

**JONATHAN ELEMENTARY  
SCHOOL IMPROVEMENT PLAN**

**Year 2010 - 2011**

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SBDM Council

Responsible Person

Pat Gold

Contact Person

**Approved Date:**

11/5/2010

**Members or Committee:**

Pat Gold

Robin Deese

Karen O'Brien

Tanya Riley

Rachel Lovett

Annette Nimmo

**2010 - 2011 SCHOOL IMPROVEMENT PLAN**  
**Executive Summary**  
**JONATHAN ELEMENTARY**

**Mission**

The mission statement of Jonathan Elementary is "Success for All, Whatever it Takes". It was last reviewed at the opening day faculty meeting on August 11, 2010. It was reviewed by the SBDM Council on September 2, 2010.

**Needs Assessment**

The needs assessment is aligned with Kentucky's Standards and Indicators for School Improvement.

**Goals**

Our goals and strategies are developed by the KCCT Test data that is analyzed by all staff members. Student's strengths and weaknesses are looked at and goals/strategies are completed to address student learning.

**Evaluation**

The SBDM Council evaluates the plan three times a year with implementation and impact checks (I & I). The implementation and impact checks are completed in the winter, spring, and fall of each academic year.

**Stakeholders**

The principal, SBDM Council Members, classroom teachers, and guidance counselor. Each person is involved by participation through our strategy/activities.

**Component: Math**

**Component Manager: Pat Gold**

**Last Updated: 11/5/2010**

**School: JONATHAN ELEMENTARY**

**Priority Need:**

In May 2010, the percentage of students scoring proficient or distinguished in Math was 65.39 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Math was 9.56 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, the percentage of students scoring proficient or distinguished will increase by 8.65000000000001 for a total percentage of all students scoring proficient or distinguished in Math of 74.04 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Math will decrease by -1.14 for a total percentage of all students scoring novice in Math of 8.42 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
% of proficient and distinguished math students on the KCCT Test.	10/26/2010	74.04	
% of novice students on the KCCT Test.	10/26/2010	8.42	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	To increase the rigor of the mathematics curriculum, the "Math in Focus" (Singapore Math) program will be implemented in grades 3-5.	Gold	8/12/2010	5/20/2011	\$1400 SBDM Allocation	I	
2	Both	One and one half hour mathematics blocks will be utilized in the teaching of mathematics. During this block, in order to improve our student novice, apprentice reduction in mathematics, students who score at the 15 percentile or below on our Aims-Web Math Assessment will be provided additional time and support during transition time. Progress monitoring will be kept by certified teachers.	Gold	8/12/2010	5/20/2011	\$0 No Funding	I	
3	Both	During monthly team PLC meetings, teachers will have an assessment analysis of student work. This analysis will be used to monitor proper placement of students into flex groups where Tier 2 and Tier 3 students are monitored.	Gold	8/12/2010	5/20/2011	\$0 No Funding	I	
4	Both	A full time certified teacher will be hired for the 2010-2011 school year in order to reduce class size and facilitate enhanced learning in math skills, especially for lower performing students.	Gold	8/12/2010	5/20/2011	\$49,328 Title II	I	

**Component: Math**

**Component Manager: Pat Gold**

**Last Updated: 11/5/2010**

**School: JONATHAN ELEMENTARY**

**Priority Need:**

In October 2011, 3 out of 3 NCLB targeted populations will have reached their NCLB Math Proficiency target as measured on the Kentucky Core Contest Test and ThinkLink Assessment.

**Goal:**

By October 2011, all NCLB targeted populations will reach their NCLB Math Proficiency target of 74.04 as measured on the Kentucky Core Content Test and ThinkLink Assessment.

**Benchmark**

Measure	Date	Projected Data	Actual Data
% of targeted students proficient/distinguished on the ThinkLink Assessment	12/17/2010	74.04	
% of targeted students proficient/distinguished on the ThinkLink Assessment	3/31/2011	74.04	
%of targeted population students proficient/distinguished on the KCCT Test	9/30/2011	74.04	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Teachers will meet together in their professional learning communities to analyze student data and will discuss each student's individual progress with the principal and counselor. Teachers will use research-based learning tools to help students learn the curriculum.	Gold	8/12/2010	5/20/2011	\$0 No Funding	I	
2	Both	Teachers will use ThinkLink probes, Study Island website, and Thoughtful Education learning strategies with their students (as resource/learning tools) to master the core content curriculum.	Gold	8/12/2010	5/20/2011	\$1500 Technology \$300 General Fund	I	
3	Both	Scheduling will be arranged so that team teachers have a 50 minute common planning time each day. This common planning time will facilitate PLC's as they analyze student work, monitor student progress, and utilize common formative assessments.	Gold	8/12/2010	5/20/2011	\$0 No Funding	I	

**Component: Reading**

**Component Manager: Pat Gold**

**Last Updated: 11/22/2010**

**School: JONATHAN ELEMENTARY**

**Priority Need:**

In October 2011, 3 out of 3 NCLB targeted populations will have reached their NCLB Reading Proficiency target as measured on the Kentucky Core Content Test and ThinkLink Assessment.

**Goal:**

By October 2011, all NCLB targeted populations will reach their NCLB Reading proficiency target of 81.98% as measured on the Kentucky Core Content Test and ThinkLink Assessment.

**Benchmark**

Measure	Date	Projected Data	Actual Data
% of targeted students proficient/distinguished on the ThinkLink Assessment	12/17/2010	81.98	
% of targeted students proficient/distinguished on the ThinkLink Assessment	3/31/2011	81.98	
%of targeted population students proficient/distinguished on the KCCT Test	9/30/2011	81.98	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	An itinerant teacher that has been working in our building half-time, will be hired full-time. The extra days will be used to facilitate our flex groups where each student's reading ability is assessed and groups built to enhance those abilities, whether the students need remediation or enrichment.	Gold	8/12/2010	5/20/2011	\$25,000 General Fund	I	
2	Both	Teachers will meet together in their professional learning communities to analyze student data and will discuss each student's individual progress with the principal and counselor. Teachers will use research-based learning tools to help students learn the curriculum.	Gold	8/12/2010	5/20/2011	\$0 No Funding	I	
3	Both	Teachers will use ThinkLink probes, Study Island website, and Thoughtful Education learning strategies with their students (as resource/learning tools) to master the core content curriculum	Gold	8/12/2010	5/20/2011	\$1500 Technology \$300 General Fund	I	
4	Both	Scheduling will be arranged so that team teachers have a 50 minute common planning time each day. This common planning time will facilitate PLC's as they analyze student work, monitor student progress, and utilize common formative assessments.	Gold	8/12/2010	5/20/2011	\$0 No Funding	I	

**Component: Reading**

**Component Manager: Pat Gold**

**Last Updated: 11/22/2010**

**School: JONATHAN ELEMENTARY**

**Priority Need:**

In May 2010, the percentage of students scoring proficient or distinguished in Reading was 75.97 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Reading was 3.84 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, the percentage of students scoring proficient or distinguished will increase by 6.01000000000001 for a total percentage of all students scoring proficient or distinguished in Reading of 81.98 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Reading will decrease by Met Goal for a total percentage of all students scoring novice in Reading of 4.13 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
% of Proficient/Distinguished on the KCCT Test	10/24/2010	81.98	
% of Novice on the KCCT Test	10/24/2010	3.84	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Flex groups will be implemented for each grade level for 50 minutes, 5 days per week. During this time, students who score at the 10 percent or below on our Aims-Web Reading Assessment will be provided additional time and support with research-based interventions based on their individual need. Progress monitoring will be kept by certified teachers.	Wilkerson	8/23/2010	5/20/2011	\$0 No Funding	I	
2	Both	Teachers will be trained in the proper selection and use of research-based reading strategies.	Wilkerson	8/20/2010	9/23/2010	\$800.00 IDEA	I	
3	Both	During monthly team PLC meetings, teachers will have an assessment analysis of student work. This analysis will be used to monitor proper placement of students into flex groups where Tier 2 and Tier 3 students are monitored. This analysis will also be used to monitor students for enrichment activities in the flex groups.	Gold	9/2/2010	5/5/2011	\$0 No Funding	I	
4	Both	As a School-Wide Title I Program, a 0.5 FTE teacher and a 1 FTE paraeducator will be hired with ARRA funds for the 2010-2011 school year in order to monitor the RTI process and provide weekly checks on AIMSweb skills. Each will work on reading skills in small groups with lower performing students.	Gold	8/12/2010	5/20/2011	\$50,000 Title I	I	
5	Both	A full time certified teacher will be hired for the 2010-2011 school year in order to reduce class size and facilitate enhanced learning in reading skills, especially for lower performing students.	Gold	8/12/2010	5/20/2011	\$49,328 Title II	I	