

# BOOKER T. WASHINGTON ACADEMY'S

## IMPROVEMENT PLAN



**Primary Center**



**Intermediate Center**

### **“No Choice But Success!”**

The mission of Booker T. Washington is to promote high achievement, self-discipline and life-long learning in a diverse, safe and collaborative educational environment.

Wendy Brown  
School Council Chairperson

**Plan Approved by the School Council:**

**March 10, 09**  
**Date**

### **School Council Members:**

<b>Wendy Brown</b>	<b>Principal</b>	<b>Daniel Parks</b>	<b>Teacher</b>
<b>Shericka Smith</b>	<b>2<sup>nd</sup> Admin</b>	<b>Jodi Sumner</b>	<b>Teacher</b>
<b>Marlia Cooper</b>	<b>Teacher</b>	<b>Jessica Berry</b>	<b>Parent</b>
<b>Margret Gay</b>	<b>PSA/Teacher</b>	<b>Alva Clark</b>	<b>Parent</b>
<b>Susan Faw</b>	<b>Teacher</b>	<b>Rachel Garcia</b>	<b>Parent</b>
<b>LaShelle Moss</b>	<b>Teacher</b>		

## Plan Summary

The Staff at Booker T. Washington Academy will use this school improvement plan to improve instruction in Reading, Math and Arts and Humanities. There is a specific strategies to improve student achievement for our boys to reduce the gaps in Reading and Math between boys and girls. After this plan is implemented we will also reduce the barriers for our families and improve the collaborative communication and relationship between staff and BTWA families.

## PROCESS OF DEVELOPING THE SCHOOL IMPROVEMENT PLAN

School Improvement Planning and Evaluation Committee (overall review committee)

All Certified staff members and parents are apart of our three committees: Academic Performance, Learning Environment and Efficiency. These committees are lead by the following staff members:

Academic Performance- Mary Hodge/ Crystal Happy

Learning Environment-Brent Porter/ Valery Zinser

Efficiency- Correy Pratt/ Lyndsey Mayberry

How the Needs of the School Were Determined:

Analysis of student performance: Commonwealth Accountability Testing System, GRADE, DIBELS, MAP, MST, student work and Eagle Check (Teacher made assessment) data

How Goals and Strategies Were Decided Upon:

Additional data used in determining needs included: A review of the current plan along with key findings indicated the need to address Equity: Reducing Barriers to Learning; Parental Involvement; Curriculum: Math and Reading, Arts and Humanities survey. This lead to the development of goals, measurable objectives, and strategies. The goals address priority needs and the committee identified the causes or factors contributing to the needs. Once this was done objectives were developed that would directly address the causes and/or contributing factors. An understanding of research-based practices that foster student achievement was foremost in the thinking of the committee when specific strategies and activities were specified in the plan.

What Implementation of the Plan is Expected to Achieve?

Implementation and continuous review of the plan by staff is expected to eliminate barriers to learning and to increase student achievement in subject areas addressed. This will be assessed by student performance on standardized and school-wide assessments, classroom assignments, administrative and School Improvement Committee monitoring of school Improvement implementation activities, teachers analysis of student work, as well as students' application in their daily lives. A positive school culture/climate will be achieved with adherence to the implementation of the School Improvement plan. Parental support for academic excellence is expected to increase. Teachers will demonstrate a climate of high expectations for the success for all students as measured by an increase of students scoring proficient on CATS assessments. Teachers will ensure student success through effective implementation of best instructional practices in all content areas identified in the plan.

Communication of the Plan: How will the School Improvement Plan and Other Important Information Be Shared with Stakeholders?

The School Improvement Plan and other important information will be shared with the public through SBDM meetings, PTA meetings, school newsletters, the school's web page,

Expanded Report Card folder maintained in the school's office, and during faculty, grade level and classified meetings. A copy of the plan will be available in the office, Family Resource Center, and the school library for public review. The SBDM Council members, leadership team, standing committee chairs and staff will be given a copy of the plan. Parents requesting a copy of the plan will be given one.

How will input be gathered from Stakeholders?

Input will continue to be gathered through surveys, parent and staff sessions, and committee meetings as well as PTA and SBDM meetings.

**Action Component: Academic Performance**

District Name: Fayette Co.  
 Brown, Becky Sylvester  
 School Name: BTWA

Component Managers: Wendy

Date : Dec. 2, 2008

Priority Need	Goal (Addresses the Priority Need)
<p>According to 2008 KCCT results, 3<sup>rd</sup>-5<sup>th</sup> grade boys at Booker T. Washington Academy, scored 14% lower than the 3<sup>rd</sup>-5<sup>th</sup> grade girls in Math and scored 12% lower than the 3<sup>rd</sup>-5<sup>th</sup> grade girls in Reading.</p> <p>According to the 2007 KCCT results, 5<sup>th</sup> grade students at Booker T. Washington Academy scored 74.7 on the Arts and Humanities portion of the test, compared to the district's average of 89 and the state's average of 83.6. Of all the content areas of the 2007 KCCT, BTWA students scored lowest on A&amp;H. According to the 2008 KCCT results, 5<sup>th</sup> grade students at Booker T. Washington Academy scored 77 on the Arts and Humanities portion of the test, compared to the district's average of 92.4 and the state's average of 79.</p>	<p>Beginning with the 2009 KCCT cycle, BTWA achievement gap will narrow by 7% in reading.</p> <p>Beginning with the 2009 KCCT cycle, BTWA score an index of 100 in reading and 105 in math.</p> <p>Beginning with the 2009 KCCT cycle, BTWA KCCT Arts and Humanities scores will increase in the next testing cycle in order to reach 100 by the year 2009.</p>
Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> <li>1. Lack of consistent leadership.</li> <li>2. High staff turn-over. (Over 50% yearly since 2005)</li> <li>3. Behavior (Disproportionate % of males in SAFE)</li> <li>4. Arts and Humanities not being a focus in former SIPs.</li> </ol>	<ol style="list-style-type: none"> <li>1. SB168- Gap-Boys- Reading and Math will narrow by 7%.</li> <li>2. Reading-Increase the index to 100 on KCCT</li> <li>3. Math- Increase the index to 105 on KCCT</li> <li>4. By 2009, BTWA 3<sup>rd</sup>-5<sup>th</sup> grade student achievement in reading, exposure and understanding of the Arts and Humanities evidenced by 2009 KCCT student questionnaire.</li> </ol>

**SBDM Council Reporting Timeline  
 Academic Performance Component**

<b>Months</b>	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
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<b>Action Component Activity</b>			1A – 2009	1A - 2009	1A – 2009	1A - 2009	1A - 2010	1A - 2009	1A – 2009	1A – 2009	1A – 2009	1A – 2009
			1B – 2009	1B – 2009	1B – 2009	1B – 2009	1B – 2010	& 2010	& 2010	& 2010	& 2010	& 2010
			1D – 2009	1D – 2009	1D - 2009	1D - 2009	1D - 2010	1B – 2009	1B – 2009	1B – 2009	1B – 2009	1B – 2009
			2A – 2009	1E – 2009	2A – 2009	2A - 2009	1E – 2010	& 2010	& 2010	& 2010	& 2010	& 2010
			2B - 2009	2A – 2009	2C - 2009	2B – 2009	2A - 2010	1D - 2009	1D - 2009	1D - 2009	1D - 2009	1D - 2009
			2C – 2009	2C – 2009	3A - 2009	2C - 2009	2C - 2010	& 2010	& 2010	& 2010	& 2010	& 2010
			2D – 2009	3A - 2009		2D – 2009	3A - 2010	2A – 2009	1E – 2009	2A – 2009	1E – 2009	1E – 2009
			3A - 2009	4B – 2009		3A – 2009		& 2010	& 2010	& 2010	& 2010	& 2010
			3C – 2009	4C - 2009		3C – 2009		2C – 2009	2A – 2009	2C – 2009	2A – 2009	2A – 2009
			4A – 2009			3D - 2009		& 2010	& 2010	& 2010	& 2010	& 2010
								3A – 2009	2C – 2010	3A – 2009	2B – 2009	2B – 2009
								& 2010	3A – 2009	& 2010	& 2010	& 2010
									& 2010	4C - 2009	2C – 2009	2C – 2009
											& 2010	& 2010
											2D – 2009	2D – 2009
											& 2010	& 2010
											3A – 2009	3A – 2009
											& 2010	& 2010
											3C – 2009	3C – 2009
											& 2010	& 2010
										3D – 2009	3D – 2009	
										& 2010	& 2010	
										4A – 2009	4A – 2009	
										4A – 2010	4A – 2010	
										4B – 2009	4B – 2009	

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\*\*1C - Pending  
 \*\* 3B - Pending

***Academic Performance Component  
 And  
 Implementation & Impact Form***  
 (2008-2010 School Years)

**Component Leader: Wendy Brown, Becky Sylvester**

**Objective # 1: SB168- Gap-Boys- Reading and Math- to decrease the gap by 7%.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N
A. Teachers will use three research based/ best practice strategies in Math instruction per week in their classroom instruction to engage male learners.	<b>Implementation:</b> Teachers, principal, PSA will participate in embedded PD to be introduced to research based/ best practice strategies in math	Principal, PSAs, Teachers, para educators	2/2009- on going			
	<b>Short-Term Measures of Success:</b> Improved scores on exit slips, flashbacks and Eagle Checks					
	<b>Long-Term Measures of Success:</b> to decrease gap by 7%.					

<p><b>B. Ensure that male students understand how open response questions are correctly answered by developing, implementing and providing extensive specific feedback</b></p>	<p><b>Implementation:</b> Teachers, principal, PSA will participate in embedded PD to assist our male students in using strategies to understand how to correctly answer open response questions in reading and math. These strategies will also be used in Extended School Services (ESS).</p> <p><b>Short-Term Measures of Success:</b> Improved scores on Eagle Checks</p> <p><b>Long-Term Measures of Success:</b> to decrease gap by 7%.</p>	<p>Principal, PSAs, Teachers, ESS instructor, para educators</p>	<p>1/2009- on going</p>	<p>\$3,000</p>	<p>ESS, Reading 1st</p>	
<p><b>C. Male students will receive additional assistance in Math and Reading through Extended School Services (ESS).</b></p>	<p><b>Implementation:</b> Teachers will develop a watch list of students who are scoring Novice and Apprentice on Eagle Checks or scoring below level on MST and MAP consistently. These students will receive additional assistance during the school day and after school in Reading and Math.</p> <p><b>Short-Term Measures of Success:</b> Improved scores on Learning Checks</p> <p><b>Long-Term Measures of Success:</b> increased KCCT scores</p>	<p>Principal, Reading Coach, PSAs, Teachers, ESS instructor, Interventionist, para educators</p>	<p>1/2009- on going</p>	<p>\$3,000</p>	<p>ESS, Reading 1st</p>	
<p><b>D. Teachers will monitor student progress in math and reading on a regular basis using district supported assessments and grade level assessments.</b></p>	<p><b>Implementation:</b> Through grade level meetings and afterschool team planning, teachers, PSAs and Principal will score and review data to monitor achievement</p> <p><b>Short-Term Measures of Success:</b> Improved scores on Learning/ Eagle Checks</p> <p><b>Long-Term Measures of Success:</b> reduce gap by 7% on KCCT for boys in reading and math.</p>	<p>Principal, PSAs, Teachers, para educators</p>	<p>12/08-on going</p>			
<p><b>E. A mentoring program for all 1<sup>st</sup>-5<sup>th</sup> grade males falling below grade level.</b></p>	<p><b>Implementation:</b> Teachers will develop a list of males scoring consistently Novice and Apprentice in Reading and Math in 3<sup>rd</sup>-5<sup>th</sup> grades and who are scoring in the 0-19<sup>th</sup> percentile on GRADE in 1<sup>st</sup>-2<sup>nd</sup> grades. These students will be paired up with a male mentor on a monthly basis to promote positive character and educational support.</p> <p><b>Short-Term Measures of Success:</b> Improved scores on progress monitoring, exit slips and Eagle Checks</p> <p><b>Long-Term Measures of Success:</b> increased KCCT, MAP, GRADE and DIBELS scores</p>	<p>Principal, PSAs, Teachers, Mentor Leader, mentors, Social Worker, Counselor, FRC Coordinator, PTA</p>	<p>1/09-on going</p>			

## *Academic Performance Component And Implementation & Impact Form*

(2008-2010 School Years)

**Component Leader: Wendy Brown, Becky Sylvester**

**Objective # 2: Increase the reading index to 100 on KCCT.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N
<b>A. All staff will receive PD in effective assessment design using Program of Studies (POS) and Core Content for Assessment (CCA) standards</b>	<b>Implementation:</b> Principal and Reading Coach will conduct yearly and follow up PDs on how to use the POS and CCA standards to design assessments	Principal, Reading Coach, teachers	9/08-on going	Stipends and Materials \$5,000	Reading 1 <sup>st</sup> , Title 1 and PD	
	<b>Short-Term Measures of Success:</b> Improved scores on Eagle Checks and weekly progress monitoring					
	<b>Long-Term Measures of Success:</b> increased KCCT, MAP, GRADE and DIBELS scores,					
<b>B. Students will have leveled readers and be exposed to different genres throughout the year.</b>	<b>Implementation:</b> Teachers will plan instruction to use different genres of literacy throughout their yearly lessons. Teachers will use these different genres during whole group, small group, independent and homework reading.	Principal, PSAs, Reading Coach teachers, parents	10/08-on going			
	<b>Short-Term Measures of Success:</b> Improved scores on Eagle Checks and weekly progress monitoring					
	<b>Long-Term Measures of Success:</b> increased KCCT, MAP, GRADE and DIBELS scores,					
<b>C. The instructional leadership team will collaborate with teachers monthly to monitor our reading goals and strategies, analyze systems and data, and to review/revise the level of implementation and achievement of our students</b>	<b>Implementation:</b> K-3 teachers will meet with Reading Coach once weekly and PSA and Principal weekly. 4-5 grade teachers will meet with the PSA and Principal twice weekly. All certified staff will meet once weekly afterschool for planning and analyzing data.	Principal, PSAs, Reading Coach, teachers	12/08-on going	Stipends and Materials	Reading 1 <sup>st</sup> , Title 1 and PD	
	<b>Short-Term Measures of Success:</b> Improved scores on SRI, MAP, GRADE and DIBELS					

	<b>Long-Term Measures of Success:</b> increased KCCT, MAP, GRADE and DIBELs scores,						
<b>D. Teachers will ensure the implementation and impact of the Reading Component benchmarks and strategies regularly during the year.</b>	<b>Implementation:</b> During grade level meetings and afterschool team planning, teachers will use a monitoring form to document the implementation of standards taught and the impact of assessment results.	Principal, Reading Coach, PSAs, teachers	12/08-on going	N/A			
	<b>Short-Term Measures of Success:</b> Improved scores on Eagle Checks and weekly progress monitoring						
	<b>Long-Term Measures of Success:</b> increased KCCT, MAP, GRADE and DIBELs scores,						

## *Academic Performance Component And Implementation & Impact Form*

(2008-2010 School Years)

**Component Leader: Wendy Brown, Becky Sylvester**

**Objective # 3: Increase the math index to 105 on KCCT.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N
<b>A. Teachers will use three research based best practices strategies in Math instruction per week to engage all students.</b>	<b>Implementation:</b> Teachers will be trained in research based best practice strategies in Math to be used daily in engaging students in learning.	Principal, PSA, teachers	2/09-on going	Stipends and Materials \$5,000	Title 1 and PD	
	<b>Short-Term Measures of Success:</b> Improved scores on Eagle Checks and exit slips					
	<b>Long-Term Measures of Success:</b> increased KCCT and MAP scores					

<p><b>B. Students below grade level will receive additional assistance in Math through ESS.</b></p>	<p><b>Implementation:</b> Teachers will develop a watch list of students who are below level according to MAP in 3<sup>rd</sup>-5<sup>th</sup> grades to receive ESS assistance during the day and/or after school.</p>	<p>Principal, PSA, teachers, ESS instructor</p>	<p>1/09-on going</p>	<p>\$3,000</p>	<p>ESS</p>		
	<p><b>Short-Term Measures of Success:</b> Improved scores on Eagle Checks, exit slips and flashbacks</p>						
	<p><b>Long-Term Measures of Success:</b> increased KCCT and Spring MAP scores</p>						
<p><b>C. Teachers will monitor student progress in math on a regular basis using district supported assessments and grade level assessments.</b></p>	<p><b>Implementation:</b> Through grade level meetings and afterschool team planning, teachers, PSAs and Principal will score and review data to monitor achievement</p>	<p>Principal, PSA, teachers</p>	<p>11/08-on going</p>	<p>n/a</p>			
	<p><b>Short-Term Measures of Success:</b> Improved scores on Eagle Checks, exit slips and flashbacks</p>						
	<p><b>Long-Term Measures of Success:</b> increased KCCT and Spring MAP scores</p>						
<p><b>D. Teachers will implement the Every Day Math program with all students with manipulatives and hands-on instruction.</b></p>	<p><b>Implementation:</b> Teachers will have yearly training and follow up sessions on how to use the Everyday Math program to ensure alignment and use of POS and CCA standards daily.</p>	<p>Principal, PSA, teachers, para educators</p>	<p>10/08-on going</p>	<p>Stipends and PD hours</p>	<p>Title 1, PD</p>		
	<p><b>Short-Term Measures of Success:</b> Improved scores on Eagle Checks, exit slips and flashbacks</p>						
	<p><b>Long-Term Measures of Success:</b> increased KCCT and Spring MAP scores</p>						

*Academic Performance Component  
And  
Implementation & Impact Form*

(2008-2010 School Years)

**Component Leader: Wendy Brown, Becky Sylvester, Camille Ely**

**Objective # 4:** By 2009, BTWA 3<sup>rd</sup>-5<sup>th</sup> grade students will gain increased exposure and understanding of the Arts and Humanities through participation in arts activities and completion of KCCT student questionnaires.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	
<b>A. Request that SBDM include arts as a priority need in school's CSIP and establish an arts committee to foster arts education</b>	<b>Implementation:</b> For the next two years, Arts and Humanities (A&H) will be addressed as a priority need in BTWA's CSIP. An A&H committee will be formed to ensure that by May 2009 A&H will be a component in the CSIP. The A&H committee will aid in overseeing implementation of the CSIP A&H component, seek arts funding, and work to enhance arts education for BTWA students now and in the future.	Principal, PSAS, Teachers, PTAP committee	10/08-ongoing				
	<b>Short-Term Measures of Success:</b> Arts and Humanities in CSIP as a priority need and arts committee established						
	<b>Long-Term Measures of Success:</b> Increased A & H scores on KCCT.						
<b>B. BTWA will host PD opportunities for parents and teachers to attend</b>	<b>Implementation:</b> By Aug. 2009, BTWA teachers and parents will attend at least two trainings designed to increase content knowledge in the arts, by proof of attendance sign-in sheets.	Principal, PSAS, Teachers, PTAP committee, parents	10/08-05/10	\$6,000	PTAP, Title 1		
	<b>Short-Term Measures of Success:</b> Increased number of attendees at PDs						
	<b>Long-Term Measures of Success:</b> Increased A & H scores on KCCT.						
<b>C. Following an Artist-in-Residence, students will complete a learning style survey.</b>	<b>Implementation:</b> By April 2009, BTWA 3 <sup>rd</sup> -5 <sup>th</sup> grade students will gain increased exposure and understanding of dance core content and West African music and dance core content as evidenced by increased A & H scores on KCCT.	Principal, PSAS, Teachers, PTAP committee, parents	10/08-05/10	Copies/paper \$100	BTWA copier		
	<b>Short-Term Measures of Success:</b> Increased score in Learning Check. Student participation in week-long Artist-in-Residency program.						
	<b>Long-Term Measures of Success:</b> Increased A & H scores on KCCT.						

**Action Component: Diversity/Equity**

District Name: Fayette County      Component Manager: Brent Porter

School Name: Booker T. Washington Academy      Date : Dec. 2, 2008

Priority Need	Goal (Addresses the Priority Need)
According to 2008 KCCT results, 3 <sup>rd</sup> -5 <sup>th</sup> grade boys at Booker T. Washington Academy scored 14% lower than the 3 <sup>rd</sup> -5 <sup>th</sup> grade girls.	To increase all student achievement to an overall score of 98 by May 2010 through an improved overall

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> <li>5. Lack of consistent leadership.</li> <li>6. High staff turn-over. (Over 50% yearly since 2005)</li> <li>7. Behavior (Disproportionate % of males in SAFE)</li> </ul>	<ul style="list-style-type: none"> <li>1. Beginning with the 2009 KCCT cycle, BTW achievement gap will narrow by 7% in reading</li> <li>2. Bring the percentage of males in SAFE to target level in SAFE.</li> </ul>

**SBDM Council Reporting Timeline  
Equity/Diversity Component**

<b>Months</b>	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
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<b>Action Component Activity</b>								1C	1B	1A		2A, 2B
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***Equity/Diversity Component  
And  
Implementation & Impact Form  
(2008-2010 School Years)***

**Component Leader: Brent Porter**

**Objective #1:** Beginning with the 2009 KCCT cycle, BTWA 3<sup>rd</sup>-5<sup>th</sup> grade boys' achievement gap will narrow by 7% in reading and math.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	
A. All teachers will participate in a professional development activity that studies the manner in which boys and girls learn differently.	<b>Implementation:</b> Implementation will begin immediately and will occur as mini PD's on Tuesdays during afterschool planning.	Principal, Teachers,  Reading First Coach, PSA	01/09- 05/10	\$600.00	PD	I	N/A
	<b>Short-Term Measures of Success:</b> Reviewing of achievement data during grade level meetings, the data will reflect a steady decrease in the achievement gap for the boys in reading and math.						

	<p><b>Long Term Measure of Success:</b> Achievement gap will narrow by 7% in reading and math.</p>						
<p><b>B. All male students in the achievement gap will participate in a mentoring program with community members such as civic group members, fraternal organization members, church members, and other interested members who are able to offer mentoring to positively influence the social, personal, and emotional development of the male population.</b></p>	<p><b>Implementation:</b> Implementation will begin immediately with in house social groups and activities such as Fruit for Fathers and BTWA M.E.N.</p> <p><b>Short-Term Measures of Success:</b> Reviewing of achievement data during grade level meetings the data will reflect a steady decrease in the achievement gap for the boys in reading and math.</p> <p><b>Long-Term Measures of Success:</b> Achievement gap will narrow by 7% in reading and math.</p>	<p>Teachers, Principal, PSA,  BTWA Support Staff (FRC, Social Work, Counselor)</p>	01/09-05/09	\$ None	N/A	I	
<p><b>C. At risk male students will participate in in-school and afterschool ESS services to enhance their academic learning in the areas of reading and math.</b></p>	<p><b>Implementation:</b> Implementation will begin during the spring semester.</p> <p><b>Short-Term Measures of Success:</b> Reviewing of achievement data during grade level meetings the data will reflect a steady decrease in the achievement gap for the boys in reading and math.</p> <p><b>Long-Term Measures of Success:</b> Achievement gap will narrow by 7% in reading and math.</p>	<p>Teachers, PSA, Principal</p>	01/09-05/09	\$6000.00	N/A	I	

***Equity/Diversity Component  
And  
Implementation & Impact Form  
(2008-2010 School Years)***

**Component Leader: Brent Porter**

**Objective #2:** Bring the percentage of males in SAFE to that of females in SAFE.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	
<p><b>A. All staff will be trained to use CHAMPS to teach behavioral replacement strategies, communicate expectations, and to provide positive feedback.</b></p>	<p><b>Implementation:</b> Utilize recommended CHAMPS procedures / strategies and icons when communicating expectations to all students.</p>	<p>PD Committee Principal and PSA BTWA staff</p>	<p>8/09-5/10</p>	<p>not to exceed \$500</p>	<p>PD Title 1</p>		
	<p><b>Short-Term Measures of Success:</b> Leadership will observe teachers using the CHAMPS procedures / strategies and icons 80% of the time.</p>						
	<p><b>Long-Term Measures of Success:</b> Reduce the number of level 2 and 3 behaviors for males by 3%, reduce the number of SAFE and SAT referrals, decrease the average SAFE hours of repeat offenders.</p>						
<p><b>B. Teachers will engage in PD focusing on classroom management with an emphasis on male behavior.</b></p>	<p><b>Implementation:</b> Teachers and para educators will participate in follow training sessions to improve classroom management, focusing on males.</p>	<p>PD Committee Principal and PSA BTWA staff</p>	<p>8/09-5/10</p>	<p>not to exceed \$500</p>	<p>PD Title 1</p>		
	<p><b>Short-Term Measures of Success:</b> Lowered percentage of males to SAFE</p>						
	<p><b>Long-Term Measures of Success:</b> Three percent increase of scores on the KCCT, GRADE and DIBELs scores of male students as well as lowering percentage of males to SAFE.</p>						

**Action Component: Parent Involvement**

District Name: FAYETTE

Component Manager: April Johnson

School Name: BTWA

Date : 12/2/08

Priority Need	Goal (Addresses the Priority Need)
<p>We need to continue making improvements to the learning environment so that it is productive and safe and all parents and other adults are supporting students</p>	<p>By the end of 2009- 2010 school year</p> <ol style="list-style-type: none"> <li>a. The number of parents attending parent educational meetings will increase by 10% as evidenced by parent sign-in sheets.</li> <li>b. Communication to parents will continue through parent letters, meetings, conferences, communication folders and phone calls.</li> <li>c. Written communication will be translated into Spanish for our Spanish speaking families</li> </ol>

Causes and Contributing Factors	Objectives with Measures of Success
<p>Barriers that hinder our parents from fully participating involve:</p> <ul style="list-style-type: none"> <li>• Lack of transportation</li> <li>• Conflicting work schedules</li> <li>• Limited English proficiency- 20% of our population</li> </ul> <p>Factors that encourage parent participation in school activities:</p> <ul style="list-style-type: none"> <li>• Providing meals and child care</li> <li>• PTA and FRC offering more programs</li> <li>• School communication with parents</li> </ul>	<p>By the end of 2009-2010 school year</p> <ol style="list-style-type: none"> <li>1. Provide multiple avenues for parent involvement in their child’s educational program.(9 parent nights, activities)</li> <li>2. Increase parent awareness in the programs we offer and the achievement benefits to their children. (newsletters, planners, home visits, eagle awards, student of the month)</li> <li>3. Increase parent awareness of the importance of children’s education and general well being and teacher awareness of cultural issues.</li> </ol>

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**SBDM Council Reporting Timeline  
Parent Involvement Component**

<b>Months</b>	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>Action Component Activity</b>			2B	3A		2A	1A	1B	3B			

# *Parent Involvement Component And Implementation & Impact Form*

(2008-2010 School Years)

**Component Leader: Efficiency Team**

**Objective # 1:** Provide multiple avenues for parent involvement in their child’s educational program.(9 parent nights, activities)

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>A: The principal, Title 1 lead teacher and FRC Coordinator will schedule nine Parent Nights a year. Each Parent Night will be content related and include activities for both parents and students. These activities, such as Fall Festival, Back to School Rally, Orientation, Open House, Family Game Nights, will encourage participation from parents, staff and students.</b></p>	<p><b>Implementation:</b> Parent nights scheduled according to Title 1 requirements and communicated to parents via newsletters, website, planners, individual flyers, home visits, eagle awards, and student of the month, and student marquee reminder.</p> <p><b>Short-Term Measures of Success:</b> Success will be measured by parent participation in school events, sign in sheets, and parent feedback from Title I surveys.</p> <p><b>Long-Term Measures of Success:</b> Parent participation will support an increase in 2009 KCCT achievement data. It will reflect a gain in achievement for all students.</p>	<p>Principal, Title I Lead Teacher, PTA President, FRC Coordinator,  All BTWA Staff</p>	<p>08/08-ongoing</p>	<p>Copies, Food, School supplies</p>	<p>Title 1 PTA FRC BTWA</p>		

<p><b>1 B: Provide literacy resources and materials for parent to utilize at home through our Reading First program, classroom teachers and Literacy Night</b></p>	<p><b>Implementation:</b> Parents will be provided literacy resources via the following:</p> <ul style="list-style-type: none"> <li>• Monthly Title 1 newsletters sent home/ webpage</li> <li>• Take-home resources given out at Family Literacy Night event</li> <li>• At least bi-monthly, teachers will send home resources, depending on grade level, related to specific literary topics for parent to assist their child at home.</li> </ul> <p><b>Short-Term Measures of Success:</b></p> <p>Parents will have strategies to use to assist their child at home with literacy. Parents will be asked to complete a survey to evaluate resources and request additional materials.</p> <p><b>Long-Term Measures of Success:</b></p> <p>Parent participation will support an increase in 2009 KCCT achievement data. It will reflect a gain in achievement for all students..</p>	<p>Title 1 Lead Teacher</p> <p>Reading 1<sup>st</sup> Coach</p> <p>FRC</p> <p>PTA</p> <p>Classroom Teachers</p>	<p>08/08-ongoing</p>	<p>Copies</p>	<p>Title 1</p> <p>PTA</p> <p>FRC</p> <p>BTWA</p>		
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***Parent Involvement Component  
And  
Implementation & Impact Form***  
(2008-2010 School Years)

**Component Leader: Efficiency Team**

**Objective # 2:** Increase parent awareness in the programs we offer and the achievement benefits to their children. (newsletters, planners, home visits, eagle awards, student of the month)

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
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<p><b>2 A: Broaden the avenues of communication between BTWA teachers and parents.</b></p>	<p><b>Implementation:</b> School events will be communicated and distributed to parents/ guardians in multiple avenues via the following:</p> <ul style="list-style-type: none"> <li>• Bi-weekly newsletters sent home/ website by the PTA/ Principal</li> <li>• Monthly newsletter from teachers sent home to parents and on website</li> <li>• Notes from teachers will be sent home in planners</li> <li>• Daily objectives will be written by each child 1<sup>st</sup>-5<sup>th</sup> grades to show parents/ guardian daily assignments and homework</li> <li>• Teachers will annually provide three positive communications to parents/guardians for each child. One of the three must be written.</li> <li>• Student of the Month- 1 boy and 1 girl is recognized per grade level</li> <li>• Eagle Awards will be given to students who follow EAGLE Standards</li> <li>• School-wide written communication will be sent home in Spanish and English</li> </ul>	<p>Principal, PTA, Teachers</p>	<p>08/09-ongoing</p>	<p>Paper/ Copies</p>	<p>Title 1 PTA FRC</p>	
<p><b>Short-Term Measures of Success:</b> Success will be measured by parent participation in school events, sign in sheets, and annual Title I survey.</p>						

	<p><b>Long-Term Measures of Success:</b> Parent participation will support an increase in 2009 KCCT achievement data. It will reflect a gain in achievement for all students.</p>	<p>Principal, Title I Lead teacher,  PTA, Teachers, Counselor, Social Worker, FRC Coordinator</p>	<p>08/09-ongoing</p>	<p>Paper/Copies \$5,000</p>	<p>Title 1 PTA FRC</p>		
<p><b>2 B: Before the school year begins, BTWA staff members will make home visits to communicate vital information to families and begin building a positive relationship. Staff members will make additional home visits as needed throughout the year as well.</b></p>	<p><b>Implementation:</b> Staff members will conduct the home visits in pairs for each grade level</p>						
	<p><b>Short-Term Measures of Success:</b> 70% of students will have a signed compact, information and transportation form completed by August. Parents will be encouraged to participate through face to face and written communication.</p>						
	<p><b>Long-Term Measures of Success:</b> 100% of students will have a signed compact, information and transportation form. 100% face to face contact with parent.</p>						
<p><b>2 C. Parents will be asked to attend at least 2 conferences during the school year. Each conference will be during the first and third grading periods.</b></p>	<p><b>Implementation:</b> Parents will be notified of conference week prior to the end of the first and third grading periods.</p>						
	<p><b>Short-Term Measures of Success:</b> 70 % of parents will attend both conference nights.</p>						
	<p><b>Long-Term Measures of Success:</b> 100 % of parents will conference with staff member during conference week or home visit.</p>						

<b>Objective # 3:</b> Increase parent awareness of the importance of children’s education and general well being and teacher awareness of cultural issues.							
<b>Activity</b>	<b>Measure</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Cost</b>	<b>Fund Source</b>	<b>I, P, N</b>	<b>Progress Statement</b>
<b>3 A: Principal, parents, teachers and students will complete compacts to clarify expectations.</b>	<b>Implementation:</b> Compacts will be completed and kept on file as an available resource.	Principal, Title 1 Lead Teacher, Teachers	08/09-ongoing				
	<b>Short-Term Measures of Success:</b> 70% of compacts signed by September.						
	<b>Long-Term Measures of Success:</b> 100% compacts signed by December. Parent participation will support and increase in 2009 KCCT achievement data. It will reflect gain in achievement for all students.						
<b>3 B: Increase BTWA staff knowledge of relevant cultural and behavioral issues.</b>	<b>Implementation:</b> Provide Professional Development training on culture competency and awareness through Dr. Roger Cleveland, Vince Mattox, Barbara Conner and Dr. Carolyn Bowman throughout the school year.	Teachers, Para Educators, through Dr. Roger Cleveland, Vince Mattox, Barbara Conner and Dr. Carolyn Bowman	08/09-ongoing	PD-Paper:/Copies \$5,000	Title 1		
	<b>Short-Term Measures of Success:</b> Staff will become more aware of culturally sensitive issues relevant to our school population by attending professional development during the school year.						
	<b>Long-Term Measures of Success:</b> The percent of SAFE referrals will decrease by 10% as the KCCT Academic Index increases by 5 %						