

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

The mission of Booker T. Washington is to:

- Prepare all students for academic excellence in a caring and diverse environment
- Empower students to make appropriate choices
- Guide students to become critical thinkers and life-long learners.

PROCESS OF DEVELOPING THE SCHOOL IMPROVEMENT PLAN

How Planning and Needs Assessment Teams Were Organized:

The staff was organized into grade level teams with a member of the School Improvement Committee member functioning as facilitator for each team. The grade level teams included:

- Primary teachers
- Intermediate teachers
- Special area teachers
- Administrators

Classified Staff functioned as a unit by doing a survey, interview and discussion of recommendations.

School Improvement Planning and Evaluation Committee (overall review committee)

Merrylyn Moran Smith –Chair and Internal Facilitator:

Members:

Judy Altman

Serita Baskin

Victoria Berger

Michelle Berry

Nancy Davidson

Tina Durbin

Camille Ely

Cheri Parrish

Cynthia Stencel

Juanita Thomas, Vice Chair

How the Needs of the School Were Determined:

The data to determine needs was multi-faceted:

- (1) The staff did a Comprehensive review of the current school improvement plan. The purpose of the review was to examine all facets of the school, specifically (a) use the “Standards and Indicators for School Improvement” to evaluate the school’s learning environment, efficiency, and academic performance and (b) make recommendations to improve teaching and learning for inclusion in the existing school improvement plan. The process included the following:
 - Approval by SBDM
 - School Improvement Committee
 - Setting the timeline for the review
 - Presenting the intent and purpose of the review to the faculty
 - School Improvement representatives explained at a faculty meeting the process
 - Completion of a survey/questionnaire. (Faculty, staff, parents, Title 1)
 - Parents and Community members attended a school wide program and they were given a brief presentation about the plan. Each person in attendance was given a copy of the plan along with a questionnaire to be completed and returned to the school's office. The questionnaires were submitted to the School Improvement Committee.
 - Parents were contacted by the SBDM Parent Representative/PTA President about the plan. A letter from the planning committee chair explaining in detail the process and the plan was sent to the parents/guardians. A draft copy of the plan and a review form for their comments was sent with the letter. Twenty-six percent of the parents/guardians responded.

- The review by grade level teams focused on how student achievement is impacted and if the academic program is based on the nine Standards and Indicators for School Improvement. Specifically, the grade level teams addressed the following Standard Review Areas:
 - a. There is a clear school-wide focus on standards in all academic areas
 - b. School-wide decisions focus on instructional supports for teaching/learning, organizational decisions, and high performance expectations, learning culture and developing leadership capacity (resources of time, people, money, space and talent are allocated to support the focus on all academic standards).
 - c. The school implements a professional development plan based on the school improvement that gives staff and the principal the support they need to improve instruction in all content areas.
 - d. A school-wide plan of assessment is implemented that allow the school's staff to measure student progress over time toward standards.
 - e. Effective learning environment / school culture and climate.
 - f. All school staff members are responsible for ensuring that all students progress and achieve demonstrated measurable gains.
 - g. Families and the community are involved and engaged in helping students meet standards in all academic areas.
- (2) Analysis of student performance: Commonwealth Accountability Testing System, Comprehensive Tests of Basic Skills, Star Math, Scholastic Reading Inventory, Brigance, MST, student work and scrimmage test data
- (3) Internal Staff Review: Implementation Impact Review (2002/2003 and 2003/2004 Fall, Winter and Spring reviews)
- (4) Grade Level Team group discussions where held in April to discuss the revised draft and to obtain staff final changes and recommendations.
- (5) Formal and Informal Teacher Observations
- (6) Equity issues through the II Impact analysis during Team level sessions
- (7) Title 1 staff walk-through observation/evaluation and interviews
- (8) Family Resource Center Parent Survey
- (9) The School Improvement Committee met twice with the Principal to discuss the plan.
- (10) The Classified Staff met to discuss the plan, make recommendations and to accept the plan's content.

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 Writing. 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.

The recommended plan was given to the staff for review. Discussion and staff comments were provided to further delineate specifics for the plan. The staff corrections, deletions and additions were voted upon for all components of the plan. The plan was approved at a faculty meeting. The plan was posted on the school's web site for parents and others. Parents wanting a copy for review were given one.

The SBDM Council at its April 6, 2004 meeting addressed the following issues:

- (1) Priority Needs, Causes, Goals and Objectives
- (2) Ensured the plan addressed the gap as defined in Senate Bill 168 Achievement Gap submitted, Spring 2003 (substantive achievement gaps, set gap target, and set time for closing)
- (3) Reviewed draft components
- (4) Reviewed estimates for costs and drafts of Section 7 requests

SBDM APPROVAL:

- (1) The plan was submitted April 6, 2004 to the SBDM Council for review, comments and adoption of Goals, Priority Needs, Causes and Contributing Factors, Objectives and Activities and Strategies.
- (2) Council members reviewed the plan individually and provided comments and feedback.
- (3) All Council recommendations were addressed.
- (4) The Council met May 4, 2004 to obtain shareholders final recommendations and to give final review and approval of the plan. It was adopted with minor recommendations and changes to be addressed.
- (5) The final document was submitted to Central office May 2004.

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.

What Process was used for Internal Review of the Plan?

Internal review of the plan has been ongoing and systematic. Staff participated in review of the Implementation and Impact Checklist, discussions during Team meeting work sessions, School Improvement planning and evaluation meetings, Curriculum committee meeting discussions, and analysis of data during faculty meetings resulting in numerous adjustments. Classified staff and parents reviewed the plan and provided valuable feedback.

The SBDM Council has reviewed the plan to ensure that the plan addresses the necessary components for the success of all students at Booker T. Washington. In addition to the above, the following external and internal reviewers used the Review Rubric for School Improvement Plan and Funding Application guide for their review: Title 1 and District Staff.

How Public Comment was Secured and What Response was made:

Parents and community members were informed of the comprehensive planning process through SBDM Council meetings, PTA meeting, Bearcat Newsletter and information was provided to parents and others during Awards Day Ceremonies. A summation of the purpose of the school improvement pan was stated and the rough draft of the plan was given to all persons in attendance. The Family Resource Center Advisory Council parents reviewed the plan and submitted their comments. Parents were contacted by the Parent Representative to the SBDM Council and the received a copy of the drat plan with a parent/guardian review form. They reviewed the plan and submitted their recommendations and agreement check for each component in the plan.

How School Improvement Planning Will be Ensured in the Future:

The School Improvement Committee will spearhead an ongoing analysis of the current plan and the staff will determine adjustments to be made that will lead to refinement of future plans. Initiating with the opening of school for each year covered by this plan, the staff will participate in a work session to review the plan. Further, needs assessment and implementation review will commence in the Fall of 2004 and will be done every semester. Staff will review specifics in the plan during regular Team meetings and during meetings of the SBDM School Committees. The SBDM Council will be given quarterly reports on the progress of plan implementation.

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, administrative 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: Equity and Reducing Barriers

District Name: Fayette County Public School

Component Manager: Dr.Merrylyn Moran-Smith / Tina M. Durbin

School: Booker T. Washington

Current Date: April 2004

Priority Need	Goal (Addresses the Priority Need)
<p>According to the Effective School Survey, The Classroom Observation Walkthrough and Teacher Interviews data from these assessments indicated the following Standards must be addressed in order for students to achieve at a high level:</p> <p>Standard 2: Academic Performance-Classroom Evaluation and Assessment</p> <p>Standard 3: Academic Performance-Instruction</p> <p>Standard 4: Learning Environment-School Culture</p> <p>Standard 8: Efficiency-Organizational Structure and Resources</p>	<p>By May 2006, 100% of students will receive instruction in an environment that meets 85% of all components for the following Standards and Indicators for School Improvement:</p> <p>Standard 2: Academic Performance-Classroom Evaluation and Assessment</p> <p>Standard 3: Academic Performance-Instruction</p> <p>Standard 4: Learning Environment-School Culture</p> <p>Standard 8: Efficiency-Organizational Structure and Resources</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p>Standard 2: Academic Performance-Classroom Evaluation and Assessment</p> <ul style="list-style-type: none"> • According to the March 2004 Effective Schools Survey: <ul style="list-style-type: none"> • 70.8% didn't know, disagreed, or strongly disagreed to "Most students in this school are eager and enthusiastic about learning." • 61.5% didn't know, disagreed, or strongly disagreed to "Almost all students complete assigned homework before coming to school." • 53.8% didn't know, disagreed, or strongly disagreed to "Students must master the essential academic skills being taught before proceeding to the next learning task." • 50% didn't know, disagreed, or strongly disagreed to "Students receive immediate feedback on their homework and are provided with specific suggestions for improvement." 	<p>A. By June 2005 and ongoing, 100% of teachers will provide monthly classroom evaluation and assessment for every core content with an increase of 10% of students across grade level scoring at the proficient level and above.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>Standard 3: Academic Performance-Instruction</p> <ul style="list-style-type: none"> • According to the March 2004 Effective Schools Survey: <ul style="list-style-type: none"> • 50% didn't know or disagreed to "Students receive immediate feedback on their homework and are provided with specific suggestions for improvement." • According to the March 2004 Standards Review Walkthrough Observations: <ul style="list-style-type: none"> • Out of 16 classrooms visited, with 9 components observed for authentic problem solving and questions, 24% (34/144 responses) reflected authentic problem solving and questioning strategies being used in the classroom. • Out of 16 classrooms visited, with 7 components observed for multiple intelligences, 33% (37/112 responses) reflected multiple intelligences used as an instructional strategy in the classroom. • Out of 16 classrooms visited, with 7 components observed for active student engagement, 37% (49/110 responses) reflected students are actively engaged in learning process. 	<p>B. By June 2005 and ongoing, 100% of the students will receive instructional strategies/activities that are aligned with curriculum goals and engaging as measured by an increase in student performance on state, district, and school assessments.</p>
<p>Standard 4: Learning Environment-School Culture</p> <ul style="list-style-type: none"> • According to the March 2004 Effective Schools Survey: <ul style="list-style-type: none"> • 92.6% didn't know, disagreed, or strongly disagreed to "Few discipline problems are referred to the office." • 84.6% didn't know, disagreed, or strongly disagreed to "There is a positive school spirit." • 83.3% didn't know, disagreed, or strongly disagreed to "Staff members are treated respectfully by students and not subject to verbal abuse." • 80.8% didn't know, disagreed, or strongly disagreed to "Students treat each other respectfully and are not subject to verbal abuse by other students." • 79.2% didn't know, disagreed, or strongly disagreed to "Teachers expect that over 95% of students in this school will graduate from high school." • 73.1% didn't know, disagreed, or strongly disagreed to "Property of students is secure." • 72% didn't know, disagreed, or strongly disagreed to "Administrators enforce the student rules consistently and equitably." • 65.4% didn't know, disagreed, or strongly disagreed to "Vandalism or destruction of school property by students is not a problem." • 64% didn't know, disagreed, or strongly disagreed to "Administrators support teachers in dealing with student discipline matters." • 61.5% didn't know, disagreed, or strongly disagreed to "Students in this school try to succeed in their classes." 	<p>C. By June 2005 and ongoing, 100% of the students will receive instruction in an environment that address the 10 variance points specified in the "Standards and Indicators for School Improvements for Learning Environment - School Culture" with each variance point receiving 85% scored by staff.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>Standard 4: Learning Environment-School Culture (Continued)</p> <ul style="list-style-type: none"> • According to the March 2004 Effective Schools Survey: <ul style="list-style-type: none"> • 61.5% didn't know, disagreed, or strongly disagreed to "Teachers, administrators, parents, and students share responsibility for maintaining discipline in this school." • 61.5% didn't know, disagreed, or strongly disagreed to "Property of staff members is secure." • 50% didn't know, disagreed, or strongly disagreed to "Staff members enforce the student rules consistently and equitably." • 46% didn't know, disagreed, or strongly disagreed to "Instructional leadership from the principal is clear, strong, and centralized in this school." • 40% didn't know, disagreed, or strongly disagreed to "The principal regularly gives feedback to teachers regarding their instructional techniques." 	
<p>Standard 8: Efficiency-Organizational Structure and Resources</p> <ul style="list-style-type: none"> • According to the March 2004 Effective Schools Survey: <ul style="list-style-type: none"> • 96.2% didn't know, disagreed, or strongly disagreed to "Time allocated for instruction is consistently followed in each classroom." • 92.3% didn't know, disagreed, or strongly disagreed to "Class is rarely interrupted to discipline students." • 69.2% didn't know, disagreed, or strongly disagreed to "The time set aside for basic skill instruction is free from interruptions (e.g. intercom, messages, assemblies)." • 61.5% didn't know, disagreed, or strongly disagreed to "In general, administrative leadership is effective in resolving problems concerning the educational program at this school." 	<p>D. By June 2006 and ongoing, 100% of students will receive instruction in an environment that addresses 100% of standards 8 variance points for Efficiency- Organizational Structure and Resources. Staff will evaluate each variance points for standard 8 with 85% and above.</p>
<ul style="list-style-type: none"> • According to the March 2004 Standards Review Teacher Interview Questions the following programs were identified for improvement: <ul style="list-style-type: none"> • The ratings indicated counseling services: 2-0, 5-strongly ineffective, 6-non-effective, for a total of 82% (13/16) ineffective • The ratings indicated social work services: 1-0, 6-strongly ineffective, 4-non-effective and 2-don't know, for a total of 82% (13/16) ineffective • The ratings indicated the Family Resource Center programs received a total of 56% ineffective or don't know. 	<p>E-G By June 2006, 100% of students needing additional educational support services (emotional, physical, and social) will receive them. The number of referrals and the number of parents and students receiving services will measure this. (E-Counseling Services: F-Social Work Services, G-Family Resource Programs)</p>

Action Component: Equity and Reducing Barriers

District Name: Fayette County Public Schools

Component Manager: Dr. Merrylyn Moran Smith / Tina M. Durbin

School Name: Booker T. Washington

Date: April 2004

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A	All teachers will incorporate open-response questions with rubrics into classroom instruction and assessments in all content-areas at the completion of units of study.	Students will become more comfortable in reading and answering open response questions and utilizing rubrics to measure their own success.	Classroom and Special Area Teachers	8/04	6/06	
A	Scrimmage Testing will be implemented for K- 5 th graders. All student work will be analyzed	Students will become more comfortable in reading and answering open response questions and utilizing feedback to monitor their own success.	PSA/Counselor/ Teachers	8/04	6/06	
A	Teachers will provide post-testing instruction and testing feedback to students on how to increase strengths and decrease weaknesses.	Students will increase their scores on formal and informal tests.	PSA/Counselor/ Teachers	9/04	6/06	
B	Continue school-wide homework policy	Students will become more responsible for their own actions and make better choices.	PSA, All Classroom Teachers	8/04	6/06	
B	Teachers will give students feedback on their assignments in a timely manner	Students will become more proficient by being able to analyze their assignments and make changes for improvement.	Classroom Teachers, Special Area Teachers	8/04	6/06	
B	Teachers will relate specific feedback to unit grades or overall course/content grades	Students will develop an understanding of their grades and how grades are computed. This will help students to become more responsible for their own work habits.	Classroom Teachers, Special Area Teachers	8/04	6/06	

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
B	Teachers will take note of learning style differences among students and, when feasible, identify and use learning strategies and materials that are appropriate to the different styles. PD (3hrs) provided on learning styles.	This will ensure that all students are learning through their strengths and improving their weak areas. Also, students will be exposed to material in a variety of ways, thus increasing the likelihood of learning the material.	Classroom Teachers, Special Area Teachers PD Committee\PSA	8/04	6/06	\$250.00 Professional Development
B	All teachers will review lesson activities, give clear written and verbal directions, emphasize key points and instructions, and check student's understanding	Students will be given clear expectations and will be monitored frequently to ensure their success.	All Teachers	8/04	6/06	
B	Teachers will give students plenty of opportunity for guided and independent practice with new concepts and skills	Students will be given ample opportunity to practice a new skill prior to being assessed.	Classroom Teachers	8/04	6/06	
B	All teachers will participate in 3 hrs. professional development on using multiple intelligences as an instructional strategy in the classroom	This will ensure that teachers are equipped with the knowledge and expertise to use multiple intelligences in their planning and instruction of students.	PSA, PD Committee, Classroom Teachers	8/04	6/06	\$250.00 Professional Development
C	1 to 2 hrs. PD will be provided at the beginning of the school year to familiarize all teachers with the standards for ESL.	This will impact ESL students and their daily performance within the regular classroom.	ESL Teacher, PSA, Classroom Teachers, Special Area Teachers and PD Committee	8/04	6/06	
C	A committee to review classroom strategies and testing modifications for ESL students will be formed. Committee will be comprised of ESL Teacher, 1 primary teacher, 1 intermediate teacher, 1 special area teacher, Testing Coordinator, and Principal or designee. Committee would meet bi-annually.	This will impact ESL students and their daily performance within the regular classroom.	ESL Teacher, Committee members as stated	9/04	On-going	
C	All staff will adhere to the language and design of the school-wide discipline plan, including CHAMPS and directions from the Foundations Team.	This will impact students by reducing the number of office referrals for discipline.	Certified and Classified Staff	8/04	6/06	

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
C	Implement culturally Responsive Teaching Strategies as a result of staff's participation in the Bethune Institute training (6 to 12 hours).	This will ensure that teachers are equipped with the knowledge and skills needed to teach a diverse student population.	Principal, PSA, all Classroom Teachers, District Rep., Bethune Institute Staff.	8/04	6/06	
C	Second Steps Program will be used on a weekly basis in all preschool through 5 th grade classrooms	Students will become more responsible for their own actions and make better choices as measured by teacher survey and decrease in the number of discipline reports.	Classroom Teachers	8/04	6/06	
C	All staff will participate in 3-6 hrs. training on the philosophy and theory of Montessori.	Teachers who understand the theory behind the Montessori approach to classroom instruction will teach students.	PSA, PD Committee, All Certified and Classified Staff, Montessori Consultant	10/04	10/06	\$ 500.00 PD/Title1 Funds
C	Continue Reading Recovery and Small Group Instruction	Students needing additional support will receive services above and beyond regular classroom instruction.	Council, Principal, Primary Teachers, Reading Recovery Teachers	8/04	6/06	100,000.00 Title I Funds
C	Continue Team meeting time for analyzing student work, developing units based on Core Content for assessment, analyzing instructional practices.	Students will receive instruction based on teacher's analysis of their work aimed at moving the student towards proficiency.	Principal, PSA, Teachers	9/04	6/06	
C	The Curriculum Committee will recommend a policy on appropriate use of authentic assessment that includes analysis of student work.	Students will be assessed regularly to determine level of performance.	PSA, Curriculum Committee	9/04	12//04	
C	All teachers will adhere to and implement the curriculum map for their appropriate grade levels.	Students will master core-content curriculum and increase performance on academic tests, including CATS.	PSA, Classroom Teachers	8/04	6/06	
C	All staff will adhere to the school's policies and procedures in an equitable manner.	Staff will be aware of all expectations and will adhere to the policies and procedures throughout the school year.	Council, Principal, Certified and Classified Staff	8/04	6/06	

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
C	All staff (certified and classified) will work cooperatively to address all the components of Standard 4: Environment – School Culture from the Standards for School Improvement.	All staff will be aware of the indicators for an exemplary school and all of the components to be adhered to.	Principal, Certified and Classified Staff	8/04	6/06	
C	All teachers will participate in a one-day opening of school PD on the School Improvement Plan, school curriculum map and school policies.	This will ensure that all teachers are aware of all expectations and will adhere to the guidelines prior to the start of school.	Principal, PSA, PD Committee	8/04	6/06	\$250.00 Professional Development
C	Incoming teachers will be paired with a mentor to facilitate adherence to school policy and procedures and will be made aware of expectations for all staff.	Students will be instructed by teachers knowledgeable of teaching standards	Principal, PSA	8/04	6/06	
D	All teachers, new and returning, will be provided with the following documents: School Handbook, Teacher Evaluation Procedures, grade appropriate curriculum mapping documents, Competency Assurance Documents, writing pieces portfolio, Holistic Scoring Guide for Kentucky, and other documents in a timely manner	Students will be instructed by teachers knowledgeable of teaching standards	Principal, PSA	8/04	6/06	\$450.00 General fund
D	Continue implementation of a 2-hour uninterrupted literacy block for all grade levels.	Students will receive best practices with regard to literacy instruction.	Classroom Teachers, Principal, Literacy Collaborative Coordinator, PSA	8/04	6/06	
D	Each Content Area Representative will be available during one scheduled collaboration time per month to facilitate the flow of information from Central Office. Other information may be shared on an as-needed basis during Faculty meetings.	This will ensure collaboration among staff to facilitate equity for all students and staff in regard to expectations and achievement.	Principal/PSA, Area Reps	8/04	6/06	
D	Teachers will plan and provide for all students at least one to two opportunities for real-life and field experiences that address core content.	Students will receive best practices with regard to educational opportunities, thus making learning more concrete.	Teachers, Area Reps.	8/04	6/06	\$5,000.00 General Fund

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
D	Continue after school programs (ESS/21 st Century) based upon test scores and teacher referrals.	Students will receive additional support in academic areas, thus resulting in an increase in student performance on state and district tests.	Principal, PSA, Teachers	8/04	6/06	\$15,000.00 ESS, Funds, \$21,000.00 /21st Century funds
E	A comprehensive counseling plan of action for service delivery to students, parents and teachers will be submitted to the principal (e.g. individual, small group, and classroom guidance; conflict resolution/problem solving; pro-social skill development; and acceptance of cultural diversity). The plan must include activities that address performance responsibilities as outlined in the FCPS Guidance Counselor's job description.	These services will emphasize counseling children; consultation with teachers, parents and other significant adults; and coordinating a variety of activities and functions related to the academic, social, emotional and physical needs of students.	SBDM Council, Principal, Guidance Counselor	8/04	6/06	
E	Monthly reports of activities (counseling services) are to be submitted to the Principal.	Student's needs above and beyond regular instruction should be addressed.	SBDM Council, Principal, Guidance Counselor	9/04	6/06	
E	Classroom teachers and the Counselor will meet each month to further facilitate counseling services and to obtain needed information.	Student's needs, above and beyond regular instruction should be addressed.	Principal, PSA, Guidance Counselor, Classroom Teachers	9/04	6/06	
F	A comprehensive plan of action for service delivery to students, parents and teachers will be submitted by the Social Worker to the Principal. The plan must include activities that address performance responsibilities as outlined in the Title I Social Worker job description.	Students, Parents, and teachers will receive social work services needed to reduce physical or emotional barriers to academic success.	SBDM Council, Principal, Social Worker	8/04	6/06	
F	Continue to provide monthly reports of social services activities achieved to the Principal.	Increased delivery of services offered to students and parents.	Principal, Social Worker	9/04	6/06	
F	The school's social worker and teachers will meet monthly for the basis to further facilitate service delivery and to obtain needed information.	Students, Parents, and teachers will receive social work services needed to reduce physical or emotional barriers to academic success.	Principal, PSA, Social Worker, Classroom teachers	9/04	6/06	

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
G	The FRC Coordinator will submit a comprehensive program plan of action for service delivery for students, parents and teachers to the Principal. The plan must include activities that address performance responsibilities as outlined in the FCPS Family Resource Center Coordinator's job description.	Increased community partnerships for helping students and their families overcome problems that keep students from succeeding in school; and increased coordination of existing family and youth support services for students and their families.	Principal, PSA, Family Resource Center Coordinator	8/04	6/06	
G	Continue to provide monthly reports of activities achieved to the Principal.	Increased community partnerships for helping students and their families overcome problems that keep students from succeeding in school; and increased coordination of existing family and youth support services for students and their families.	SBDM Council, Principal, Family Resource Center Coordinator	9/04	6/06	
G	The school's Family Resource Center Coordinator and Classroom teachers will collaborate monthly on FRC programs and to obtain needed information.	Increased community partnerships for helping students and their families overcome problems that keep students from succeeding in school; and increased coordination of existing family and youth support services for students and their families.	Principal, PSA, Family Resource Center Coordinator, classroom Teachers	9/04	6/06	
C	All teachers will develop a Professional Growth Plan in keeping with the requirements needed to develop his/her expertise as stipulated in the strategies/activities section of the CSIP. The number of objectives to be achieved by the teacher will be limited per year and will have administrative approval.	This will ensure that teachers are equipped with the knowledge and skills needed to teach a diverse student population.	Teachers, Principal, PSA	8/04	6/06	

Action Component: Math

District Name: Fayette County Public School

Component Manager: Dr.Merrylyn Moran-Smith / Victoria Berger

School: Booker T. Washington

Current Date: April 2004

Priority Need	Goal (Addresses the Priority Need)
<p>According to the Commonwealth Accountability Testing System in math, BTW's students achieved an Academic Index score of 40.4 in 2001-2002; 41.0 in 2002-2003 and compared to the District data in 2002-2003 BTW students scored an index of 28.9 lower.</p>	<p>To increase the percentage of students scoring in the proficient category by 10% on the 2004-2005 and the 2005-2006 KCCT assessment while decreasing the novice category by 5%</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p>According to the 2003 Principal's End of the Year Student Achievement Conference and the Effective School Certified Survey, March 2004, math instruction was interrupted by constant change in staff both during and at the end of the school year.</p> <p>According to the CATS document, math has had the lowest index of all content areas 2000-2001 (51.2); 2001—2002 (40.4); 2002-2003 (41.0).</p> <p>According to the CTBS Spring 2000-2003 Mean NCE score 2000-2001 (44.2); 2001-2002 (42.2); 2002-2003 (36.6), math is low and not showing a substantial performance score.</p>	<p>A.1. By September of 2004, 100% of teachers will provide a minimum of 60 minutes daily math instruction targeting core content as evidenced by teacher lesson plans, and principal observations.</p> <p>a) By May 2005 student MST scores indicating a minimum increase of 10% on or above grade level per grade level.</p> <p>b) By May 2006, student MST scores indicating a minimum increase of 10% on or above grade level per grade level.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>According to the STAR math data, the data shows a decline in math scores. For P3 the average NCE was 57.5 in 2000-2001, 50.5 in 2001-2002, and 49.9 in 2002-2003. For 5th grade the average NCE was 54.3 in 2000-2002, 42.6 in 2001-2002, and 39.7 in 2002-2003.</p> <p>According to the MST data for Spring 2003 through Winter 2004, the students were significantly low in math.</p> <ul style="list-style-type: none"> • P1 students on or above grade level – No. 18 (58%). Total number tested (31), Spring 2003 • P1 students on or above grade level – No. 49 (90%). Total number tested (55), Fall 2003-2004 • P2 students on or above grade level – No. 28 (76%). Total number tested (37), Spring 2003. • P2 students on or above grade level – No. 17 (43%). Total number tested (40), Fall 2003. • P3 students tested on or above grade level – No. 21 (45%). Total number tested (47), Spring 2003. • P3 students tested on or above grade level – No. 22 (42%). Total number tested (53), Fall 2003. • Fourth grade students tested on or above grade level – No. 3 (0.07%). Total number tested (38), Spring 2003. • Fifth grade students tested on or above grade level – No. 4 (0.09%). Total number tested (43), Spring 2003. • Fifth grade students tested on or above grade level – No. 1 (0.02%). Total number tested (46), Fall 2003. <p>According to the Effective Schools Survey for 2003-2004, 42% of staff said they disagreed or did not know if their students could estimate answers to computations and frequently use mental arithmetic.</p>	<p>A.2. By September of 2004, and the beginning of each school year there after, 100% of classroom teachers will administer pretests to target instruction for each math concept/strand as evidenced by teacher lesson plans, curriculum mapping, and student pretest scores. 100% of teachers will be using instructional strategies and activities that address the varied learning needs and learning styles of students.</p>

Action Component: Math

District Name: Fayette County Public School

Component Manager: Dr.Merrylyn Moran-Smith / Victoria Berger

School: Booker T. Washington

Current Date: April 2004

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A1	Teachers will use computers, calculators, and other forms of technology (e.g. power point, word processing, digital cameras).	Students through use of technology will develop proficiency in math standards.	Classroom Teachers	8/04	6/06	
A1	Teachers will use math manipulatives and Montessori materials. 3 hour PD ON Montessori materials	Students through use of manipulatives will develop proficiency on math standards.	PD Committee, Classroom Teachers, Math Rep. And Teachers with Montessori Training	8/04	6/06	\$150.00 PD Funds
A1	Teachers will use math materials that reflect the standards and appropriate strategies and skills, as measured by lesson plans, evidence box, student work samples and observations.	Teachers will design standards based lessons to focus on developing students' proficiency in math.	Classroom Teachers	8/04	6/06	
A1	All students will utilize CCC math programs for a minimum of 1 hour weekly, either in the classroom or computer lab.	Students through the CCC math program will develop proficiency in solving word problems and basic skills.	Classroom Teachers	8/04	6/06	
A1	Teachers will have observable open response math questions at least once every two weeks.	Students will by answering math open response questions, develop critical thinking skills in math, and test at the proficient level.	Classroom Teachers	8/04	6/06	
A2	Teachers will develop pretests for math each strand/ core content including math vocabulary.	Students will perform at the proficient or above level on the posttest for mastery per math strand.	Classroom Teachers	8/04	6/06	

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A2	Teachers will use results of pretests to design lessons that will develop proficient math students.	Students will perform at the proficient or above level on the posttest for mastery per math strand.	Classroom Teachers	8/04	6/06	
A2	Teachers will develop posttest to check mastery.	Students will perform at the proficient or above level on the posttest for mastery per math strand.	Classroom Teachers	8/04	6/06	
A2	Teachers will implement a semester math bowl competition for all grade levels.	Students will perform math skills demonstrating math strand proficiency.	Math Rep./Classroom Teachers	8/04	6/06	\$500.00
A2	Continue for all teachers regular weekly monitoring of students' progress in skills areas/core content.	Students will be provided intervention instructional opportunities to increase their development in math.	Classroom Teachers	8/04	6/06	
A2	Teachers will embed their daily math lessons with real life math experiences to focus on math sub-domain areas to include technology usage.	Students, through daily work in real world mat activities, are developing proficiency in math sub-domain areas through implementation school's math program. This is evidence through review of student work.	Classroom Teachers/Math Rep.	8/04	6/06	
A2	Math Resource Teacher will work with teachers to address the math Core Content	Students will be provided intervention instructional opportunities to increase their development in math.	PSA, Math Resource / Classroom Teachers	8/04	6/06	\$50,000.00 Title 1 funds

Action Component: Writing

District Name: Fayette County Public School

Component Manager: Dr.Merrylyn Moran-Smith / Victoria Berger

School: Booker T. Washington

Current Date: April 2004

Priority Need	Goal (Addresses the Priority Need)
<p>According to the CATS Accountability Indices, the writing index in 2001-2002 was 40.9, and in 2002-2003 the writing index was 46.8. This was 15.7 lower than the district's data in 2002-2003.</p>	<p>To increase the percentage of students scoring in the proficient category by 6% on the 2004-2005 and the 2005-2006 CATS assessment.</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p>According to the 2003 Principal's End of the Year Student Achievement Conference, writing instruction was interrupted by constant change in staff both during and at the end of the school year.</p> <p>According to the CATS assessment for 2001-2002 and 2002-2003, writing scores were 15.7 lower than the district's.</p>	<p>B1. By September of 2004 and ongoing, 100% K-4th grade students will receive a minimum of 2 hours of weekly writing instruction and 5th grade students will incorporate writing in core content areas through journal writing, open response questions and on-demand writing.</p> <p>B2. By September of 2004, 100% K-2 teachers will implement the two writing components of the literacy collaborative (shared writing and interactive writing) in addition to writer's workshop.</p>

Action Component: Writing

District Name: Fayette County Public School

Component Manager: Dr.Merrylyn Moran-Smith / Victoria Berger

School: Booker T. Washington

Current Date: April 2004

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
B1	All teachers will be trained to score writing portfolios.	Teachers develop awareness of different writing genres that increase student writing proficiency.	PSA, PD Chair, Writing Cluster Leader, Writing Teacher, Classroom Teachers	8/04	6/06	\$150.00(PD) \$50,000.00 Title 1 Funds
B1	All regular classroom teachers (K-4) will work with students' ongoing portfolios as entries utilizing curriculum mapping.	Students will be knowledgeable of writing strategies used to create a variety of real-world writing.	Classroom Teachers, Writing Teacher	8/04	6/06	
B1	All teachers will be trained in analyzing student writing using Kentucky Marker Papers and the Kentucky General Scoring Guide.	Teachers develop awareness of different writing genres that increase student writing proficiency.	PSA, PD Chair, Writing Cluster Leader, Classroom Teachers, Writing Teacher	8/04	6/06	\$250.00 Professional Development
B2	Teachers will provide students with hands on, intensive writing activities with individualized instruction and assistance to focus on writing rubrics.	Students will develop strong writing skills as evidenced by an increase in student test scores.	Classroom Teachers, Literacy Coordinator, Writing Cluster Leader, Writing Teacher	8/04	6/06	
B2	Teachers will incorporate open response questions into weekly classroom instruction and assessment in all content areas. Special area teachers will do it throughout the units.	Enhanced instruction as evidenced by an increase in writing scores.	Classroom/Special Area Teachers, Writing Teacher	8/04	6/06	
B2	Teachers will incorporate on demand writing into weekly classroom instructions.	Enhanced instruction as evidenced by an increase in writing scores.	Classroom Teachers, Writing Teacher	8/04	6/06	

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
B2	Teachers will provide students with scoring guides and models of benchmark portfolios. Class discussions will promote understanding of various categories of writing.	Specific needs of students will be met resulting in increased scores.	PSA, Classroom Teachers, Writing Teacher	8/04	6/06	

Action Component: Parent Involvement

District Name: Fayette County Public School

Component Manager: Dr.Merrylyn Moran-Smith / Serita Baskin

School: Booker T. Washington

Current Date: April 2004

Priority Need	Goal (Addresses the Priority Need)
<p>According to key findings from available sign-in sheets, the Effective Schools Survey, Foundations Team Parent Survey and the annual Title I Survey of Parent Involvement, the school-home communications has not achieved the desired active participation within the school.</p>	<p>By June 2006 staff outreach will result in an increase of parent/family participation by 10% as measured by sign-in sheets, parent surveys and parent contact forms.</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p>A1. Based on surveys and teacher-parent conversations, parent work schedules and family schedules often prevent parents from participating in school activities. According to the Standard Review document parents are minimally involved in the education process.</p> <p>A2. According to key findings, lack of transportation inhibits parental involvement at the school.</p> <p>A3. Survey results and parent comments indicate that low parental participation is partially due to prior negative school experiences. This has led to a lack of motivation and awareness of parental impact on academic success of students (e.g. monitoring homework, etc).</p>	<p>A1. Parent/Family participation in school wide conference nights and school wide activities will increase by 10% annually. Conference logs and parent sign-in sheets will measure the increase in parent participation.</p> <p>A2. Parent participation in individual teacher conferences will increase by 10% annually. Parent conference logs will measure the increase.</p> <p>A3. By June 2006, students and parents will report feeling welcomed, and a part of developing the school's academic goals with an increase of 45% as measured by parent survey, teacher contact logs and Effective Schools Survey.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>According to the Effective Schools Survey the following was identified:</p> <ul style="list-style-type: none"> • Teachers in this school spend more time communicating with parents about the good things students do than about the bad: strongly disagree 11.5%; disagree 50.0%; don't know 30.8% = 92.3%. • Parents frequently initiate contacts with classroom teachers: strongly disagree 7.7%; disagree 38.5%; don't know 23.1% = 69.2%. • Seventy-five % or more of the parents attend open house or back-to-school night: strongly disagree 8.3%; disagree 45.8%; don't know 25.0% = 79.2%. • Parent-teacher conferences seldom result in specific plans for home-school cooperation aimed at improving students' classroom achievement: strongly disagree 12.5%; disagree 50.0%; don't know 12.5% = 75.0%. • Most parents have a clear understanding of the school's goals: disagree 20.8%; don't know 37.5% = 58.3%. • Most parents are aware of the academic expectations at each level and in each subject area: strongly disagree 7.7%; disagree 26.9%; don't know 15.4% = 50%. • Students homework is monitored at home: strongly disagree 3.8%; disagree 34.6%; don't know 46.2% = 84.6% 	<p>A4. By June 2006, 60% of the parents will report they monitor their child's homework on a weekly basis as measured by parent survey, teacher contacts and bi-weekly reports home.</p>

Action Component: Parent Involvement

District Name: Fayette County Public School

Component Manager: Dr.Merrylyn Moran-Smith / Serita Baskin

School: Booker T. Washington

Current Date: April 2004

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A1a	All certified staff would provide flexible conference times as measured, parent contact logs.	Parents will attend more conferences as measured by the contact logs.	Title I Social Worker/ Parent Liaison	8/04	On-going	
A1b	The school will provide childcare for school wide conference nights and other school wide activities.	Parent attendance at conference will increase as measured by contact log.	Title I Social Worker/ Guidance Counselor/FRC	8/04	On-going	
A1c	School wide Conference/ Dinner Night at the beginning of the academic year.	Parents will view school as a welcoming and informative environment as measured by survey data.	Staff/PTA/FRC	8/04	On-going	\$300.00 General fund; FRC
A1d	FRC will continue to provide services to parents: <ul style="list-style-type: none"> • discipline sessions • homework classes • after school family fun times • cultural programs and diversity focus 	Increased student achievement through parent involvement as evidenced by sign-in sheets, calendar of events, newsletter and student, staff, parents, knowledge and sensitivity of different cultures.	FRC	8/04	On-going	\$1,000.00 FRC Funds
A2	The school will provide flexible performance schedules so that parents will be able to attend day & night events.	Parents interested and attendance will increase.	BTWME Saff	8/04	On-going	
A3a	The FRC will provide school supplies for students in need and assist with transportation needs for the parents	Attendance and participation of parents will increase.	FRC	8/04	On-going	Donations
A3b	The school will provide an Orientation/Open House for parents that will address school issues and expectations, e.g. school philosophy/model.	Positive parent introduction to the school environment.	Principal/Staff	8/04	On-going	\$200.00 title1, FRC, General Fund

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A3c	The school will provide parental support, as needed, to parents with limited English proficiency. Translator will be provided.	Provide full opportunity for parents to participate in the educational process.	Principal, Title I, ESL Teacher	8/04	On-going	\$30.00 per hour
A3d	The school will provide a "Parent Handbook" acquainting parents with vital school information such as a calendar of conference nights, SBDM meetings, support services available, etc.	Parents will increase their use of services and increase attendance at conference, SBDM meetings, as measured by attendance logs and FRC contacts.	Title I Staff & Social Worker/Parent Liaison/FRC	8/04	On-going	
A3e	Train a Parent Volunteer to implement training for parents in confidentiality issues, classroom procedures and tutoring practices.	Parents will demonstrate increased participation in volunteer activities in the classroom and at school functions.	Title I Staff/FRC Staff, Social Worker	8/04	On-going	
A3f	Implement Parent/family training at least every other month to assist parents in working with their children at home. (Training can be literacy, theme base, focused group issues, school improvement, knowing the school policies and student expectations and volunteering in the school)	Parents will be better able to assist their children with schoolwork and will become active participants in the education of their children. Students will understand the partnership between school and home and the united focus on student achievement.	Title I Staff/FRC, classroom Teachers	8/04	On-going	\$300.00
A3g	Continue the Parent Liaison Position	Parents will be provided with an additional resource of support.	SBDM	8/04	On-going	Title I