader: Principal

Objective A1: All students will receive instruction in a fully aligned curriculum for each grade level.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	
A. Professional development will be provided in unpacking the standards of Core Content 4.1.	Implementation: This activity will be fully implemented by all instructional staff in grades K – 5.	Principal Leadership Team	Summer 2008 On-going	None	N/A		
	Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data (DRA, GRADE, Learning Checks, Observation Survey, PAS, etc.) and classroom observations and Learning Walks.						
	Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.						
B. Certified Staff will complete professional development in developing Learning Targets for instruction in Core Content 4.1.	Implementation: This activity will be fully implemented by all instructional staff in grades K – 5.	Principal Leadership Team	Summer 2008 On-going	None	N/A		
	Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data (DRA, GRADE, Learning Checks, Observation Survey, PAS, etc.) and classroom observations and Learning Walks.						
	Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.						
C. All certified instructional staff will participate in weekly grade level planning meetings which will include developing common assessments and analyzing student data.	Implementation: This activity will be fully implemented by all instructional staff in grades K – 5.	Principal Leadership Team Certified Instructional Staff	August 2008 On-going	None	N/A		
	Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data (DRA, GRADE, Learning Checks, Observation Survey, PAS, etc.) and classroom observations and Learning Walks.						
	Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.						

<p>D. All certified instructional staff will participate in vertical planning meetings on assigned Tuesday afternoons.</p>	<p>Implementation: This activity will be fully implemented by all instructional staff in grades K – 5.</p>	<p>Principal Leadership Team Certified Instructional Staff</p>	<p>August 2008 On-going</p>	<p>None</p>	<p>N/A</p>		
	<p>Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data (DRA, GRADE, Learning Checks, Observation Survey, PAS, etc.) and classroom observations and Learning Walks.</p>						
	<p>Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.</p>						
<p>E. Mathematics Intervention Teacher will provide intervention instruction for identified below level primary students. In addition, appropriate strategies will be shared with other instructional staff for implementation at the classroom level.</p>	<p>Implementation: This activity will be fully implemented by all instructional staff in grades K – 3.</p>	<p>Principal PSA Mathematics Intervention Teacher</p>	<p>August 2008 On-going</p>	<p>\$70,000</p>	<p>KDE Math Intervention Grant</p>		
<p>F. All certified staff will participate in on-going professional development in the area of technology. These will be offered by the TIS regularly throughout the school year.</p>	<p>Short-Term Measures of Success: Success will be measured through teacher surveys , classroom observations, and results of on-line skills tests.</p>	<p>Principal TIS District Instructional Coordinator</p>	<p>September 2008 On-going</p>	<p>\$47,000</p>	<p>50% EETT 3 and Staffing funds</p>		
	<p>Long-Term Measures of Success: Success will be measured by classroom observations and thorough review of end-of-the-year achievement data and KCCT scores.</p>						
	<p>Implementation: This activity will be fully implemented by all certified staff in grades K – 5.</p>						
<p>G. Continue SuccessMaker Math program for all students K-5.</p>	<p>Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of SuccessMaker student progress updates, achievement data (MST, PAS, etc.) and classroom observations and Learning Walks.</p>	<p>Principal Technology Specialist Classroom Teachers</p>	<p>August 2008 On-going</p>	<p>\$2600</p>	<p>RFP/SCIF funds</p>		
	<p>Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.</p>						
	<p>Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.</p>						
<p>H. Schedule field trips, speakers, and other activities to support the social studies curriculum.</p>	<p>Implementation: This activity will be fully implemented by all instructional staff in grades K – 5.</p>	<p>Principal Social Studies Representative Classroom Teachers</p>	<p>August 2008 On-going</p>	<p>25,000</p>	<p>Classroom fundraisers, school fees, PTA and community support</p>		
	<p>Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data, and classroom observations and Learning Walks.</p>						

	Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.						
I. Participate in the 2008-2009 Release Time Project	Implementation: This activity will be fully implemented by all school-wide faculty.	Principal PSA PD Chair Instructional Specialist	August 2008 – April 2009	60% of yearly PD budget	PD fund		
	Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data (DRA, GRADE, Learning Checks, Observation Survey, PAS, etc.) and classroom observations.						
	Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.						

Objective A2: All students will receive the core of reading instruction through a balanced literacy program using an aligned curriculum.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Pr
A. Literacy Intervention Specialist and Reading Recovery Teacher will provide intervention instruction for identified below level students. In addition, appropriate strategies will be shared with other instructional staff for implementation at the classroom level.	Implementation: This activity will be fully implemented by all instructional staff in grades K – 5.	Principal Literacy Intervention Specialist Reading Recovery Teacher	August 2008	60,000	Read-to-Achieve Grant RFP		
	Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data (DRA, GRADE, Learning Checks, Observation Survey, PAS, etc.) and classroom observations and Learning Walks.		On-Going	50,000			
	Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Pr
Objective A3: All students will receive core instruction in writing in the four types of writing.	Implementation: This activity will be fully implemented by all instructional staff in grades K – 5.	Media Specialist	August 2008	\$1,500	Book Fair Funds		
		Classroom Instructional Staff	On-going				
		Principal	August 2008	\$43,000	Staffing Budget		
A. Writing Specialist will provide support to instructional staff in (K-5) and deliver instruction to students (3-5).		Writing Specialist Instructional Staff	On-Going				
B. Multiple choice and open response questions will be used as part of regular instructional assessment in all classes.		Principal Leadership Team	August 2008 On-Going	None	None		

B. Continue Reading Counts program to support literacy instruction.							
	Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data (DRA, GRADE, Learning Checks, Observation Survey, PAS, etc.) and classroom observations and Learning Walks.						
	Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.						

Action Component: Equity

District Name: Fayette County
Resource Coordinator
School Name: Athens-Chilesburg Elementary

Component Manager: Family
Date: 2008

Priority Need	Goal (Addresses the Priority Need)
According to the 2007 Kentucky Performance Report, academic performance gaps continue to be evident in some of our disaggregated groups. Two areas of concern are: the percentage of Caucasian students and non free/reduced lunch students performing at the proficient/distinguished level in reading and math as compared to the percentage of African American students and free/reduced lunch students performing at a similar level..	By the end of the 2007-2008 school year, ACE will focus on closing the academic gap among the following groups as measured on the Kentucky Core Content test: Between Caucasian students and African American students in reading; and Between non free-reduced lunch students and free/reduced lunch students in math.

Causes and Contributing Factors	Objectives with Measures of Success
According to the 2007 Kentucky Performance Report, the following gaps exist between Caucasian students and African American students in reading: 4 th grade Caucasian 105 4 th grade African American 80 In math:	B1. All students performing below grade level will receive intervention instruction for the classroom teacher in the reading and/or math, resulting in a decrease in the achievement gap between low and non-low SES students and between Caucasian and African American students.

4th grade Caucasian 112 4th grade African American 78

The gaps between low SES students and non-low SES students in reading:

3rd grade low SES 91 3rd grade non-low SES 112
 4th grade low SES 89 4th grade non-low SES 104
 5th grade low SES 95 5th grade non-low SES 98

In math:

3rd grade low SES 106 3rd grade non-low SES 124
 4th grade low SES 80 4th grade non-low SES 113
 5th grade low SES 89 5th grade non-low SES 105

B2. Additional intervention instruction will be provided for identified students in reading and/or math.

Equity Component And Implementation & Impact Form

(2008-2010 School Years)

Component Leader: Principal

Objective B1: All students will working below grade level will receive intervention instruction in the areas of reading and/or math

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	
A. Full Day Kindergarten	Implementation: This activity will be fully implemented by kindergarten teachers and all related instructional staff .	Principal Leadership Team Kindergarten Teachers	August 2008 On-going		District Funds		
	Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data (DRA, GRADE, Learning Checks, NumberWorlds, Observation Survey, PAS, etc.) and classroom observations and Learning Walks.						
	Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.						
B. At –risk students in reading and math will be identified and placed on the school’s “Watch List.”	Implementation: This activity will be fully implemented by all instructional staff in grades K – 5.	Principal Leadership Team Instructional Staff	August 2008 On-going	None	N/A		
	Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data (DRA, GRADE, Learning Checks, NumberWorlds, Observation Survey, PAS, etc.) and classroom observations and Learning Walks.						
	Long-Term Measures of Success: Success will be measured by thorough						

	review of end-of-the-year achievement data and KCCT scores.						
C. Literacy Intervention Specialist and Reading Recovery Teacher will provide intervention instruction for the identified below level students in the area of reading. In addition, appropriate strategies will be shared with other instructional staff for implementation at the classroom level.	Implementation: This activity will be fully implemented by all instructional staff in grades K – 5.	Principal Literacy Intervention Specialist Reading Recovery Teacher Classroom Teachers	August 2008 On-Going	60,000 50,000	Read-to-Achieve Grant RFP		
	Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data (DRA, GRADE, Learning Checks, Observation Survey, PAS, etc.) and classroom observations and Learning Walks.						
	Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.						
D. Mathematics Intervention Teacher will provide intervention instruction for identified below level primary students. In addition, appropriate strategies will be shared with other instructional staff for implementation at the classroom level.	Implementation: This activity will be fully implemented by all instructional staff in grades K – 3.	Principal PSA Mathematics Intervention Teacher Classroom Teachers	August 2008 On-going	\$70,000	KDE Math Intervention Grant		
	Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data (DRA, Learning Checks, MST, PAS, etc.) classroom observations and Learning Walks.						
	Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.						
E. Extended School Services (ESS) Daytime Waiver and before and/or after school program based on funding and student need.	Implementation: This activity will be fully implemented by ESS instructional staff and ESS coordinator.	Principal ESS Coordinator ESS Staff	August 2008 On-going	\$12,000	ESS Funds		
	Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data (DRA, Learning Checks, MST, PAS, ESS pre/post test, etc.) and classroom observations and Learning Walks.						
	Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.						

Parent Involvement Component And Implementation & Impact Form

(2008-2010 School Years)

Component Leader: Family Resource Coordinator

Objective C1 and C2: Increase parent awareness of student progress and school curriculum through effective school to home communication

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	
A. Provide incentives to promote parent attendance at required parent-teacher conferences or enrichment nights (such as Literacy or Math nights). Incentives could include free homework passes or participation in holiday gift programs.	Implementation: This activity will be fully implemented by all school staff.	Principal	August 2008		FRC Grant		
	Short-Term Measures of Success: Increase in the percentage of parents attending parent-teacher conferences.	Leadership Team	On-going				
	Long-Term Measures of Success: Increased student achievement due to parental involvement.	FRC Coordinator All Teachers					
B. Continue to provide communication to parents about curriculum information; upcoming events; and school wide calendar through PTA monthly newsletters, website, and classroom weekly newsletters.	Implementation: This activity will be fully implemented by all school staff and PTA.	Principal	August 2008	None	N/A		
	Short-Term Measures of Success: Success will be measured through teacher feedback at grade level meetings, analysis of achievement data (DRA, GRADE, Learning Checks, Number Worlds, Observation Survey, PAS, etc.) and classroom observations and Learning Walks.	Leadership Team	On-going				
	Long-Term Measures of Success: Success will be measured by thorough review of end-of-the-year achievement data and KCCT scores.	Instructional Staff FRC Coordinator					
C. Continue to employ a SAM (School Administrative Manager) to aid in assisting with home-school connection.	Implementation: Principal and SBDM council will hire SAM using staffing funds creatively.	Principal	July 2008	\$43,000	School staffing funds		
	Short-Term Measures of Success: Parent surveys will be conducted twice yearly to survey impact of SAM on school communication.	SBDM Council					
	Long-Term Measures of Success: Success will be measured through review of end of the year KCCT tests.						
D. Utilize school wide evening events to provide educational information to parents (homework expectations, SBDM policy updates, curriculum	Implementation: This will be implemented by all school staff.	Principal	On going	NA			
		FRC Coordinator All Staff					

expectations, behavior expectations).							
	Short-Term Measures of Success: Short term improvements will be seen in grades and scores of weekly/monthly/yearly assessments.						
	Long-Term Measures of Success: Success will be measured through review of end of the year KCCT tests.						

Action Component: Parent Involvement

District Name: Fayette County
Resource Coordinator
School Name: Athens-Chilesburg Elementary

Component Manager: Family
Date: 2008

Priority Need	Goal (Addresses the Priority Need)
Athens-Chilesburg Elementary School has a diverse population of students with a variety of needs. The staff at ACE utilizes many resources such as the Family Resource Center, Parent Teacher Association and outside agencies to help strengthen the home-school connection and communication. A continued need exists to improve parental involvement with the educational progress of our students.	To increase parent involvement as measured by: parent conference attendance; parent participation in school events; parent involvement with school based committees.

Causes and Contributing Factors	Objectives with Measures of Success
According to the Family Resource Needs Assessment Survey administered in January 2008, the following results were recorded: <ul style="list-style-type: none"> 19% of all respondents reported a need for help with child care arrangements 83% of all respondents reported tghat they haveaccess to a computer other than at school or work 7% of all respondents reported that they feel their child needs assistance with anger management 	C1. Increase parent awareness of student progress and curriculum through effective school to home communication