

**SHARPE ELEMENTARY
SCHOOL IMPROVEMENT PLAN**

Year 2010 - 2011

Angie Fisk

Responsible Person

Angie Fisk

Contact Person

Approved Date:

11/16/2010

Members or Committee:

Angie Fisk

Tyler Swoope

John Roberts

Amy Bevil

Meena Wood

Brittany Chambers

2010 - 2011 SCHOOL IMPROVEMENT PLAN
Executive Summary
SHARPE ELEMENTARY

Mission

The Staff's Mission of Sharpe Elementary is to provide a positive learning environment for EVERY child EVERY day. It is very important that our children feel safe and cared for while in our school.

Needs Assessment

The needs assessment is aligned with Kentucky's Standards and Indicators for School Improvement (SISI). The SBDM committees are given a mission statement to use a rubric system to measure our school's progress towards the state of Kentucky's standards.

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 check (I&I). The implementation and impact checks are completed in the winter, spring, and fall of each academic year.

Stakeholders

The stakeholders include: principal, SBDM Council Members, classroom teachers, SBDM Committees and the parent representatives, instructional supervisor, guidance counselor, along with local business representatives. Each member is involved by participating through strategies/activities.

Component: Learning Environment

Component Manager: Angie Fisk

Last Updated: 11/13/2010

School: SHARPE ELEMENTARY

Priority Need:

In May of 2010 the faculty of Sharpe Elementary completed a survey to identify areas within the school in need of structured guidelines. The hallways and the cafeteria were selected as having the greatest need of procedures for students to follow. We felt by implementing a PBIS (Positive Behavior Intervention Program) program the office referrals for inappropriate behavior would decrease. This year will set our baseline year using the SWIS data system.

Goal:

Our goal is to select a process to be used kindergarten through fifth grade students designed around guidelines for success. All classrooms will implement a Behavior Block in which students will move their "GREENS" for breaking school guidelines. This will be used school-wide. Minor and Major infraction sheets will be implemented. SWIS behavioral tracking system will be implemented for data review. Students will be rewarded individually and by class for reaching goals.

Benchmark

Measure	Date	Projected Data	Actual Data
% of students with minors for hallway behavior	11/13/2010	0	
% of students with minors for cafeteria behavior	11/13/2010	0	
% of students with major infraction	11/13/2010	0	
classroom count of amount of devil dollars	11/13/2010	0	
individual count of devil dollars for students	11/13/2010	0	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Jason Teague will present a PBIS (Positive Behavior Intervention System) to faculty. Faculty will develop school guidelines and hallway and cafeteria procedures.	Teague	8/6/2010	8/6/2010	\$75 General Fund		
2	Both	Teachers will create Behavior Blocks that will be used in the classrooms to identify student behavior. These will be consistent K-5.	Staff	8/9/2010	5/20/2011	\$200 General Fund		
3	Both	Floors will be striped to identifying waiting and traveling lanes. Signs will also be used for student reflection.	Fisk	8/9/2010	5/20/2011	\$50 General Fund		
4	Both	A "Green Team" will be established. There will be teacher representation from each of the grade levels, an instructional assistant and parent representative. This team will meet once a month to discuss current progress of our new guidelines.	Reid	6/10/2010	5/20/2010	\$0 No Funding		
5	Both	Minor and Major Infraction sheets will be created to keep track of student behavior. Each time a child has moved to the loss of a full recess a Minor Infraction sheet will be filled out and sent home to the parents to review with their child. Once a child has received three Minors, that will result in a Major Infraction and will be sent to the office of the principal. This information will be entered into the SWIS tracking system.	Fisk	8/6/2010	5/20/2011	\$300 General Fund		
6	Both	Many rewards have been put in place to reward students both individually and as classes once they have met their goals.	Fisk	8/6/2010	5/20/2011	\$500 ESS		

Component: Math

Component Manager: Angie Fisk

Last Updated: 11/8/2010

School: SHARPE ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Math was 86.71 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Math was 1.9 as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring proficient or distinguished will increase by 3.32 for a total percentage of all students scoring proficient or distinguished in Math of 90.03 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Math will decrease by Met Goal for a total percentage of all students scoring novice in Math of 2.68 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.	11/8/2010	90.03	
% of novice math students on the KCCT Test.	11/8/2010	2.68	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Star Reading, Aims Web, Study Island, and Think Link data will be used to monitor and track progress of the students. This information will be shared during PLC and Team Meetings.	Fisk	8/9/2010	5/20/2011	\$750 KETS \$0 General Fund		
2	Both	A flex time of 30-50 minutes a day (per grade level) will be built into the master schedule to allow for remedial instruction in which the students did not master. This time will be used 2 days a week for math instruction.	Fisk	8/9/2010	5/20/2011	\$0 No Funding		
3	Both	Professional Learning Communities (PLC's) will meet every designated Tuesday afternoon to discuss current assessment data and research based strategies that will help close the gap with the students not meeting mastery.	Wood/Shad owen	8/9/2010	5/20/2011	\$0 No Funding		
4	Both	Teachers will meet on Wednesday's during common planning time to discuss current progress being made by their students in their academic and social areas. A portion of this time will be spent discussing reading progress.	Fisk	8/9/2010	5/20/2011	\$0 No Funding		
5	Both	To increase the rigor of the mathematics curriculum, the "Math in Focus" (Singapore Math) program will be implemented in grades K-5.	Fisk	8/9/2010	5/20/2011	\$3,456 General Fund		
6	Both	A full time 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.	Fisk	8/9/2010	5/20/2010	\$56,239 Title II		
7	Both	Flex groups will be used for each grade level for 50 minutes, 2 to 3 days a week. During this time, students who are struggling with math learning targets for the current lesson will be pulled for remedial instruction. Once the students have reached "mastery" for their current level, they will continue with the lessons. Progress monitoring will be discuss during common planning and team meetings each week.	Fisk	8/9/2010	5/20/2011	\$0 No Funding		
8	Both	Two Americorps memebbers were requested and have been placed in our school to assisit with remediation during our flex time. The members have been trained in research-based strategies and AIMS-WEB. They work with students in small and/or one-on-one skill specific groups daily.	Fisk	8/6/2010	5/20/2011	\$2750 ESS \$2750 General Fund		
9	Both	Teachers will use Early Release and other Professional Learning Community meetings to analyze student work and use this information to best place students into flex/RTI groups groups and to plan instruction.	Fisk	8/6/2010	5/20/2011	\$2400 District Funding		

Component: Reading

Component Manager: Angie Fisk

Last Updated: 11/8/2010

School: SHARPE ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Reading was 90.51 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Reading was .63 as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring proficient or distinguished will increase by 2.36 for a total percentage of all students scoring proficient or distinguished in Reading of 92.88 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 1.72 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
% of proficient and distinguished reading students on the KCCT Test.	11/8/2010	92.88	
% of novice reading students on the KCCT Test.	11/8/2010	1.72	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	A flex time of 30-50 minutes a day (per grade level) will be built into the master schedule to allow for remedial instruction in which the students did not master. This time will be used 2 days a week for reading instruction.	Fisk	8/9/2010	5/20/2011	\$0 No Funding		
2	Both	Reading Mastery will be purchased to be used in grades K-2 to help RTI tier 2 and 3 students.	Fisk	8/9/2010	5/20/2011	\$3000 IDEA \$53,000 Title I \$2500 At-Risk Allocation		
3	Both	Professional Learning Communities (PLC's) will meet every designated Tuesday afternoon to discuss current assessment data and research based strategies that will help close the gap with the students not meeting mastery.	Wood/Shad owen	9/7/2010	5/20/2011	\$0 No Funding		
4	Both	Teachers will meet on Wednesday's during common planning time to discuss current progress being made by their students in their academic and social areas. A portion of this time will be spent discussing reading progress.	Fisk	8/18/2010	5/18/2011	\$0 No Funding		
5	Both	Star Reading, Aims Web, Study Island, and Think Link data will be used to monitor and track progress of the students. This information will be shared during PLC and Team Meetings.	Fisk	8/9/2010	5/20/2011	\$0 No Funding		
6	Both	Flex groups will be used for each grade level for 50 minutes, 2 to 3 days a week. During this time, students who are struggling with reading learning targets for the current lesson will be pulled for remedial instruction. Once the students have reached "mastery" for their current level, they will continue with the lessons. Progress monitoring will be discuss during common planning and team meetings each week	Fisk	8/9/2010	5/20/2011	\$0 No Funding		
7	Both	Two Americorps memebers were requested and have been placed in our school to assisit with remediation during our flex time. The members have been trained in research-based strategies and AIMS-WEB. They work with students in small and/or one-on-one skill specific groups daily.	Fisk	8/6/2010	5/20/2010	\$2750 General Fund \$2750 ESS		
8	Both	Teachers will use Early Release and other Professional Learning Community meetings to analyze student work and use this information to best place students into flex/RTI groups and to plan instruction.	Fisk	8/6/2010	5/20/2010	\$2400 District Funding		