

SHARON ELEMENTARY SCHOOL
School Improvement Plan
Prepared according to Indiana Public Law 221

This School Improvement Plan is submitted for Sharon Elementary School. It was prepared under the leadership of the building principal working in cooperation with the School Improvement Committee. The plan is structured using the guidelines provided in rules approved by the Indiana State Board of Education and Indiana P.L.221. It covers a three-year period starting with the 2008-2009 school year. It has always been the goal of Sharon Elementary School to provide continuous improvement in student achievement. The plan is a statement to the community about how we expect Sharon Elementary School to fulfill that commitment in the coming years.

Introduction

A. Narrative Description of the School, Community, and Educational Program

Sharon Elementary School is located in the south-central portion of Ohio Township, which is in the southwest corner of Warrick County. The area is an urban fringe of Evansville and has grown very quickly and continues to grow in selected areas. The school district consists primarily of single family homes, apartment complexes, mobile home parks, and some small businesses. Sharon is one of four public elementary schools serving the Newburgh area. The school opened in 1980 and was built to help ease overcrowding in the other three schools. During the mid 1980's student enrollment and socioeconomic levels peaked and have shown a decline through the 2000-2001 school year. In 2001 the school board again looked at the enrollment of the four schools serving the Newburgh area. The potential for growth was in the other three districts. Consequently, a decision was made to redistrict over two years and move more students to Sharon Elementary School. Currently there are 816 students attending Sharon in grades K-6. Since 1980, when Sharon was opened, the population has become more transient and consists of 86% Caucasian and 14% minorities. The socioeconomic level has declined over the past twenty-eight years, with this year reaching 27% of 816 students receiving textbook assistance and free/reduced lunches.

The building houses kindergarten through sixth grade classes, which include any student with learning disabilities for whom Sharon is their home school. The student population also includes students identified as mildly mentally disabled, moderately mentally disabled, autistic, hearing impaired, and multiple disabilities. There is a total staff of seventy-six, including teachers, instructional assistants, custodians, cafeteria, and office personnel. Special services provided for our students include: speech and language, ESL, physical, occupational, and behavioral therapy.

B. Curriculum - Description and Location

The Sharon Elementary School curriculum is closely tied to the curriculum for the entire Warrick County School Corporation. It is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers at Sharon provide enrichment of the curriculum with the assistance of district-wide personnel and encouragement of the building principal.

Copies of the curriculum and the P.L. 221 School Improvement Plan for Sharon Elementary School are available at the school and at the Warrick County School Corporation offices at 300 East Gum Street, Boonville, Indiana.

C. Assessment - Used in Addition to ISTEP+

The Classroom Manager from CTB – McGraw Hill will be used as part of the Student Success Process. Sharon students participate in standards-based assessments each grading period in Language Arts and Math at the end of each grading period. These tests serve both a diagnostic and evaluation purpose, allowing teachers to develop a new remediation calendar for SSP each grading period. School-wide writing prompts are conducted and evaluated four times each school year at all grade levels. Teacher-made tests, rubrics and assessment materials from adopted textbooks complete the non-ISTEP+ assessment program. The purpose of testing at Sharon Elementary School is to evaluate, support instruction, and measure growth.

Statement of Mission, Vision, and Beliefs

A. Warrick County School Corporation Mission Statement

- *The mission of the Warrick County School Corporation is to provide a positive and safe instructional environment which promotes the intellectual, physical, emotional, and social growth of the individual and to encourage each student to become a lifelong learner and contributing member of society.*

B. Sharon Elementary School Mission Statement

- *The mission of Sharon Elementary School is to provide a safe, nurturing, respectful environment where academic and life skills are taught. Individual growth is the common goal among parents, students, and staff.*

C. Beliefs

- *Every person is important and is entitled to respect, understanding, and appreciation for their uniqueness.*
- *Every person is entitled to a safe, caring learning environment.*
- *Education of our students is the shared responsibility of everyone - the home, the school, and the community.*

III. Summary of Data, Derived from an Assessment of the Current Status of Educational Programming.

A. Graphs of Data from the Annual Performance Report

Students at Sharon Elementary School perform above average for schools in the state and score well when compared to similar schools as determined by the state.

Year	Grade	Percent Passing Both English/LA and Math
2004-05	3	71%
2004-05	4	76%
2004-05	5	68%
2004-05	6	70%
2005-06	3	64%
2005-06	4	71%
2005-06	5	76%
2005-06	6	67%
2006-07	3	68%
2006-07	4	68%
2006-07	5	65%
2006-07	6	75%
2007-08	3	61%
2007-08	4	70%
2007-08	5	71%
2007-08	6	71%

The overall significance of the data suggests that Sharon is doing about what is expected based upon predicted performance. Areas of relative weakness are Writing Applications, Reading Comprehension, and Problem Solving. Focus for improvement will be to bring each of these areas to levels above expectation.

B. Data Related to Performance Indicators Other Than Those in the Annual Performance Report

The teaching staff is closely involved with student performance. Sharon Elementary School is pleased to have a teaching staff that blends youth and experience. The numbers of staff members, average age, and average experience have had some fluctuation due to a steady decline in enrollment and retirement of several veteran teachers beginning in 1998. Base data follows:

Teacher Data (DOE CE/CP)

Year	Teachers (Full Time Equiv)	Average Age	Average Experience	Average Salary	Average Supplemental Salary	Students per Teacher
1997-98	28.8	50.1	23.1	\$47,788	\$131	20.8
1998-99	28.8	49.4	22.3	\$47,969	\$114	20.8
1999-00	26.8	46.5	19.9	\$46,960	\$181	21.5
2000-01	27.9	47.8	21.1	\$49,778	\$228	21.0
2001-02	29.2	47.2	19.6	\$49,037	\$288	24.3
2002-03	28.9	47.6	19.8	\$49,377	\$321	26.0
2003-04	33.3	46.4	19.1	\$48,368	\$309	23.8
2004-05	33.2	47.5	19.5	\$50,126	\$236	22.7
2005-06	33.3	47.1	19.6	\$50,584	\$480	22.7
2006-07	33.3	47.0	19.7	\$51,750	\$478	23.1
2007-08	35.8	45.3	18.5	\$51,023	\$555	23.0

C. Other Information About Educational Programming and the Learning Environment.

The nature of the community in which Sharon Elementary School is located is changing as is the population of Ohio Township. A measure which demonstrates this is the increase in the number of children qualifying for Free Lunch based on the socioeconomic status of their families. The data that follows tracks this trend:

Year	Free Lunch Count	Reduced Lunch Count	Free Lunch Percent
1995-96	59		10%
1996-97	50	8	8%
1997-98	49	18	8%
1998-99	68	22	11%
1999-00	73	25	13%
2000-01	89	25	15%
2001-02	87	32	12%
2002-03	93	29	12%
2003-04	90	48	11%
2004-05	96	33	13%
2005-06	100	44	13%
2006-07	139	53	18%
2007-08	163	61	20%

The student enrollment at Sharon declined over the first twenty years. But, the moving of new

students as part of a redistricting plan for the 2001-2002 and 2002-2003 school years increased total enrollment to the highest since the school opened in 1980. The ethnic breakdown shows a predominately white population with a small number of other ethnic groups. A limited number of students with English as a second language are enrolled at Sharon. The data about enrollment and ethnic breakdown follow:

Year	Total Enrollment		
1996-97	591		
1997-98	600		
1998-99	598		
1999-00	575		
2000-01	586		
2001-02	711		
2002-03	750		
2003-04	792		
2004-05	755		
2005-06	755		
2006-07	768		
2007-08	822		
		2007-08 Ethnic Breakdown	
		White	706
		Black	23
		Hispanic	21
		Asian	21
		Native American	2
		Multi-racial	49

IV. Conclusions about Educational Programming Derived from an Assessment of the Current Status of Educational Programming

A. Curriculum - Indiana Academic Standards

The district curriculum under which Sharon Elementary School functions is based on Indiana’s Academic Standards. Teachers have worked toward aligning the curriculum to ensure that it meets these standards. The following actions have been taken:

- The alignment of the English/ Language Arts, Math, Social Studies, and Science curriculums to the new Standards has been completed.
- Grade level teams have identified differences in standards so that curriculum alignment can be completed.

B. Instruction that Supports the Achievement of Indiana Academic Standards

The alignment of standards to the curriculum was the first step in providing instruction tailored to those standards. Through the support of our curriculum coordinators (K-3, 4-6) all faculty and staff are aware that these standards will be the foundation for future testing. It is our intention to prepare our students for the type of testing they will undergo on future ISTEP+ tests.

C. Assessments of Student Achievement - ISTEP+ and Other Strategies

Sharon Elementary School is committed to the concept of tracking student progress to the focus on improving student achievement. The commitment for Sharon Elementary is to use assessment data in the improvement of student instruction. An emphasis will be placed on the use of tests for diagnostic purposes. The identification of student strengths and weaknesses is viewed as necessary in providing appropriate instruction and remediation for students. Special care will be taken in examining the impact of cultural diversity on assessment performance. The Classroom Manager, Student Success Process Mini Assessments along with six week, semester, end of year tests, and school-wide writing prompts in addition to ISTEP+ in grades 3-6 all provide data necessary to track the progress of Sharon Elementary School students.

D. Parental Participation in the School

Sharon Elementary School welcomes parent involvement and participation and would like to see these areas advance to new highs. The school has a very active PTO which functions as an ongoing support group serving as sponsor of events in and outside the school. Some specific activities include:

- Sponsorship of all fund-raising activities
- Volunteering to work in library
- Volunteering to do clerical tasks in Helping Hands
- Coordinating evening Meal/Meetings that bring families together in a social setting.
- Sponsoring School Book Fair
- Coordinating Adult Safety Patrol
- Coordinating, with the Student Council, a food and clothing drive for the needy at Thanksgiving.
- Parent involvement is evident in high percentage of participation in Parent/Teacher Conferences.
- Provide classroom assistance to individual teachers.
- Serving on the Character Counts! Committee

E. Technology as a Learning Tool

Within the building, Sharon has a thirty-two-station computer lab, a computer, printer and scanner with Internet connection in the library, digital cameras, LCD Projectors in each classroom, and a hand-held video camera. The classrooms have one computer for teacher use – networked back to the lab and with internet access - and a T.V. /VCR combination with cable connection. Other classroom computers have been donated from local businesses. Cable has been run to allow the entire building to be part of a network which allows for classroom Internet, Intranet access, and teacher e-mail, electronic grade book, and electronic attendance. Electronic grade book and attendance, teacher e-mail and Intranet were implemented in the 2004-2005 school year. The use of technology as a learning tool is probably still one of the greatest needs at Sharon Elementary. All of the current teachers have been trained to use the Odyssey Computer Lab which was updated during the 2004-2005 school year. The Warrick County School Corporation offers training in different software packages each summer free of charge. There is a paid computer coordinator for the building and the WCSC has six people in their computer center to support all schools in the school corporation.

F. Safe and Disciplined Learning Environment

The school operates under the Safe School Plan adopted for the Warrick County School Corporation. Elements of this program include the following:

- Access to the building is restricted to one entrance by locking doors from the outside. A card-swipe entry system allows staff access to the building.
- Signs direct visitors to the office where they must sign in by computer and staff is alerted to the need to verify status of non-students in the building without a badge.
- All Faculty and Staff members are required to wear photo identification badges.
- WCSC has provided a Handbook of Procedures in Emergency Situations updated each year by the Emergency Preparedness Committee for the school corporation.
- Conflict Resolution Training is provided for teachers and students.
- Peer Mediators are on the playground for grades 3-6.
- Sharon teachers are encouraged to deal with discipline problems using a positive attitude approach.
- A SAFE SCHOOL COMMITTEE has been formed and will meet throughout the school year to review safety issues, bullying, discipline procedures, policy and to provide support to classroom teachers, and administration.
- Emergency Procedure Clipboards are located near the exit of each classroom.

G. Professional Development

All professional development activities have been coordinated through the Warrick County School Corporation Office of Curriculum and Instruction and have included:

- The majority of teachers have attended the SINE Four-Block Training.
- Teachers attend SIEC workshops in Jasper when appropriate.
- Teachers, the Home/School Advisor, and the principal have been trained in Dealing with Poverty.
- All K-6 certified staff received training in 6+1 Write Traits in January 2004 and in Writing: The Simple 6 in January 2007.
- The Student Success Process (SSP) was implemented during the 2005 - 2006 school year and continues as the major thrust of student remediation.
- Twelve teachers have attended Marcy Cook Math training.
- A number of teachers at various grade levels were trained in Rocket Math and have implemented since the 2004-2005 school year.
- Dr. Steve Benjamin met with the staff during the 2005-2006 school year to discuss his Integrated Design, which incorporates the Student Success Process with Milk-Crate Curriculum design to better meet the needs of students.
- Ten staff members attended the Indiana Conference on Learning, Strategies That Work: Raising Achievement & Closing Gaps in January 2008.

The professional development funds that are to be available to facilitate the implementation of P.L. 221 are a much needed asset along with SINE funding. A professional development program developed in compliance with P.L. 221 is attached to this School Improvement Plan. The staff and administration believe targeted professional development activities will be the key to tracking student achievement and focusing instruction more specifically on the needs of students. The extent to which professional development can be provided will depend on the funding by the state.

V. Student Achievement Objectives, Derived from the Assessment of the Current Status of Educational Programming

A. Attendance Rate

Sharon Elementary School plans to continue to focus on increasing student attendance. The Warrick County School Corporation’s Attendance Policy will guide this focus. Efforts have been made to provide healthy alternatives as part of the school lunch program. Lower fat offerings, more fruits and vegetables are offered in a variety of ways, and salads are offered as an alternate choice. The following trends in annual attendance rates are evidence of past efforts:

Year	Attendance Rate
1995-96	96.5%
1996-97	96.3%
1997-98	96.4%
1998-99	96.5%
1999-00	96.1%
2000-01	96.2%
2001-02	96.6%
2002-03	97.2%
2003-04	96.6%
2004-05	96.8%
2005-06	96.6%
2006-07	96.3%

B. Percentage of Students Meeting Academic Standards

The trend line for Sharon Elementary School in terms of the percentage of students meeting state standards in ISTEP+ testing is as follows:

/LA Results by Subgroup, Elementary School Students Enrolled at Least 162 Days in School and Year (2005-06) Prior to Test Year (Fall 2006)												
	Pupils	State	Not Pass	State	Pass Reg	State	Pass Plus	State	Pct Pass	Corporation	State	Pct Not Tested
Overall	509	633724	110	181047	345	403858	54	48819	78%	81%	71%	0.50%
Female	256	309869	52	72619	168	205486	36	31764	80%	84%	77%	0.40%
Male	253	323158	58	108065	177	198051	18	17042	77%	77%	67%	2.50%
Grade 3	99	77267	19	19706	71	49484	9	8077	81%	82%	74%	0.80%
Grade 4	102	77520	23	19114	71	50783	8	7623	77%	84%	75%	1.80%

Grade 5	105	78995	22	19476	67	51813	16	7706	79%	84%	75%	2.40%
Grade 6	99	79386	17	22581	71	51178	11	5627	83%	83%	72%	0.00%
Grade 7	104	79930	29	25054	65	47967	10	6909	72%	77%	69%	
Black	11	76235	4	38046	4	36734	3	1455	64%	65%	50%	0.00%
White	464	490413	94	117443	321	329372	49	43598	80%	81%	76%	0.40%
Free Lunch	103	238234	43	102091	57	129099	3	7044	58%	66%	57%	0.00%
Paid Lunch	394	392560	67	78218	276	272567	51	41775	83%	85%	80%	1.40%
Special Ed(w/o ISTAR)	93	92987	62	62531	30	28807	1	1649	33%	42%	33%	
Alternate Assessment	16	6094	1	1422	15	4672	0	0	94%	88%	77%	
Not Special Ed	400	534643	47	117094	300	370379	53	47170	88%	89%	78%	1.30%
Limited English	11	32088	2	14569	8	15863	1	1656	82%	72%	55%	

Mathematics Results by Subgroup, Sharon Elementary Students Enrolled at Least 162 Days in School and Year (2005-06) Prior to Test Year (Fall 2006)												
	Pupils	State	Not Pass	State	Pass Reg	State	Pass Plus	State	Pct Pass	Corporation	State	Pct Not Tested
Overall	509	633724	91	167075	309	366054	111	102438	83%	83%	74%	0.40%
Female	256	309869	55	81669	147	182030	54	46720	79%	82%	74%	0.90%
Male	253	323158	36	85051	162	183699	57	55684	87%	85%	74%	0.80%
Grade 3	99	77267	23	21342	62	45990	14	10255	77%	80%	73%	0.80%
Grade 4	102	77520	21	19518	67	47462	16	10851	81%	82%	75%	0.00%
Grade 5	105	78995	20	18506	62	46632	24	14135	82%	87%	77%	1.60%
Grade 6	99	79386	11	15754	62	46649	26	17217	89%	91%	80%	0.00%
Grade 7	104	79930	16	17684	56	47511	31	15086	84%	89%	78%	
Black	11	76235	3	38208	5	34763	3	3302	73%	78%	50%	0.00%
White	464	490413	75	105332	287	295035	103	90498	84%	84%	79%	0.40%
Free Lunch	103	238234	36	94663	58	127610	10	17046	66%	70%	61%	0.00%
Paid Lunch	394	392560	54	71729	240	236197	101	85392	87%	87%	82%	1.10%
Special Ed(w/o ISTAR)	93	92987	45	53588	43	35146	7	4519	54%	57%	43%	
Alternate Assessment	16	6094	2	1325	14	4769	0	0	88%	88%	78%	
Not Special Ed	400	534643	44	112162	252	326139	104	97919	89%	89%	79%	0.80%
Limited English	11	32088	2	12637	8	16517	1	4239	82%	81%	65%	

Highly Qualified Teachers 2005-06, Sharon Elementary School
 FTE Teachers (Core Subjects) FTE of Teachers Pct

VI. Specific Areas Where Improvement is Needed Immediately

While Sharon Elementary School has consistently scored at or above the state average and in Language Arts and Math, there is concern that the scores are declining. This trend is seen in third through sixth grade Language Arts scores over the past years. Currently the percentage of students having an IEP for special education receiving a passing score on ISTEP+ in Language Arts has fallen below the level for AYP; however improvement in this area has resulted in meeting AYP through the Safe Harbor provision. Efforts for improvement in this area will be directed in how services are delivered and helping to reduce extremely large special education caseloads. Math scores have historically been somewhat better, but have fallen below the state and corporation average at all grade levels recently. Improvement is needed immediately in raising the ISTEP+ passing rate for third through sixth grade Math, while maintaining or improving the Language Arts passing rate, especially for students with an IEP.

Specific school improvement goals established as part of this plan are:

- All students will demonstrate an improvement in their reading level.
- All students will demonstrate an improved ability in their mathematic problem solving and computation skills across the curriculum.
- All students will demonstrate an improved ability in their writing skills across the curriculum
- The attendance rate at Sharon Elementary School will be at or above 97%.

VII. Benchmarks for Progress

Sharon Elementary School expects the passing rate for Third, Fourth, Fifth, and Sixth grade students on ISTEP+ to improve each year in Language Arts and Math. It is expected that the average improvement in the passing rate for Language Arts and Math will be a 2% increase in 2005-2006, 2% increase in 2006-2007, and a 2% increase in 2007-2008 or until 90% passing rate is attained. Sharon Elementary School expects to increase attendance by 0.2% yearly until the goal of 97% is reached.

8819 Sharon Elementary School												
	Pupils	English	English	Math	Math	Other Indicator		Safe Harbor			95% Part	
			Conf Int		Conf Int	'06	'07	Eng l	Math	Other	Lang	Math
8130 8819 Sharon Elementary School made 17 out of 17 cells												
Overall	518	81.1	60.8	81.3	59.4							
White	452	83.0	60.5	83.2	59.0							
Free Lunch	114	64.9	55.3	63.2	53.8							
Special	97	47.4	*	54.5	58.6	53.0		Y		Y		

IX. Proposed Interventions Based on School Improvement Goals

- Targeted professional development for teachers will be the key to the planned interventions. P.L. 221 requires a type of instruction that focuses on identifying where the student is and tailoring the instruction to that level. It is a strategy that focuses on diagnosis and consistent tracking of progress. Sharon Elementary School intends to focus our professional development efforts in this direction.
- The Four-Block method of reading instruction has been implemented at all grade levels.
- The Student Success Process has been implemented to address tutorial and remediation of students, based on frequent assessment of Indiana Academic Standards and mastery of those standards. The Integrated Design For Increased Learning Results by Dr. Steve Benjamin will serve as a model to further develop and improve student success.
- A minimum of 120 minutes per day will be devoted to balanced literacy learning at all grade levels K - 6.
- As part of SSP, assessments will be strengthened so that they will be focused on formative purposes. The focus will be on diagnostic assessment with more frequent, targeted testing.
- The Student Welfare Committee will develop motivators for increasing student attendance rates.
- Faculty and staff will examine closely the impact that cultural diversity plays in student performance on ISTEP+ tests. Any identified areas of concern will become a focus for professional development.

X. Interventions to be Made Pending Availability of Funds

- Reduce class size in upper grades. Class size in the first three grades is generally satisfactory with the average being 21.1 students per class. The numbers climb in fourth, fifth and sixth grades with the average being near 30 students per class. Reducing class size in the upper grades would allow teachers in those grades to provide more individualization in instruction.

To help insure the success of the Student Success Process there is a need for more Remediation Aide support in the form of increased hours from the current 4.5 hours per day.

Increase professional development opportunities for all faculty and staff. Seek funding for a stipend if faculty and staff participate outside the regular contract year. However, the 182-day teacher contract leaves little time for the district and the school to provide the specific kinds of in service teachers need. They are required to adjust to new standards, to align the curriculum to the standards, and use new instructional approaches that are implicit in P.L. 221.

XI. Professional Development Coordinated with Proposed Interventions

All 4-6 teachers are trained in Hands on Equations.

All teachers are trained in Simple 6 Writing methods and will implement these strategies in writing instruction.

Faculty and staff will evaluate and analyze student achievement through a variety of assessment tools as part of SSP.

Faculty and staff will evaluate professional development efforts and needs yearly.

Technology training to enhance Language Arts and Math instruction will be implemented through the ODYSSEY computer program.

The School Improvement Committee will determine the allocation of all professional development funds from the State of Indiana, local, and other sources. This will be done according to the goals and interventions listed in the School Improvement Plan.

XII. Statutes and Rules to be Waived

This plan contains no such requests.

XIII. Three-year Time Line for Implementation, Review, and Revision

- The achievement of students will be reviewed annually by the principal, School Improvement Committee, teachers, and other parent/community members at Sharon Elementary School. Adjustments will be made as needed.
- The achievement review will include data provided by the Indiana Department of Education, ISTEP data, results of local assessments, student work, and other broad indicators of student achievement.
- Any revisions in this plan made in response to the collection and analysis of the data listed above may also dictate changes in the Professional Development Plan.

School Improvement Plan - Sharon Elementary

Goal 2008-2009	All students will demonstrate an improvement in their reading level.
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Benchmark	By the end of the 2009 school year, 84% of students grades 3 through 6 will pass the language arts portion of the ISTEP+ test.
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Supporting Data	Assessments	
	Standardized	Locally Developed
1. ISTEP+ 3 through 6 test scores. 2. Terra Nova grades 3 and 6 test scores. 3. Terra Nova/ISTEP+ NCE students scores.	1. Norm referenced tests reflecting student achievement in language arts. 2. Criterion referenced tests reflecting student achievement in meeting the Indiana Standards.	1. Student Success Process "A" tests and "B" tests. 2. STAR test 3. Simple Six writing prompts

Interventions	Instructional Strategies
All students will demonstrate improvement in essential reading skills.	1. Students will be taught state standards through use of organized Integrated Design. 2. All teachers will utilize best teaching reading practices. 3. Students will use Odyssey software in lab. 4. Students will participate in daily Student Success Process mini-lessons and bi-weekly assessments. 5. Students receiving nonmastery classification on SSP test "A" will be remediated. Students receiving nonmastery classification on SSP test "B" will receive further remediation.
All students will demonstrate an improvement in reading fluency.	1. All teachers will model by reading aloud to students daily. 2. Students will have the opportunity to participate in literature circles based on the needs of individual classrooms. 3. Students in grades 4 through 6 will continue literature studies through the use of a variety of novels. 4. Students in all grades will continue literature studies through the use of multiple of genres. 5. Students will have the opportunity to read with reading buddies.
All students will demonstrate an improved ability in their writing skills.	1. All teachers will utilize best teaching writing practices. 2. Students in grades first through sixth will participate in a school-wide writing prompt four times per school year. 3. Students in grades second through sixth will assess their own writing through the use of the Simple 6 rubric.

Additional Strategies	
Parent Involvement	1. Parent volunteers will be utilized to assist in remediation with students focusing on reading comprehension and fluency. 2. Parents will have access to school's website, PIV information, and helpful educational links. 3. Parents will be given the opportunity to participate in Family Reading Night. 4. Beginning of the year parent meetings explaining the following: writing goals, use of Simple 6 rubrics, Odyssey.
Media and Technology	1. Students will have access to online materials with our new reading series at home, in the lab, and the expansion of internet accessibility and internet accessible computers in the classroom. 2. Teachers will incorporate the use of LCD Projector in their classroom curriculum. 3. Teachers will integrate Odyssey to help students improve reading skills.
Professional Development	1. The faculty and staff will continue to collaborate in the evaluation of testing data through a variety of assessment tools. 2. The faculty and staff will research reading assessment tools and intervention strategies for reading improvent. 3. The faculty and staff will collaborate on Best Practices in reading and writing instruction. 4. The faculty and staff will investigate and research the Accelerated Reader reading program.
Safe and Disciplined Learning Environment	1. Implementaion of Character Education program through the Character Counts framework. 2. Mentoring program (Peer mediators, high school students) 3. D.A.R.E. (Utilizing School Resource Officer) 4. School Safety Committee-Updating Emergency Backpacks

School Improvement Plan - Sharon Elementary

Goal 2008-2009	All students will demonstrate an improved ability in their mathematic problem solving and computation skills across the curriculum.
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Benchmark	By the end of the 2009 school year, 84% of students grades 3 through 6 will pass the mathematics portion of the ISTEP+ test.
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Supporting Data	Assessments	
	Standardized	Locally Developed
1. ISTEP+ 3 through 6 test scores. 2. Terra Nova grades 3 and 6 test scores. 3. Terra Nova/ISTEP+ NCE students scores.	1. Norm referenced tests reflecting student achievement in math. 2. Criterion referenced tests reflecting student achievement in meeting the Indiana Standards.	1. Student Success Process "A" tests and "B" tests.

Interventions	Instructional Strategies
All will demonstrate improved mathematical computation skills through daily activities.	1. All students will participate in daily computation practice. 2. Students will be taught state standards through the use of organized Integrated Design. 3. Students will participate in daily Student Success Process mini-lessons and bi-weekly assessments. 4. Students receiving nonmastery classification on SSP test "A" will be remediated. Students receiving nonmastery classification on SSP test "B" will receive further remediation.

All students will demonstrate improved mathematical problem solving skills.	1. Students in grades 4 through 6 will have the opportunity to participate in the Hands on Equations program. 2. Students will participate in daily Student Success Process mini-lessons and bi-weekly assessments. 3. Students receiving nonmastery classification on SSP test "A" will be remediated. Students receiving nonmastery classification on SSP test "B" will receive further remediation. 4. Students will use math Odyssey software in the computer lab.
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Additional Strategies

Parent Involvement	1. Parent volunteers will be utilized to assist in remediation with students focusing on math skills. 2. Parents will have access to school's website, PIV information, and helpful educational links. 3. Parents will be given the opportunity to participate in Family Math Night. 4. Students in 6th grade will receive mathematic textbook take home CD-ROM.
Media and Technology	1. Teachers will incorporate the use of LCD Projector in their classroom curriculum. 2. Teachers will integrate Odyssey to help students improve reading skills.
Professional Development	1. Faculty and staff will continue to collaborate in the evaluation of testing data through a variety of assessment tools. 2. The faculty and staff will research math assessment tools and intervention strategies for improvent in math skills. 3. The faculty and staff will collaborate on Best Practices in mathematical instruction.
Safe and Disciplined Learning Environment	1. Implementaion of Character Education program through the Character Counts framework. 2. Mentoring program (Peer mediators, high school students) 3. D.A.R.E. (Utilizing School Resource Officer) 4. School Safety Committee-Updating Emergency Backpacks

SCHOOL IMPROVEMENT PLAN

2009-2012

Prepared according to Indiana Public Law 221

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