



# **KDE Comprehensive School Improvement Plan**

Lindeman Elementary School  
Erlanger-Elsmere Independent

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# TABLE OF CONTENTS

Introduction.....	1
-------------------	---

## **Executive Summary**

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information.....	7
-----------------------------	---

## **Lindeman ES 2014-2015 CSIP**

Overview.....	9
---------------	---

Goals Summary.....	10
--------------------	----

Goal 1: Proficiency in Next Generation Learners Overall Score.....	11
--	----

Goal 2: Proficiency in Next Generation Instructional Programs and Support.....	19
--	----

Goal 3: Continuous Instructional Improvement through Next Generation Professionals.....	23
---	----

Activity Summary by Funding Source.....	25
---	----

Progress Notes.....	34
---------------------	----

## **KDE Needs Assessment**

Introduction.....	38
-------------------	----

Data Analysis.....	39
--------------------	----

Areas of Strengths.....	40
-------------------------	----

Opportunities for Improvement..... 41

Conclusion..... 42

**The Missing Piece**

Introduction..... 44

Stakeholders..... 45

Relationship Building..... 46

Communications..... 47

Decision Making..... 49

Advocacy..... 51

Learning Opportunities..... 52

Community Partnerships..... 54

Reflection..... 55

Report Summary..... 56

**Improvement Plan Stakeholder Involvement**

Introduction..... 58

Improvement Planning Process..... 59

**KDE Assurances - School**

Introduction..... 61

Assurances..... 62

**Compliance and Accountability - Elementary Schools**

Introduction..... 68

Planning and Accountability Requirements..... 69

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

A. J. Lindeman Elementary School is a K-5 school that educates approximately 320 students. We are located in Northern Kentucky in the Erlanger-Elsmere Independent School District. Lindeman was first established in 1972. The school is now one of the most diverse schools in what the state says is the most diverse school district in Kentucky. One of the main challenges that we face is student transiency. There are 642 apartments that surround Lindeman made up of 5 major apartment buildings. The apartments were built over different time periods with the intention of providing housing for "young professionals". Many of the apartment are now government subsidized. With that, we have about 90 students that leave from the beginning of the school year to the end of the school year with our enrollment staying stable. The students at Lindeman live in close proximity and the school is very much in the middle of the community.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The Vision of Lindeman Elementary is to create a learning environment where everyone is valued and challenged to be their best, in order to build a successful future.

The Mission of Lindeman Elementary is we will meet the needs of our students while challenging them to reach proficiency in all subject areas.

The Lindeman community embraces four core beliefs. They are: All children and staff members are constantly learning and growing. Goals can be reached with hard work and determination. Parents are our partners.

Using PBIS we have worked with all students and staff members to always Be Safe, Be Respectful, and Be Your Best.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Lindeman has been a bit inconsistent over the last several years. 3 years ago we were at the 51st percentile, then went to the 16th and now back to the 65th percentile. Our goal s to grown in all areas and continue to close gaps in student learning and to increase proficiency in all subject areas.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Lindeman has embraced change in the way we instruct our students. The teachers, students and community look at the school in a different light and with a different perspective. We have made great strides to improve our image and reputation within the community through hard work and passion for our students.

# **Lindeman ES 2014-2015 CSIP**

## Overview

### Plan Name

Lindeman ES 2014-2015 CSIP

### Plan Description

Lindeman ES 2014-2015 CSIP

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Proficiency in Next Generation Learners Overall Score	Objectives: 3 Strategies: 13 Activities: 37	Organizational	\$10700
2	Proficiency in Next Generation Instructional Programs and Support	Objectives: 1 Strategies: 6 Activities: 17	Organizational	\$300
3	Continuous Instructional Improvement through Next Generation Professionals	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$400

## Goal 1: Proficiency in Next Generation Learners Overall Score

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to improve student proficiency in all measured academic areas by 06/30/2015 as measured by Achievement Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

### Strategy 1:

Improve Literacy - At Lindeman we are focused on reaching proficiency in literacy at all grade levels. We have numerous strategies to help improve instruction and to stay current on best practices regarding all ELA standards.

Category: Continuous Improvement

Activity - Orton Gillingham Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based Orton-Gillingham strategies have been implemented throughout the primary grades to improve the quality of early literacy skills like letter recognition, blending of letters, fluency and comprehension. We have five primary teachers and para-educators that have recieved the five day Orton-Gillingham training. Other staff members have presented the same strategies in Professional Development opportunities within our school to develop the Best Practices in early literacy.	Academic Support Program	08/15/2012	05/29/2015	\$0	District Funding	Administration, Paraeducators, Certified Staff
Activity - RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are using MAP data to provide individualized instruction for students based upon on their RIT range. DeCartes is used to provide research based instruction to support the students to reach proficiency.	Academic Support Program	11/01/2013	05/29/2015	\$0	No Funding Required	Classroom teachers, instructional coach, principal
Activity - Text Book Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members are researching to find a program that will be support the needs of the students at Lindeman. The committee is using data to determine the greatest literacy need look into materials that are available for possible purchase.	Other	09/15/2014	05/29/2015	\$10000	Text Books	Committee made up of a variety of staff members.

### Strategy 2:

Improve Instructional Strategies - At Lindeman we are consistently developing and trying new strategies to improve how we instruct our students. We have developed best practices and define them for teachers to help improve a systematic and standard approach to instruction.

Category:

## KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Functional PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will collaborate to develop a better understanding of the depth of standards across all grade levels by observing peers, analyzing data, evaluating teacher effectiveness, and rigor.	Professional Learning	08/15/2012	05/29/2015	\$0	No Funding Required	Principal, certified staff, Instructional Coach, Instructional Coordinator, Literacy Consultant

Activity - Quality Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Joyce Harris has provided a 5 hour training to help improve teacher questioning techniques for our teachers. Her training focused on techniques for delivery of questions (proper wait time and procedures) and the level of questioning on Bloom's Taxonomy of higher order thinking. Teachers are planning purposeful questions at higher levels of the taxonomy for the classroom to ensure students are challenged and the rigor of instruction is at high levels.	Professional Learning	08/15/2012	05/29/2015	\$0	No Funding Required	Principal, Instructional Coach and Instructional Staff

### Strategy 3:

Improve Numeracy - At Lindeman we are focused on continuous improvement in numeracy. Teachers participate in a variety of training to continue to work towards the goal of proficiency in the area of math. The strategies and activities implemented with help us achieve that proficiency goal.

Category: Continuous Improvement

Activity - Engage New York	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level classes are using Engage New York to support their math program.	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	Classroom teachers, instructional coach

Activity - RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are using MAP data to pin point gaps in teaching and learning. They are using DeCartes to individualize instruction based upon student need in the area of math.	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	Classroom teachers, instructional coach

### Measurable Objective 2:

collaborate to improve student proficiency in all measured academic areas by 06/30/2015 as measured by Non-Duplicated Gap Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

### Strategy 1:

Academic Support Services - Many of the students at Lindeman are below grade level. 72% of our students receive free or reduced lunch. Student often come to



**KDE Comprehensive School Improvement Plan**

Lindeman Elementary School

school with many barrier to their learning. We have systems in place to help students with a variety of needs to help remove the barriers that can interfere with student learning. We will work hard and smart to remove those barrier already in place to ensure the progress of all Lindeman students.

Category: Continuous Improvement

Activity - Special Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Special Education teachers meet monthly with the Director of Special Education to discuss program needs and needs of specific students. The teachers attend professional development designed to help students with disabilities (safe and civil schools behavior management). They read professional articles and books that help to improve their approaches to instruction of special education students. The teachers collaborate with colleagues and classroom teachers to improve their teaching strategies.	Academic Support Program	08/15/2012	05/29/2015	\$0	District Funding	Special education staff

Activity - ELL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our English Language Learner teacher is involved with many teachers in collaborative teaching. The ELL teacher focusses on collaborating with classroom teachers to ensure student success.	Academic Support Program	08/15/2012	05/29/2015	\$0	District Funding	ELL teacher, Principal and Instructional Coach

Activity - Title I	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I support is provided to all students by all staff members.	Academic Support Program	08/15/2012	05/29/2015	\$0	Title I Part A	Certified staff, Principal and Instructional Coach

**Strategy 2:**

Reducing Barriers to Learning - Many of the students that come to Lindeman have barriers to their learning. Some of them include mental health, social issues, ect... We have engaged the community, FRC and others resources to help us in a variety of ways to reduce the barriers to learning and help to educate our population of students.

Category:

Activity - Collaboration with Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRC in partnership with Lindeman has supported the third year of the Born Learning Academy. The Academy helps parents to take everyday moments and turn them into learning moments. The FRC helps to remove barriers to student learning from clean clothes to helping fill out paper work,	Academic Support Program	08/15/2012	05/29/2015	\$0	Other	Principal, FRC coordinator.

Activity - Student Support Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Art Club, Girls on the Run, Joyful Noise, DRUM Group, PEP Grant Activities, Energy Club, Academic Team, and Sports teams. These programs help to remove barriers to students learning and encourage students to participate in the Lindeman community.	Academic Support Program	08/15/2012	05/29/2015	\$0	No Funding Required	Principal, Instructional Coach, Counselor, Music Teacher, Energy Club and Academic Team Sponsor
<b>Activity - Safe and Civil Schools</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Professional Development in Safe and Civil Schools behavior management to give teachers research based strategies in shaping student behaviors. The behavior management strategies help students and teachers to focus on learning rather than student behaviors.	Behavioral Support Program	08/15/2012	05/29/2015	\$0	District Funding	Principal, Counselor
<b>Activity - PBIS</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
At Lindeman we are in the process of implementing PBIS school wide.	Behavioral Support Program	11/01/2013	05/29/2015	\$0	No Funding Required	PBIS Team
<b>Activity - Transition Team</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Several staff members are part of a district committee focusing on transitions from preschool to elementary to middle school, high school, and on to college and career.	Academic Support Program	09/03/2012	05/29/2015	\$0	No Funding Required	Instructional Coach, Counselor, Instructional Coordinator
<b>Activity - Kindergarten Me and My School</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Kindergarten students that have not attended preschool will be invited to attend our Me and My School program. This will give them the opportunity to become familiar with expectations at school and will allow them a little more time to get comfortable in their surroundings.	Academic Support Program	10/01/2013	05/29/2015	\$500	Other	Kindergarten Staff, Principal, Counselor, FRC Coordinator
<b>Activity - Counseling Program</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Through the counseling program using SSS and a variety of other research based interventions barriers to learning with decrease and student achievement will increase.	Behavioral Support Program	08/13/2014	05/29/2015	\$200	Grant Funds	Counselors, principal

## KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - SRO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Resource Officer is working on increasing the safety of the building while teaching DARE to 5th grade students. He is also mentoring students and beginning a boys group to focus on decreasing office referrals and increasing student achievement.	Other	08/13/2014	05/29/2015	\$0	Other	SRO, principal, counselors

### Strategy 3:

Community Partnerships - By engaging outside community partnerships, Lindeman will help to improve student learning with the help with other organizations. By providing mentorship, relationships, encouragement and instruction, students will engage in the culture of learning.

Category:

Activity - Community Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By embracing our BEST Partner Toyota Motor Manufacturing, we have made a connection to the community by inviting members of the community to mentor and coach students in literacy through the One to One Program.	Community Engagement	08/15/2012	05/29/2015	\$0	No Funding Required	Principal, Instructional Coach

Activity - Student Support Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Big Brothers/Big Sisters, Lunch Buddies, Whiz Kids, and the Kenton County Library are activities that engage parents and students in the learning community of Lindeman. Mentorship, instruction and social interaction are important attributes that help Lindeman students overcome obstacle in their learning.	Other	08/15/2012	05/29/2015	\$0	No Funding Required	Principal, Counselor, Instructional Coach

### Strategy 4:

Parental Involvement - At Lindeman, one of our 4 core beliefs is that Parents Are Our Partners. We believe that parental involvement is essential to the development of instruction and learning at our school. Without parents to engage in student learning, we would only be half way to the path of learning.

Category:

Activity - Parent Communication and Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information is shared at least monthly to inform parents of ongoing events at Lindeman. Parents are invited to shadow their child in kid for a day at Lindeman. They follow their child in every aspect of school. The principal works to be visible to parents during pick up and drop off. Life at Lindeman is sent home monthly to communicate what is happening at Lindeman. The Lindeman Facebook page and district calendar is updated on a regular basis.	Parent Involvement	08/15/2012	05/29/2015	\$0	School Council Funds	Principal, Teachers

**KDE Comprehensive School Improvement Plan**

Lindeman Elementary School

Activity - PT3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and teachers are talking together through the PT3 with the Prichard Committee. They have been trained and are working on an action plan to improve the home/school connection and to focus on student learning.	Parent Involvement	11/10/2014	05/29/2015	\$0	No Funding Required	Parents, teachers

**Strategy 5:**

RTI - Response to Intervention is to ensure that students are learning at high levels. We ensure students that need extra time and support get the things they need to be successful in their learning. At Lindeman RTI is an organizational systems strategy and way of doing business with our students.

Category:

Activity - ATM Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Team Meeting happen once per month. In the meetings we focus on student learning and what interventions are needed to help that student become successful at school. One of the most important systems at Lindeman to ensure that students learn. We progress monitor students' learning and track the interventions and different tiers of intervention.	Academic Support Program	08/15/2012	05/29/2015	\$0	Other	ATM staff, Principal, Instructional Coach

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Voyager, Fast ForWord, Compass Odyssey, OG, FCRR, RIT Band Instruction are interventions that are used with students as part of the RTI process. We assign specific interventions to provide extra support and time for students to ensure learning. Depending on what the students is having trouble with, we assign then monitor the interventions every 4-6 weeks.	Academic Support Program	08/15/2012	05/29/2015	\$0	District Funding	Teachers, Instructional Coach, Principal

Activity - Counseling Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselors are working with students to improve their behavior as well as academic performance through the use of specific interventions. Some of the programs include Student Success Skills, How's your Engine Run, Superflex, as well as using social stories, meaningful work and having daily check ins.	Behavioral Support Program	10/13/2014	05/29/2015	\$0	Grant Funds	Counselors, Principal, teachers

**Strategy 6:**

Unit Development - PLC teams will work together to create units of study that will best meet the needs of the students.

Category:

Activity - Cross Curricular Unit Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

We will integrate reading instruction with other content areas by providing additional training and support to teachers and by working in PLC teams.	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	PLC teams, certified staff, principal, instructional coach
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### Measurable Objective 3:

collaborate to achieve typical to high growth by 06/30/2015 as measured by the overall Growth Score, Reading and Math Typical Growth scores, and individual student growth scores.

### Strategy 1:

Progress Monitoring - Through the ATM systematic process, students progress toward goals is monitored directly by teachers to ensure student learning. The data is used to check for student learning and graphed in AIMS Web and STAR Enterprise. Teachers assess students with formative assessments and check for learning and graph the learning in ATM meetings.

Category:

Activity - Monitoring Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Aims Web and STAR Enterprise are the tools in which we measure student progress in their learning. We use the tools to track student progress with data in a graph format. Teachers, counselors and the instructional coach are able to input data specific to students in the programs. We analyze the data and progress of students to determine if the intervention used is working, not working or if it is still necessary.	Academic Support Program	08/15/2012	05/30/2014	\$0	District Funding	Principal, Instructional Coach, Teachers

Activity - Universal Screening and Student Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student enrolled at Lindeman is given the STAR Enterprise test to monitor progress in reading and math. It is used as a Universal Screener to establish where the student begins the school year and where they end the school year and is given at least 5 a school year. Another Universal Screener that we use is MAP testing. Teachers look at the data 3 times per year to check for understanding and progress in their students' learning. Students set goals based upon their scores from the previous test. Students are encouraged to meet or exceed their goals in Reading, Language, Math, and Science.	Academic Support Program	08/15/2012	05/29/2015	\$0	District Funding	Teachers, Instructional Coach, Counselors and Principal

### Strategy 2:

Academic Enrichment - Due to individualized instruction in Reading and Math, students are able to be met closer to their ability levels and challenged on an academic level. The students that are identified as gifted and talented are given opportunities to experience field trips to The Playhouse in The Park and enrichment activities at Tichenor Middle School and Lloyd High School. They also attend DreamFest at Northern Kentucky University. All 5th grade elementary schools students attend an informational trip to NKU and Gateway Community College to see and experience college first hand.

Category: Continuous Improvement

## KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reading is offered to all students at Lindeman and is encouraged with incentives for students at all grade levels. Students can earn stars and special lunch opportunities while having fun reading AR books. Students are excited to pass an AR test and earn incentives toward their learning.	Other	08/15/2012	05/29/2015	\$0	No Funding Required	Librarian, Teachers, Instructional Coach and Principal
Activity - Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Math is available to students in 3rd 4th and 5th grades. Students use AM frequently and are given instructional practice sheets to work on specific skills that are in need of practice. Students can see their progress in AR with reports that are available to their teacher.	Other	08/15/2012	05/29/2015	\$0	No Funding Required	Instructional Coach, Teachers and Principal
Activity - Gifted and Talented	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are identified as gifted and talented participate in activities to enhance their learning and keep them challenged.	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	Instructional Coach, teachers, principal

### Strategy 3:

Extra Curricular Activities - Many of our students need after school activities to engage them in the school community. At Lindeman we offer a variety of options for students to find their talents and develop them in fun ways. Research shows that students involved in quality after school activities do better in school and have a better disposition toward their learning.

Category: Continuous Improvement

Activity - Student Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Team, 4H, DARE, 4th and 5th Grade Girls Club, PEP Program, Art Club, Joyful Noise, Drum Club, Girls on the Run, Lindeman Leaders, Student Ambassadors, Girls Volleyball, Boys and Girls Basketball are all examples of extra curricular activities students can participate in at Lindeman. There are a multitude of experiences that students can engage in, what they are interested in and develop those skills and interests. The idea is that students engaged at high levels at school are more focused on learning and become more well rounded in their life experiences.	Extra Curricular	08/15/2012	05/29/2015	\$0	No Funding Required	Teachers, Coaches Principal

### Strategy 4:

Counseling Services - Mental health is a major concern here at Lindeman. We struggle with student behaviors because of some of the social issues that students experience outside of school (abuse, poverty, neglect, hunger). To help students cope with these issues and better concentrate on their learning, counseling services are offered to teach students to deal with problems and issues they face every day.

Category:

## KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Student Success Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Success Skills will be taught in whole class instruction and small group settings to ensure both behavioral and academic success.	Behavioral Support Program	08/14/2013	05/29/2015	\$0	Grant Funds	Counselor, administration
Activity - Needs Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Needs assessments were given to all students, staff members, and parents. Based upon the results specific lesson have been development to meet the needs of the Lindeman students.	Other	08/01/2013	05/29/2015	\$0	No Funding Required	Counselor, students, staff, parents
Activity - Counseling Options	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to participate in small group counseling and one on one counseling. These sessions are being held for a 6-8 week period and behaviors are being progressed monitored to determine if the counseling was effective.	Other	08/01/2013	05/29/2015	\$0	No Funding Required	Counselor
Activity - Agencies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several students receive counseling services from NorthKey and the CDC to assist with social and emotional needs.	Other	08/01/2013	05/29/2015	\$0	No Funding Required	District Health Coordinator, Principal, Counselor
Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselors and speech therapists are collaborating to provide programs and support to students in need.	Behavioral Support Program	10/01/2014	05/29/2015	\$0	No Funding Required	Counselors, speech therapist

## Goal 2: Proficiency in Next Generation Instructional Programs and Support

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

demonstrate a proficiency in the overall score on each component of the Next Generation Instructional Program and Support by 06/30/2015 as measured by annual Program Reviews and the Unbridled Learning Accountability Model.

### Strategy 1:

Improve Arts and Humanities Program - The arts and humanities teachers will work to provide opportunities for guest artists and field trips to integrate the arts into students instructional day. This collaboration will enhance the arts and humanities program and increase student awareness.

Category: Integrated Methods for Learning

## KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Guest Artists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Invite guest artists in to teach students about their profession.	Extra Curricular	08/14/2013	05/29/2015	\$300	Other	Arts and Humanities teachers, principal

Activity - Drama Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of a curriculum map that documents the grade level, content area, and related standards where drama is embedded into instruction.	Direct Instruction	05/27/2013	05/29/2015	\$0	No Funding Required	Instructional Coordinator, Principal, Instructional Coach, and teachers

Activity - PD for Classroom Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts and Humanites along with Practical Living teachers will work to provide professional development to classroom teachers. This will allow for more integration of the arts in the classroom setting.	Professional Learning	08/14/2013	05/29/2015	\$0	No Funding Required	Arts and Humanities teacher, practical living teachers, classroom teachers, administration

Activity - Music Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3-5 grade students are invited to participate in music clubs after school. The clubs begin a 2:45 and run until 3:30 on a weekly basis.	Extra Curricular	08/13/2014	05/29/2015	\$0	No Funding Required	Music teacher

### Strategy 2:

Improve PL/CS Program - The staff and students of Lindeman Elementary will work to take part in a service learning project. Each team will give back to the community. There will be a specific day where all parties involved share their project and the impact they had on our community.

Category:

Activity - Lindeman Gives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lindeman Gives is a service learning project	Other	08/15/2013	05/29/2015	\$0	No Funding Required	Classroom teachers

Activity - Health Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

The development of a curriculum map for health that will embed health instruction into the daily weekly Physical Education instruction. One health theme will be discussed each week with all grade levels. The health curriculum map will be developed collaboratively by the two elementary Physical Education teachers.	Direct Instruction	05/27/2013	05/29/2015	\$0	No Funding Required	Instructional Coordinator, Principal, Instructional Coach, Physical Education teacher
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Activity - Consumerism Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of a curriculum map that documents the grade level, content area, and related standards where consumerism is embedded into instruction.	Direct Instruction	05/27/2013	05/29/2015	\$0	No Funding Required	Instructional Coordinator, Principal, Instructional Coach, and teachers

Activity - Career Studies Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of a curriculum map that documents the grade level, content area, and related standards where career studies is embedded into instruction.	Direct Instruction	05/27/2013	05/29/2015	\$0	No Funding Required	Instructional Coordinator, Principal, Instructional Coach, and teachers

Activity - Catch a Dream Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Careers are being showcased for students to gain knowledge about a variety of potential job opportunities.	Career Preparation/Orientation	08/14/2013	05/29/2015	\$0	No Funding Required	School counselor

### Strategy 3:

Writing Program - Teachers will implement writing strategies and products while teaching content.

Category: Continuous Improvement

Activity - Collaboration with external partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to provide students with opportunities for students to participate in contests and activities that encourage writing. We will also work to provide guest presenters in the area of writing.	Academic Support Program	08/14/2013	05/29/2015	\$0	No Funding Required	Classroom teacher, administration

Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Lindeman Elementary School

There will be a stronger focus on the writing plan to ensure success in the areas of reflective writing, publishing pieces, school wide strategies, and constructed response.	Academic Support Program	08/14/2013	05/29/2015	\$0	No Funding Required	Certified staff, administration, literacy consultant
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Activity - 6 + 1 Writing Traits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district literacy coordinator and an intermediate teacher have been working to provide monthly focus group training on implementing this writing strategy for district wide elementary school teachers.	Academic Support Program	10/01/2013	05/29/2015	\$0	No Funding Required	Literacy Coordinator, Certified Teachers, Instructional Coach.

### Strategy 4:

Advisory Committees/PLC's - Participation in district-wide advisory committees and professional learning communities for Arts and Humanities and Practical Living/Career Studies will assist the school in addressing areas in need of improvement, serve to strengthen proficient areas of the programs, and increase collaboration among the Arts and Humanities and Practical Living/Career Studies teachers across the district.

Category:

Activity - AH and PL/CS Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts and Humanities and Practical Living/Career Studies teachers will participate on the District-wide Arts and Humanities Advisory Committee and Practical Living/Career Studies Advisory Committee. Monthly meetings will be held with this group to discuss areas in need of improvement and advise the Arts and Humanities and Practical Living/Career Studies Programs of each school.	Academic Support Program	09/04/2013	05/29/2015	\$0	No Funding Required	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers

Activity - AH and PL/CS PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts and Humanities and Practical Living/Career Studies teachers will participate on the District-wide Arts and Humanities PLC and Practical Living/Career Studies PLC. Monthly meetings will be held with this group to discuss best practice, align curriculum across the district, and collaborate on district-wide and/or multi-school projects and events.	Professional Learning	09/04/2013	05/29/2015	\$0	No Funding Required	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers

**Strategy 5:**

Professional Development Specific to the Arts and Practical Living/Career Studies - Providing specific professional development for Arts and Humanities and Practical Living/Career Studies teachers will serve to strengthen their instruction and, in turn, strengthen the program as a whole.

Category:

Activity - Professional Development for the Arts and Practical Living/Career Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two three-hour professional development opportunities will be held during the school year. The professional development will be specific to the needs of the Arts and Humanities and Practical Living/Career Studies teachers across the district.	Professional Learning	08/01/2013	05/29/2015	\$0	District Funding	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers

**Strategy 6:**

Improve the K-3 Program - The primary program will work to prepare students for exiting the program and entering the intermediate grades. While doing this there will be a strong focus on gaining proficiency and challenging students with a variety of 21st Century Skills.

Category:

Activity - Academic Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The primary teachers will work to ensure that students are thinking more globally and challenging students to go deeper. They will also create units and activities that require students to move up the ladder of Bloom's Taxonomy.	Direct Instruction	08/14/2013	05/29/2015	\$0	No Funding Required	Primary teachers, administration

Activity - Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are using the Quality Questioning book and PGES rubric to intentional plan higher level questions.	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	Teachers, instructional coach, principal

**Goal 3: Continuous Instructional Improvement through Next Generation Professionals**

This plan includes progress notes which are at the very end of this document

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

## Measurable Objective 1:

collaborate to ensure continuous instructional improvement by 05/15/2015 as measured by completion of required professional development hours.

### Strategy 1:

Specialized Professional Development - Teachers will improve their ability to provide quality instruction through professional development connected to the Teacher Professional Growth and Effectiveness Framework

Category:

Research Cited: Charlotte Danielson's Framework for Teaching

Activity - Mandatory and Flexible Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development programs which will enable them to be effective teachers according to the Teacher Professional Growth and Effectiveness Framework	Professional Learning	07/01/2012	05/29/2015	\$0	School Council Funds	Principal
Activity - CIITS Training and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for staff in the various components of CIITS and implementation in accordance with the Erlanger-Elsmere Schools Scope of Work	Professional Learning	08/15/2012	06/30/2015	\$0	Other	Principal
Activity - PGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will continue orientation/training/certification/implementation practices related to state-mandated PGES evaluation system. Training will be utilized at the school level as Principal begins orienting self/staff to the new requirements of state evaluation.	Professional Learning	07/01/2013	05/29/2015	\$400	Race to the Top	District and School administrations

## Measurable Objective 2:

collaborate to ensure continuous instructional improvement by 04/30/2015 as measured by the Professional Growth and Effectiveness System.

### Strategy 1:

PLC Days - During scheduled PLC days throughout the year staff will participate in training regarding PGES and best practices. Trainings will be conducted by central office staff, regional support networks, and building leaders.

Category: Professional Learning & Support

Activity - Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data collected from their classrooms to categorize the level of questions used at Lindeman. They will also brainstorm ways to increase the rigor and level of academic dialogue that occurs in their classroom.	Academic Support Program	11/04/2014	05/29/2015	\$0	No Funding Required	Certified staff members, instructional coach, principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mandatory and Flexible Professional Development	Teachers will attend professional development programs which will enable them to be effective teachers according to the Teacher Professional Growth and Effectiveness Framework	Professional Learning	07/01/2012	05/29/2015	\$0	Principal
Parent Communication and Engagement	Information is shared at least monthly to inform parents of ongoing events at Lindeman. Parents are invited to shadow their child in kid for a day at Lindeman. They follow their child in every aspect of school. The principal works to be visible to parents during pick up and drop off. Life at Lindeman is sent home monthly to communicate what is happening at Lindeman. The Lindeman Facebook page and district calendar is updated on a regular basis.	Parent Involvement	08/15/2012	05/29/2015	\$0	Principal, Teachers
<b>Total</b>					<b>\$0</b>	

### Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PGES Training	Principal will continue orientation/training/certification/implementation practices related to state-mandated PGES evaluation system. Training will be utilized at the school level as Principal begins orienting self/staff to the new requirements of state evaluation.	Professional Learning	07/01/2013	05/29/2015	\$400	District and School administrations
<b>Total</b>					<b>\$400</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guest Artists	Invite guest artists in to teach students about their profession.	Extra Curricular	08/14/2013	05/29/2015	\$300	Arts and Humanities teachers, principal

## KDE Comprehensive School Improvement Plan

Lindeman Elementary School

SRO	The School Resource Officer is working on increasing the safety of the building while teaching DARE to 5th grade students. He is also mentoring students and beginning a boys group to focus on decreasing office referrals and increasing student achievement.	Other	08/13/2014	05/29/2015	\$0	SRO, principal, counselors
ATM Program	Academic Team Meeting happen once per month. In the meetings we focus on student learning and what interventions are needed to help that student become successful at school. One of the most important systems at Lindeman to ensure that students learn. We progress monitor students' learning and track the interventions and different tiers of intervention.	Academic Support Program	08/15/2012	05/29/2015	\$0	ATM staff, Principal, Instructional Coach
CIITS Training and Implementation	Training for staff in the various components of CIITS and implementation in accordance with the Erlanger-Elsmere Schools Scope of Work	Professional Learning	08/15/2012	06/30/2015	\$0	Principal
Collaboration with Family Resource Center	The FRC in partnership with Lindeman has supported the third year of the Born Learning Academy. The Academy helps parents to take everyday moments and turn them into learning moments. The FRC helps to remove barriers to student learning from clean clothes to helping fill out paper work,	Academic Support Program	08/15/2012	05/29/2015	\$0	Principal, FRC coordinator.
Kindergarten Me and My School	Kindergarten students that have not attended preschool will be invited to attend our Me and My School program. This will give them the opportunity to become familiar with expectations at school and will allow them a little more time to get comfortable in their surroundings.	Academic Support Program	10/01/2013	05/29/2015	\$500	Kindergarten Staff, Principal, Counselor, FRC Coordinator
<b>Total</b>					<b>\$800</b>	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Counseling Interventions	The counselors are working with students to improve their behavior as well as academic performance through the use of specific interventions. Some of the programs include Student Success Skills, How's your Engine Run, Superflex, as well as using social stories, meaningful work and having daily check ins.	Behavioral Support Program	10/13/2014	05/29/2015	\$0	Counselors, Principal, teachers
Counseling Program	Through the counseling program using SSS and a variety of other research based interventions barriers to learning with decrease and student achievement will increase.	Behavioral Support Program	08/13/2014	05/29/2015	\$200	Counselors, principal
Student Success Skills	Student Success Skills will be taught in whole class instruction and small group settings to ensure both behavioral and academic success.	Behavioral Support Program	08/14/2013	05/29/2015	\$0	Counselor, administration
<b>Total</b>					<b>\$200</b>	

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

## Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I	Title I support is provided to all students by all staff members.	Academic Support Program	08/15/2012	05/29/2015	\$0	Certified staff, Principal and Instructional Coach
<b>Total</b>					\$0	

## Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Text Book Committee	Staff members are researching to find a program that will be support the needs of the students at Lindeman. The committee is using data to determine the greatest literacy need look into materials that are available for possible purchase.	Other	09/15/2014	05/29/2015	\$10000	Committee made up of a variety of staff members.
<b>Total</b>					\$10000	

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL	Our English Language Learner teacher is involved with many teachers in collaborative teaching. The ELL teacher focusses on collaborating with classroom teachers to ensure student success.	Academic Support Program	08/15/2012	05/29/2015	\$0	ELL teacher, Principal and Instructional Coach
Orton Gillingham Strategies	Research based Orton-Gillingham strategies have been implemented throughout the primary grades to improve the quality of early literacy skills like letter recognition, blending of letters, fluency and comprehension. We have five primary teachers and para-educators that have recieved the five day Orton-Gillingham training. Other staff members have presented the same strategies in Professional Development opportunities within our school to develop the Best Practices in early literacy.	Academic Support Program	08/15/2012	05/29/2015	\$0	Administration, Paraeducators, Certified Staff
Monitoring Tools	Aims Web and STAR Enterprise are the tools in which we measure student progress in their learning. We use the tools to track student progress with data in a graph format. Teachers, councelors and the instructional coach are able to input data specific to students in the programs. We analyze the data and progress of students to determine if the intervention used is working, not working or if it is still necessary.	Academic Support Program	08/15/2012	05/30/2014	\$0	Principal, Instructional Coach, Teachers

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Safe and Civil Schools	Professional Development in Safe and Civil Schools behavior management to give teachers research based strategies in shaping student behaviors. The behavior management strategies help students and teachers to focus on learning rather than student behaviors.	Behavioral Support Program	08/15/2012	05/29/2015	\$0	Principal, Counselor
Targeted Interventions	Voyager, Fast ForWord, Compass Odyssey, OG, FCRR, RIT Band Instruction are interventions that are used with students as part of the RTI process. We assign specific interventions to provide extra support and time for students to ensure learning. Depending on what the students is having trouble with, we assign then monitor the interventions every 4-6 weeks.	Academic Support Program	08/15/2012	05/29/2015	\$0	Teachers, Instructional Coach, Principal
Special Education	The Special Education teachers meet monthly with the Director of Special Education to discuss program needs and needs of specific students. The teachers attend professional development designed to help students with disabilities (safe and civil schools behavior management). They read professional articles and books that help to improve their approaches to instruction of special education students. The teachers collaborate with colleagues and classroom teachers to improve their teaching strategies.	Academic Support Program	08/15/2012	05/29/2015	\$0	Special education staff
Professional Development for the Arts and Practical Living/Career Studies	Two three-hour professional development opportunities will be held during the school year. The professional development will be specific to the needs of the Arts and Humanities and Practical Living/Career Studies teachers across the district.	Professional Learning	08/01/2013	05/29/2015	\$0	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers
Universal Screening and Student Goal Setting	Every student enrolled at Lindeman is given the STAR Enterprise test to monitor progress in reading and math. It is used as a Universal Screener to establish where the student begins the school year and where they end the school year and is given at least 5 a school year. Another Universal Screener that we use is MAP testing. Teachers look at the data 3 times per year to check for understanding and progress in their students' learning. Students set goals based upon their scores from the previous test. Students are encouraged to meet or exceed their goals in Reading, Language, Math, and Science.	Academic Support Program	08/15/2012	05/29/2015	\$0	Teachers, Instructional Coach, Counselors and Principal
<b>Total</b>					<b>\$0</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Agencies	Several students receive counseling services from NorthKey and the CDC to assist with social and emotional needs.	Other	08/01/2013	05/29/2015	\$0	District Health Coordinator, Principal, Counselor
Accelerated Math	Accelerated Math is available to students in 3rd 4th and 5th grades. Students use AM frequently and are given instructional practice sheets to work on specific skills that are in need of practice. Students can see their progress in AR with reports that are available to their teacher.	Other	08/15/2012	05/29/2015	\$0	Instructional Coach, Teachers and Principal
Gifted and Talented	Students that are identified as gifted and talented participate in activities to enhance their learning and keep them challenged.	Academic Support Program	08/13/2014	05/29/2015	\$0	Instructional Coach, teachers, principal
6 + 1 Writing Traits	The district literacy coordinator and an intermediate teacher have been working to provide monthly focus group training on implementing this writing strategy for district wide elementary school teachers.	Academic Support Program	10/01/2013	05/29/2015	\$0	Literacy Coordinator, Certified Teachers, Instructional Coach.
Functional PLC's	PLC's will collaborate to develop a better understanding of the depth of standards across all grade levels by observing peers, analyzing data, evaluating teacher effectiveness, and rigor.	Professional Learning	08/15/2012	05/29/2015	\$0	Principal, certified staff, Instructional Coach, Instructional Coordinator, Literacy Consultant
Questioning	Teachers are using the Quality Questioning book and PGES rubric to intentionally plan higher level questions.	Academic Support Program	08/13/2014	05/29/2015	\$0	Teachers, instructional coach, principal
Cross Curricular Unit Development	We will integrate reading instruction with other content areas by providing additional training and support to teachers and by working in PLC teams.	Academic Support Program	08/13/2014	05/29/2015	\$0	PLC teams, certified staff, principal, instructional coach
Student Support Services	Big Brothers/Big Sisters, Lunch Buddies, Whiz Kids, and the Kenton County Library are activities that engage parents and students in the learning community of Lindeman. Mentorship, instruction and social interaction are important attributes that help Lindeman students overcome obstacle in their learning.	Other	08/15/2012	05/29/2015	\$0	Principal, Counselor, Instructional Coach

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

AH and PL/CS PLC	Arts and Humanities and Practical Living/Career Studies teachers will participate on the District-wide Arts and Humanities PLC and Practical Living/Career Studies PLC. Monthly meetings will be held with this group to discuss best practice, align curriculum across the district, and collaborate on district-wide and/or multi-school projects and events.	Professional Learning	09/04/2013	05/29/2015	\$0	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers
Catch a Dream Center	Careers are being showcased for students to gain knowledge about a variety of potential job opportunities.	Career Preparation/Orientation	08/14/2013	05/29/2015	\$0	School counselor
Lindeman Gives	Lindeman Gives is a service learning project	Other	08/15/2013	05/29/2015	\$0	Classroom teachers
Collaboration	The counselors and speech therapists are collaborating to provide programs and support to students in need.	Behavioral Support Program	10/01/2014	05/29/2015	\$0	Counselors, speech therapist
Health Curriculum Map	The development of a curriculum map for health that will embed health instruction into the daily weekly Physical Education instruction. One health theme will be discussed each week with all grade levels. The health curriculum map will be developed collaboratively by the two elementary Physical Education teachers.	Direct Instruction	05/27/2013	05/29/2015	\$0	Instructional Coordinator, Principal, Instructional Coach, Physical Education teacher
Academic Rigor	The primary teachers will work to ensure that students are thinking more globally and challenging students to go deeper. They will also create units and activities that require students to move up the ladder of Bloom's Taxonomy.	Direct Instruction	08/14/2013	05/29/2015	\$0	Primary teachers, administration
Accelerated Reading	Accelerated Reading is offered to all students at Lindeman and is encouraged with incentives for students at all grade levels. Students can earn stars and special lunch opportunities while having fun reading AR books. Students are excited to pass an AR test and earn incentives toward their learning.	Other	08/15/2012	05/29/2015	\$0	Librarian, Teachers, Instructional Coach and Principal
Consumerism Curriculum Map	Development of a curriculum map that documents the grade level, content area, and related standards where consumerism is embedded into instruction.	Direct Instruction	05/27/2013	05/29/2015	\$0	Instructional Coordinator, Principal, Instructional Coach, and teachers

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Student Opportunities	Academic Team, 4H, DARE, 4th and 5th Grade Girls Club, PEP Program, Art Club, Joyful Noise, Drum Club, Girls on the Run, Lindeman Leaders, Student Ambassadors, Girls Volleyball, Boys and Girls Basketball are all examples of extra curricular activities students can participate in at Lindeman. There are a multitude of experiences that students can engage in, what they are interested in and develop those skills and interests. The idea is that students engaged at high levels at school are more focused on learning and become more well rounded in their life experiences.	Extra Curricular	08/15/2012	05/29/2015	\$0	Teachers, Coaches Principal
RIT Band Instruction	Teachers are using MAP data to pin point gaps in teaching and learning. They are using DeCartes to individualize instruction based upon student need in the area of math.	Academic Support Program	08/13/2014	05/29/2015	\$0	Classroom teachers, instructional coach
Student Support Services	Art Club, Girls on the Run, Joyful Noise, DRUM Group, PEP Grant Activities, Energy Club, Academic Team, and Sports teams. These programs help to remove barriers to students learning and encourage students to participate in the Lindeman community.	Academic Support Program	08/15/2012	05/29/2015	\$0	Principal, Instructional Coach, Counselor, Music Teacher, Energy Club and Academic Team Sponsor
AH and PL/CS Advisory Committee	Arts and Humanities and Practical Living/Career Studies teachers will participate on the District-wide Arts and Humanities Advisory Committee and Practical Living/Career Studies Advisory Committee. Monthly meetings will be held with this group to discuss areas in need of improvement and advise the Arts and Humanities and Practical Living/Career Studies Programs of each school.	Academic Support Program	09/04/2013	05/29/2015	\$0	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers
PD for Classroom Teachers	Arts and Humanities along with Practical Living teachers will work to provide professional development to classroom teachers. This will allow for more integration of the arts in the classroom setting.	Professional Learning	08/14/2013	05/29/2015	\$0	Arts and Humanities teacher, practical living teachers, classroom teachers, administration
PT3	Parents and teachers are talking together through the PT3 with the Prichard Committee. They have been trained and are working on an action plan to improve the home/school connection and to focus on student learning.	Parent Involvement	11/10/2014	05/29/2015	\$0	Parents, teachers

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Career Studies Curriculum Map	Development of a curriculum map that documents the grade level, content area, and related standards where career studies is embedded into instruction.	Direct Instruction	05/27/2013	05/29/2015	\$0	Instructional Coordinator, Principal, Instructional Coach, and teachers
Writing Plan	There will be a stronger focus on the writing plan to ensure success in the areas of reflective writing, publishing pieces, school wide strategies, and constructed response.	Academic Support Program	08/14/2013	05/29/2015	\$0	Certified staff, administration, literacy consultant
Questioning	Staff will use data collected from their classrooms to categorize the level of questions used at Lindeman. They will also brainstorm ways to increase the rigor and level of academic dialogue that occurs in their classroom.	Academic Support Program	11/04/2014	05/29/2015	\$0	Certified staff members, instructional coach, principal
Engage New York	Grade level classes are using Engage New York to support their math program.	Academic Support Program	08/13/2014	05/29/2015	\$0	Classroom teachers, instructional coach
Drama Curriculum Map	Development of a curriculum map that documents the grade level, content area, and related standards where drama is embedded into instruction.	Direct Instruction	05/27/2013	05/29/2015	\$0	Instructional Coordinator, Principal, Instructional Coach, and teachers
Quality Questioning	Joyce Harris has provided a 5 hour training to help improve teacher questioning techniques for our teachers. Her training focused on techniques for delivery of questions (proper wait time and procedures) and the level of questioning on Bloom's Taxonomy of higher order thinking. Teachers are planning purposful questions at higher levels of the taxonomy for the classroom to ensure students are challenged and the rigor of instruction is at high levels.	Professional Learning	08/15/2012	05/29/2015	\$0	Principal, Instructional Coach and Instructional Staff
Music Clubs	3-5 grade students are invited to participate in music clubs after school. The clubs begin a 2:45 and run until 3:30 on a weekly basis.	Extra Curricular	08/13/2014	05/29/2015	\$0	Music teacher
Community Engagement	By embracing our BEST Partner Toyota Motor Manufacturing, we have made a connection to the community by inviting members of the community to mentor and coach students in literacy through the One to One Program.	Community Engagement	08/15/2012	05/29/2015	\$0	Principal, Instructional Coach
Transition Team	Several staff members are part of a district committee focusing on transitions from preschool to elementary to middle school, high school, and on to college and career.	Academic Support Program	09/03/2012	05/29/2015	\$0	Instructional Coach, Counselor, Instructional Coordinator

**KDE Comprehensive School Improvement Plan**

Lindeman Elementary School

Collaboration with external partners	Teachers will work to provide students with opportunities for students to participate in contests and activities that encourage writing. We will also work to provide guest presenters in the area of writing.	Academic Support Program	08/14/2013	05/29/2015	\$0	Classroom teacher, administration
PBIS	At Lindeman we are in the process of implementing PBIS school wide.	Behavioral Support Program	11/01/2013	05/29/2015	\$0	PBIS Team
RIT Band Instruction	Teachers are using MAP data to provide individualized instruction for students based upon on their RIT range. DeCartes is used to provide research based instruction to support the students to reach proficiency.	Academic Support Program	11/01/2013	05/29/2015	\$0	Classroom teachers, instructional coach, principal
Needs Assessments	Needs assessments were given to all students, staff members, and parents. Based upon the results specific lesson have been development to meet the needs of the Lindeman students.	Other	08/01/2013	05/29/2015	\$0	Counselor, students, staff, parents
Counseling Options	Students have the opportunity to particate in small group counseling and one on one counseling. These sessions are being held for a 6-8 week period and behaviors are being progressed monitored to determine if the counseling was effective.	Other	08/01/2013	05/29/2015	\$0	Counselor
<b>Total</b>					<b>\$0</b>	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Student Support Services	In Progress	The Whiz Kids program has expanded to include a second church. Around 40 students are participating in the program.	December 03, 2013	Mrs. Angela Gabbard
Activity	Universal Screening and Student Goal Setting	In Progress	All certified staff members were trained by a STAR Enterprise Consultant on the program.	December 03, 2013	Mrs. Angela Gabbard
Activity	Special Education	In Progress	The special education department will collaborate/communicate with all classroom teachers to ensure that students needs are the focus of instruction at Lindeman.	December 03, 2013	Mrs. Angela Gabbard
Activity	Monitoring Tools	In Progress	We are also working on tracking behavior data through frequency and duration charts.	December 01, 2014	Mrs. Angela Gabbard
Activity	Safe and Civil Schools	In Progress	Several students are participating in Meaningful Work. The purpose is to get them engaged in a task that they take ownership of to improve their thoughts/attitude regrading school.	December 03, 2013	Mrs. Angela Gabbard
Activity	Safe and Civil Schools	In Progress	To help with behavior concerns we are using the 25 minute meeting model to focus on specific strategies.	December 03, 2013	Mrs. Angela Gabbard
Activity	Safe and Civil Schools	In Progress	The Professional Development is completed and implementation is ongoing.	December 03, 2013	Mrs. Angela Gabbard
Activity	Targeted Interventions	In Progress	In the 2014-15 school year tiered supports will be provided to those students in need in addition to Tier I core instruction. Teachers will meet on a regular basis to evaluate effectiveness.	August 06, 2014	Mrs. Angela Gabbard
Activity	Orton Gillingham Strategies	In Progress	Orton Gillingham is being used as an intensive intervention with both third grade and first grade students.	December 03, 2013	Mrs. Angela Gabbard
Activity	ATM Program	In Progress	The focus of ATM meetings has been solely on academics. Any behavior issues are targeted in a separate 25 minute meeting.	December 03, 2013	Mrs. Angela Gabbard
Activity	Cross Curricular Unit Development	In Progress	Instructional coach and 4th grade teachers are participating in the cadre meetings to learn more about the new science standards.	December 01, 2014	Mrs. Angela Gabbard
Activity	Quality Questioning	In Progress	Based upon self reflections and PGES data there is a need to continue to work on this area. We will continue to work with Joyce and the Quality Questioning book to improve in this area.	November 17, 2014	Mrs. Angela Gabbard
Activity	Quality Questioning	In Progress	Joyce has continued to work with specific teachers on a one on one basis to improve questioning in certain classrooms.	December 03, 2013	Mrs. Angela Gabbard
Activity	Community Engagement	In Progress	We have also build relationships with local churches. 7Hills, EBS, ECC have all donated their time and energy to work with our students and to improve the learning environment at Lindeman.	November 17, 2014	Mrs. Angela Gabbard
Activity	Community Engagement	In Progress	The Phyllon Foundation has worked with Lindeman for a few years to get students to step outside of their comfort zone and to work on team building.	November 17, 2014	Mrs. Angela Gabbard

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity	Community Engagement	In Progress	Lindeman received the One to One Family Literacy Grant. This will allow for students that have One to One coaches receive 10 books for their home library. The grant also provides families with 2 (1) hour trainings to support families in how to go about assisting their children with literacy.	October 28, 2014	Mrs. Angela Gabbard
Activity	Functional PLC's	In Progress	There is an intentional focus for PLC meetings with an agenda. All meetings are focused around student growth and meeting the needs of the Lindeman students.	December 03, 2013	Mrs. Angela Gabbard
Activity	Kindergarten Me and My School	In Progress	Kindergarten teachers completed the program and are reviewing data to ensure that the program is effective for all students participating and that the program continues to get better.	November 17, 2014	Mrs. Angela Gabbard
Activity	Parent Communication and Engagement	In Progress	Monthly assemblies are being held to recognize students in the areas of academics and behavior. Parents are invited to attend.	December 03, 2013	Mrs. Angela Gabbard
Activity	Counseling Options	In Progress	Through a grant we received an additional full time counselor to help meet the needs of students at Lindeman.	December 01, 2014	Mrs. Angela Gabbard
Activity	Counseling Options	In Progress	Through a grant we received an additional full time counselor to help meet the needs of students at Lindeman.	December 01, 2014	Mrs. Angela Gabbard
Activity	PBIS	In Progress	The PBIS team is presenting to the faculty our data on a regular basis. As a team we created a school wide positive reinforcement of students earning Paw Prints.	November 17, 2014	Mrs. Angela Gabbard
Activity	PBIS	In Progress	The PBIS team is meeting monthly to review data and reflect on how PBIS is working at Lindeman. The data will be shared at PLC days throughout the year to keep our faculty informed on the effectiveness of PBIS.	October 28, 2014	Mrs. Angela Gabbard
Activity	Collaboration with Family Resource Center	In Progress	We have been participating in the iMom's program and All Pro Dad's to get parents in the building to eat breakfast with their child and provide an opportunity for them to spend time together at school. This program was started by our FRC.	November 17, 2014	Mrs. Angela Gabbard
Activity	Collaboration with Family Resource Center	In Progress	To increase the home and school connection our FRC coordinator has worked with the principal to bring All Pro Dads and iMom's. These programs allow for parents to come in monthly and have breakfast with their child while completing assignments that allow for conversations and activities among parents and their children.	October 28, 2014	Mrs. Angela Gabbard
Activity	Collaboration with Family Resource Center	In Progress	The FRC Coordinator is stationed at Lindeman at least once a week and works to assist on items necessary for students to be successful in the classroom.	December 03, 2013	Mrs. Angela Gabbard
Activity	Guest Artists	In Progress	A Woodwind Quintet performed Peter and the Wolf for all students.	December 03, 2013	Mrs. Angela Gabbard
Activity	Lindeman Gives	In Progress	All students at Lindeman participated in a variety of service learning projects. The program was extremely successful and will continue to be an ongoing project.	August 23, 2013	Mrs. Angela Gabbard
Activity	AH and PL/CS Advisory Committee	In Progress	With suggestions from building principals meetings have been changed to occur during school hours. This will allow more committment.	December 03, 2013	Mrs. Angela Gabbard
Activity	AH and PL/CS Advisory Committee	In Progress	Meetings have been scheduled for the 2013-14 school year.	August 23, 2013	Mrs. Angela Gabbard

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity	Professional Development for the Arts and Practical Living/Career Studies	In Progress	Arts and humanities teachers have participated in a variety of professional developments to enhance their learning.	December 01, 2014	Mrs. Angela Gabbard
Activity	Professional Development for the Arts and Practical Living/Career Studies	In Progress	Dates have been set for PD hours for all arts and humanities and practical living teachers.	August 23, 2013	Mrs. Angela Gabbard
Activity	Professional Development for the Arts and Practical Living/Career Studies	In Progress	Dates have been set for PD hours for all arts and humanities and practical living teachers.	August 23, 2013	Mrs. Angela Gabbard
Activity	AH and PL/CS PLC	In Progress	With suggestions from building principals meetings have been changed to occur during school hours. This will allow for more committment.	December 03, 2013	Mrs. Angela Gabbard
Activity	AH and PL/CS PLC	In Progress	Meetings have been scheduled for the 2013-14 school year.	August 23, 2013	Mrs. Angela Gabbard
Activity	Academic Rigor	In Progress	The primary program has been focussing on the use of Anchor Charts to communicate big ideas and help with student engagement and comprehension.	December 03, 2013	Mrs. Angela Gabbard
Activity	Health Curriculum Map	In Progress	The PEP Grant has been recieved and implementation is underway.	December 03, 2013	Mrs. Angela Gabbard
Activity	Health Curriculum Map	In Progress	The curriculum map has been completed. Implementation is underway.	August 23, 2013	Mrs. Angela Gabbard
Activity	Consumerism Curriculum Map	In Progress	The instructional coaches in the district are working to create a consumerism curriculum map.	August 23, 2013	Mrs. Angela Gabbard
Activity	Writing Plan	In Progress	PLC teams are working on common assessments that require students to repond to text in writing.	December 03, 2013	Mrs. Angela Gabbard
Activity	Career Studies Curriculum Map	In Progress	The instructional coaches in the district are working to create a career studies curriculum map.	August 23, 2013	Mrs. Angela Gabbard
Activity	Catch a Dream Center	In Progress	The catch a dream center has become a segment on our weekly school wide newscast. This allows all of the students in the building to learn about a career path.	December 01, 2014	Mrs. Angela Gabbard
Activity	Catch a Dream Center	In Progress	Careers are being displayed and is meeting with students to discuss each career.	August 23, 2013	Mrs. Angela Gabbard
Activity	Drama Curriculum Map	In Progress	The instructional coaches and instructional coordinator are continuing to work on development of the curriculum map.	December 03, 2013	Mrs. Angela Gabbard
Activity	CIITS Training and Implementation	In Progress	Intermediate teachers are using CIITS for assessments.	December 03, 2013	Mrs. Angela Gabbard
Activity	PGES Training	In Progress	Through PLC meetings as a staff we are breaking down the domains and PGES rubric for better understanding.	December 01, 2014	Mrs. Angela Gabbard
Activity	PGES Training	In Progress	Teachers are becoming familiar with the domains and PLC time is being used to discuss the changes to the evaluation system.	December 03, 2013	Mrs. Angela Gabbard



# **KDE Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

Looking at KPREP data from the 2013-2014 school year as compared to the year before we made improvements in all areas. While there was consistent growth it is still apparent that we have too many students scoring in the novice category in the areas of reading and math. To address the inconsistencies in reading scores we are looking at adopting a literacy program for our early primary grades to address the need for fluency interventions and also to increase more cross curricular integration. Our students are performing significantly better in the areas of science and social studies.

There was also a bit of a difference in our gap groups. With our school at 75% Free and Reduced Lunch it is a large majority of where the gap exists. It tells me that we need to address Math and Reading to a two part system; first we need to continually provide teacher professional development to improve the quality of instruction for our students. Research tells us that the most important factor in a child's education is the teacher that is delivering the instruction. We are striving to provide the best PD we can for our teachers to help them become better at their craft. One improvement for the PD is getting feedback from the teachers. We have developed a process of delivering needs assessments to the teachers so that we can follow up with more PD on areas that are in need and to cover areas that we might need some more help. We have also provided time for teachers to look at and observe others in the building doing what they do well. In essence we are learning from the experts in the building and developing our school wide PLC.

Part two is providing the services that each child needs in order to be successful at school. Because of the high free and reduced numbers, many students come to school with barriers to learning. We are getting better at figuring out the needs of students sooner, providing better interventions both academically and socially. One area that we are doing well in is providing volunteers to work with our students, One to One, Lunch Buddies, Big Brothers Big Sisters etc.... We will continue to provide those areas of support and to increase the numbers of volunteers that participate with our students. The Gallup Poll data has indicated that we are improving the disposition of students in 5th grade at Lindeman. We will continue to develop our relationship building through volunteerism and caring adults working with students in need of mentoring. These relationships have and will pay off for students academically.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

As mentioned above an area of strength is our number of outside adults involved in the development of our students academically and socially. One to One, Whiz Kids, Big Brothers, Lunch Buddies all are organizations that have roots in mentoring our students. I have seen how the students thrive on the positive interactions they get when working with a volunteer. I also have seen the data from the Gallop Poll that tells us students are feeling better about themselves and their situations. In turn they begin to do better in school and are more connected to the school community. Community mentor-ship is very important to our students and is changing lives. The Whiz Kids program spread this year to another church. We now have over 50 students who are being mentored and tutored at 2 local churches.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

One area that has become a concern is the number of students scoring in the novice and apprentice categories. We are working to teach students how to become better test takers through the use of Student Success Skills. As a school we are also working on increasing cross curricular instruction. Students appear to respond with more interest to content areas. We are working to teach more reading skills through science and social studies.

Our text book committee is researching some resources that may help to improve fluency with our early primary students. This will provide students with the foundation that they need to allow them to be better readers.

We are looking closely at our assessments and making sure that students are being appropriately challenged. Grade level PLCs are doing common assessments to ensure that all students are getting eyes on grade level appropriate text, not just text on their ability level. We are also using progress monitoring on a regular basis to check for student growth and for areas of concern.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Our next steps in improvement of Lindeman is to continue to develop our relationships with organizations to mentor and tutor our students. We will grow our volunteerism to help students in need providing mental health services and social-emotional support for many of our students.

We will continue to provide PD for teachers based upon their needs. We will define those needs based on PD needs assessments given to teachers. We will continue to improve the relationships with area experts and get them into our school to work directly with teachers and Mrs. Wainscott, our Instructional Coach. We will utilize the experts in our building to teach each other what we already know and do well strengthening our grade level PLC and our school wide PLC.

We will also continue to incorporate writing into all content areas. Students will be responding to text in all areas and will respond to questions using a school wide writing strategy along with cross curricular instruction.

# **The Missing Piece**

## **Introduction**

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)



## **Stakeholders**

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

Site Based Members, Instructional Coach, and Counselors

## Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

## Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.57

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

## Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.43

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

## Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.</li> <li>• Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process.</li> <li>• Community resources to support learning.</li> </ul>	Apprentice

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice



# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.)	Apprentice

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

## **Reflection**

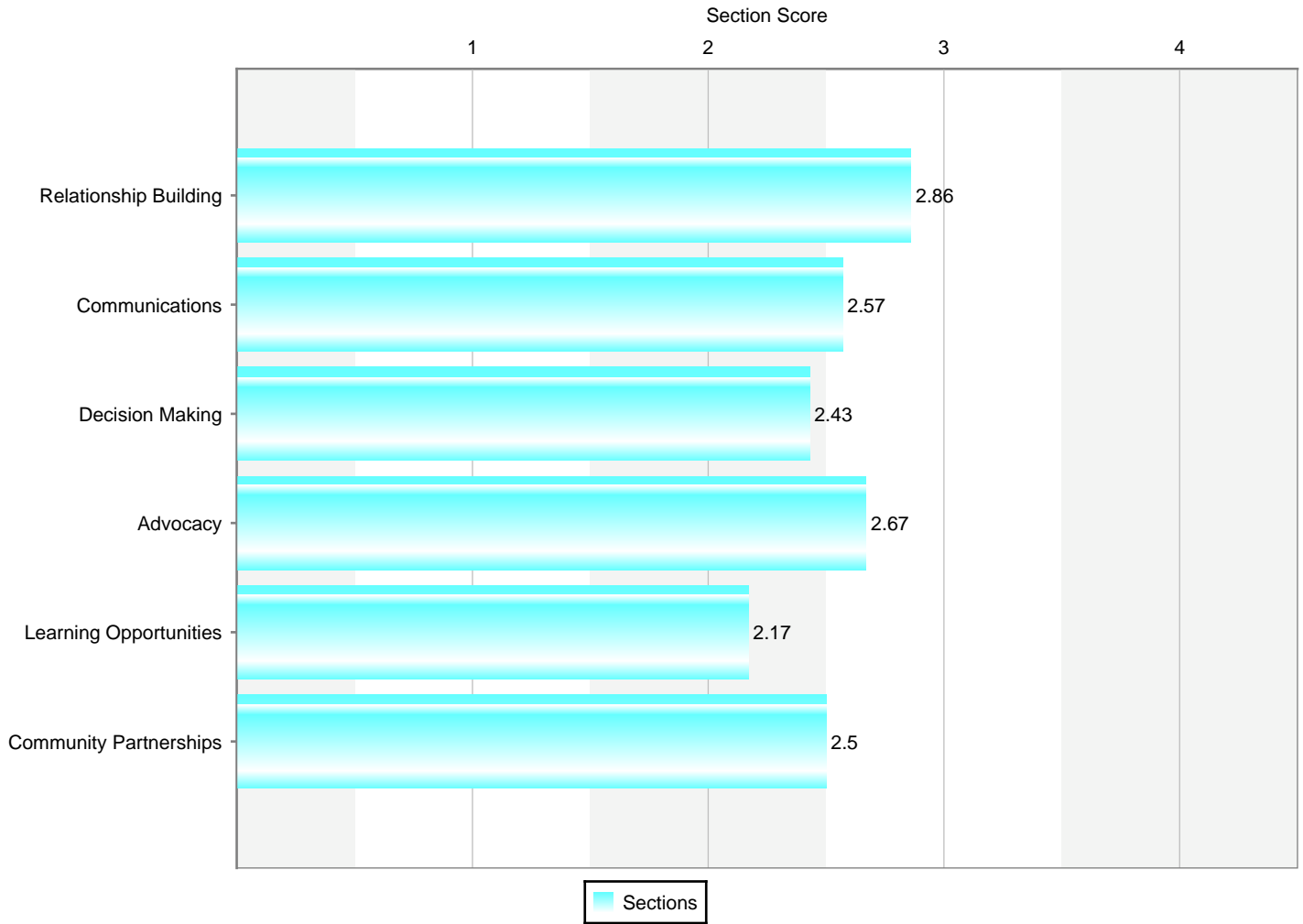
Reflect upon your responses to each of the Missing Piece objectives.

### **Reflect upon your responses to each of the Missing Piece objectives.**

Areas of strength continue to be business engagement and involving a variety of stakeholders. It has become clear that we have build relationships with businesses and sometimes overlook parents. This school year we participated in the PT3 through the Prichard Committee to get parents and teachers talking together to make change for our kids. As as school we need to follow up with those committees and work to reinstate a PTO and get parents more involved in the decisions being made at Lindeman. The majority of events that are planned at Lindeman are done so through the staff with minimal parent leadership. Our families attend events and enjoy coming to school functions, however the need for more parent leadership is apparent. It is the goal of Lindeman to have more parent lead functions and family activities.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

At Lindeman all stakeholders are embraced and are part of the decision making. Our SBDM council is elected and the committee works to make decisions for the school that are in the best interest of the students. Meetings are held on a monthly basis.

This school year parents and teachers participated in a PT3 through the Prichard Committee. This group worked to create an action plan and to make changes that are best for the school. The committee was made up of volunteers and from that group they signed up for some specific committees.

We currently have a text book committee that has been formed to research programs to address early literacy skills as well as committee that is focused on looking at data, and a PBIS team that is dedicated to behavior.

Lindeman also works with organizations to work on student learning. We are partnered with Big Brothers/Big Sisters, One to One, and Whiz Kids. These organizations work to build relationships and improve student proficiency.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The stakeholders that participate in the improvement plan include all staff members and SBDM members. All staff members have a voice in the decisions that are made at Lindeman. Site Based members review the plan monthly and discuss any items that may need to be edited or added.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Site Based members review the plan monthly, at our December meeting we reviewed and approved the plan. All members were given a copy. The final copy is given to all staff members.

## **KDE Assurances - School**



## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All recruit is taken care of at the district level which is noted in the CDIP.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

**KDE Comprehensive School Improvement Plan**

Lindeman Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Lindeman is a school wide Title I program, all students receive services.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Lindeman is a school wide Title I school.	

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Lindeman is a school wide Title I school.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Lindeman is a school wide Title I school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	Lindeman is a school wide Title I school.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Lindeman is a school wide Title I school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Lindeman is a school wide Title I school.	

**KDE Comprehensive School Improvement Plan**

Lindeman Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	<a href="http://www.erlanger.kyschools.us/compimp.html">http://www.erlanger.kyschools.us/compimp.html</a>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

**KDE Comprehensive School Improvement Plan**

Lindeman Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Lindeman is a school wide Title I school.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Lindeman is a school wide Title I school.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **Compliance and Accountability - Elementary Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.



## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

**Goal 1:**

Proficiency in Next Generation Learners Overall Score

**Measurable Objective 1:**

collaborate to improve student proficiency in all measured academic areas by 06/30/2015 as measured by Non-Duplicated Gap Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

**Strategy1:**

Parental Involvement - At Lindeman, one of our 4 core beliefs is that Parents Are Our Partners. We believe that parental involvement is essential to the development of instruction and learning at our school. Without parents to engage in student learning, we would only be half way to the path of learning.

Category:

Research Cited:

Activity - PTO	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Lindeman PTO is an active organization that provides afterschool activities for students and families. The PTO also supports teachers in their classrooms with supplies and incentives.	Parent Involvement			08/15/2012	05/30/2014	\$0 - Booster Fund	PTO members, Principal

Activity - Parent Communication and Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information is shared at least monthly to inform parents of ongoing events at Lindeman. Parents are invited to shadow their child in kid for a day at Lindeman. They follow their child in every aspect of school. The principal works to be visible to parents during pick up and drop off. Life at Lindeman is sent home monthly to communicate what is happening at Lindeman. The Lindeman Facebook page and district calendar is updated on a regular basis.	Parent Involvement			08/15/2012	05/29/2015	\$0 - School Council Funds	Principal, Teachers

**Goal 2:**

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Continuous Instructional Improvement through Next Generation Professionals

## Measurable Objective 1:

collaborate to ensure continuous instructional improvement by 05/15/2015 as measured by completion of required professional development hours.

## Strategy1:

Specialized Professional Development - Teachers will improve their ability to provide quality instruction through professional development connected to the Teacher Professional Growth and Effectiveness Framework

Category:

Research Cited: Charlotte Danielson's Framework for Teaching

Activity - Mandatory and Flexible Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development programs which will enable them to be effective teachers according to the Teacher Professional Growth and Effectiveness Framework	Professional Learning			07/01/2012	05/29/2015	\$0 - School Council Funds	Principal

Activity - CIITS Training and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for staff in the various components of CIITS and implementation in accordance with the Erlanger-Elsmere Schools Scope of Work	Professional Learning			08/15/2012	06/30/2015	\$0 - Other	Principal

Activity - PGES Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will continue orientation/training/certification/implementation practices related to state-mandated PGES evaluation system. Training will be utilized at the school level as Principal begins orienting self/staff to the new requirements of state evaluation.	Professional Learning			07/01/2013	05/29/2015	\$400 - Race to the Top	District and School administrations

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

## Goal 1:

Proficiency in Next Generation Learners Overall Score

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

## Measurable Objective 1:

collaborate to achieve typical to high growth by 06/30/2015 as measured by the overall Growth Score, Reading and Math Typical Growth scores, and individual student growth scores.

## Strategy1:

Academic Enrichment - Due to individualized instruction in Reading and Math, students are able to be met closer to their ability levels and challenged on an academic level. The students that are identified as gifted and talented are given opportunities to experience field trips to The Playhouse in The Park and enrichment activities at Tichenor Middle School and Lloyd High School. They also attend DreamFest at Northern Kentucky University. All 5th grade elementary schools students attend an informational trip to NKU and Gateway Community College to see and experience college first hand.

Category: Continuous Improvement

Research Cited:

Activity - Gifted and Talented	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as gifted and talented participate in activities to enhance their learning and keep them challenged.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, teachers, principal

Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Math is available to students in 3rd 4th and 5th grades. Students use AM frequently and are given instructional practice sheets to work on specific skills that are in need of practice. Students can see their progress in AR with reports that are available to their teacher.	Other			08/15/2012	05/29/2015	\$0 - No Funding Required	Instructional Coach, Teachers and Principal

Activity - Accelerated Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reading is offered to all students at Lindeman and is encouraged with incentives for students at all grade levels. Students can earn stars and special lunch opportunities while having fun reading AR books. Students are excited to pass an AR test and earn incentives toward their learning.	Other			08/15/2012	05/29/2015	\$0 - No Funding Required	Librarian, Teachers, Instructional Coach and Principal

## Measurable Objective 2:

collaborate to improve student proficiency in all measured academic areas by 06/30/2015 as measured by Achievement Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

## Strategy1:

Improve Numeracy - At Lindeman we are focused on continuous improvement in numeracy. Teachers participate in a variety of training to continue to work towards the goal of proficiency in the area of math. The strategies and activities implemented with help us achieve that proficiency goal.

Category: Continuous Improvement

Research Cited:

Activity - Engage New York	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level classes are using Engage New York to support their math program.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom teachers, instructional coach

Activity - RIT Band Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using MAP data to pin point gaps in teaching and learning. They are using DeCartes to individualize instruction based upon student need in the area of math.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom teachers, instructional coach

## Strategy2:

Improve Instructional Strategies - At Lindeman we are consistently developing and trying new strategies to improve how we instruct our students. We have developed best practices and define them for teachers to help improve a systematic and standard approach to instruction.

Category:

Research Cited:

Activity - Functional PLC's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will collaborate to develop a better understanding of the depth of standards across all grade levels by observing peers, analyzing data, evaluating teacher effectiveness, and rigor.	Professional Learning			08/15/2012	05/29/2015	\$0 - No Funding Required	Principal, certified staff, Instructional Coach, Instructional Coordinator, Literacy Consultant

Activity - Math Focus Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We are partnering with Jonathon Thomas at NKU to work on developing math focus groups to increase teacher proficiency and build capacity in the areas of math.	Academic Support Program			01/01/2014	05/30/2014	\$0 - No Funding Required	Certified staff, instructional coach

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Quality Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Joyce Harris has provided a 5 hour training to help improve teacher questioning techniques for our teachers. Her training focused on techniques for delivery of questions (proper wait time and procedures) and the level of questioning on Bloom's Taxonomy of higher order thinking. Teachers are planning purposeful questions at higher levels of the taxonomy for the classroom to ensure students are challenged and the rigor of instruction is at high levels.	Professional Learning			08/15/2012	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach and Instructional Staff

### Strategy3:

Improve Literacy - At Lindeman we are focused on reaching proficiency in literacy at all grade levels. We have numerous strategies to help improve instruction and to stay current on best practices regarding all ELA standards.

Category: Continuous Improvement

Research Cited:

Activity - RIT Band Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using MAP data to provide individualized instruction for students based upon on their RIT range. DeCartes is used to provide research based instruction to support the students to reach proficiency.	Academic Support Program			11/01/2013	05/29/2015	\$0 - No Funding Required	Classroom teachers, instructional coach, principal

Activity - Orton Gillingham Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based Orton-Gillingham strategies have been implemented throughout the primary grades to improve the quality of early literacy skills like letter recognition, blending of letters, fluency and comprehension. We have five primary teachers and para-educators that have recieved the five day Orton-Gillingham training. Other staff members have presented the same strategies in Professional Development opportunities within our school to develop the Best Practices in early literacy.	Academic Support Program			08/15/2012	05/29/2015	\$0 - District Funding	Administration, Paraeducators, Certified Staff

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Text Book Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members are researching to find a program that will be support the needs of the students at Lindeman. The committee is using data to determine the greatest literacy need look into materials that are available for possible purchase.	Other			09/15/2014	05/29/2015	\$10000 - Text Books	Committee made up of a variety of staff members.

All children were screened for kindergarten readiness.

### Goal 1:

Proficiency in Next Generation Learners Overall Score

### Measurable Objective 1:

collaborate to achieve typical to high growth by 06/30/2015 as measured by the overall Growth Score, Reading and Math Typical Growth scores, and individual student growth scores.

### Strategy1:

Progress Monitoring - Through the ATM systematic process, students progress toward goals is monitored directly by teachers to ensure student learning. The data is used to check for student learning and graphed in AIMS Web and STAR Enterprise. Teachers assess students with formative assessments and check for learning and graph the learning in ATM meetings.

Category:

Research Cited:

Activity - Universal Screening and Student Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student enrolled at Lindeman is given the STAR Enterprise test to monitor progress in reading and math. It is used as a Universal Screener to establish where the student begins the school year and where they end the school year and is given at least 5 a school year. Another Universal Screener that we use is MAP testing. Teachers look at the data 3 times per year to check for understanding and progress in their students' learning. Students set goals based upon their scores from the previous test. Students are encouraged to meet or exceed their goals in Reading, Language, Math, and Science.	Academic Support Program			08/15/2012	05/29/2015	\$0 - District Funding	Teachers, Instructional Coach, Counselors and Principal

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

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## Measurable Objective 2:

collaborate to improve student proficiency in all measured academic areas by 06/30/2015 as measured by Non-Duplicated Gap Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

### Strategy1:

Reducing Barriers to Learning - Many of the students that come to Lindeman have barriers to their learning. Some of them include mental health, social issues, ect... We have engaged the community, FRC and others resources to help us in a variety of ways to reduce the barriers to learning and help to educate our population of students.

Category:

Research Cited:

Activity - Kindergarten Me and My School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students that have not attended preschool will be invited to attend our Me and My School program. This will give them the opportunity to become familiar with expectations at school and will allow them a little more time to get comfortable in their surroundings.	Academic Support Program			10/01/2013	05/29/2015	\$500 - Other	Kindergarten Staff, Principal, Counselor, FRC Coordinator

### Narrative:

All kindergarten students were screened using the Brigance screener. This information is used to ensure that students needs are begin met.

## The school identified specific strategies to increase the percentage of students who are Kindergarten ready

### Goal 1:

Proficiency in Next Generation Learners Overall Score

## Measurable Objective 1:

collaborate to improve student proficiency in all measured academic areas by 06/30/2015 as measured by Non-Duplicated Gap Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

### Strategy1:

Reducing Barriers to Learning - Many of the students that come to Lindeman have barriers to their learning. Some of them include mental health, social issues, ect... We have engaged the community, FRC and others resources to help us in a variety of ways to reduce the barriers to learning and help to educate our population of students.

Category:

Research Cited:

**KDE Comprehensive School Improvement Plan**

Lindeman Elementary School

Activity - Kindergarten Me and My School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students that have not attended preschool will be invited to attend our Me and My School program. This will give them the opportunity to become familiar with expectations at school and will allow them a little more time to get comfortable in their surroundings.	Academic Support Program			10/01/2013	05/29/2015	\$500 - Other	Kindergarten Staff, Principal, Counselor, FRC Coordinator

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

**Goal 1:**

Proficiency in Next Generation Learners Overall Score

**Measurable Objective 1:**

collaborate to improve student proficiency in all measured academic areas by 06/30/2015 as measured by Achievement Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

**Strategy1:**

Improve Literacy - At Lindeman we are focused on reaching proficiency in literacy at all grade levels. We have numerous strategies to help improve instruction and to stay current on best practices regarding all ELA standards.

Category: Continuous Improvement

Research Cited:

Activity - Text Book Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members are researching to find a program that will be support the needs of the students at Lindeman. The committee is using data to determine the greatest literacy need look into materials that are available for possible purchase.	Other			09/15/2014	05/29/2015	\$10000 - Text Books	Committee made up of a variety of staff members.



# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Orton Gillingham Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based Orton-Gillingham strategies have been implemented throughout the primary grades to improve the quality of early literacy skills like letter recognition, blending of letters, fluency and comprehension. We have five primary teachers and para-educators that have received the five day Orton-Gillingham training. Other staff members have presented the same strategies in Professional Development opportunities within our school to develop the Best Practices in early literacy.	Academic Support Program			08/15/2012	05/29/2015	\$0 - District Funding	Administration, Paraeducators, Certified Staff

Activity - RIT Band Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using MAP data to provide individualized instruction for students based upon on their RIT range. DeCartes is used to provide research based instruction to support the students to reach proficiency.	Academic Support Program			11/01/2013	05/29/2015	\$0 - No Funding Required	Classroom teachers, instructional coach, principal

## Strategy2:

Improve Instructional Strategies - At Lindeman we are consistently developing and trying new strategies to improve how we instruct our students. We have developed best practices and define them for teachers to help improve a systematic and standard approach to instruction.

Category:

Research Cited:

Activity - Quality Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Joyce Harris has provided a 5 hour training to help improve teacher questioning techniques for our teachers. Her training focused on techniques for delivery of questions (proper wait time and procedures) and the level of questioning on Bloom's Taxonomy of higher order thinking. Teachers are planning purposeful questions at higher levels of the taxonomy for the classroom to ensure students are challenged and the rigor of instruction is at high levels.	Professional Learning			08/15/2012	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach and Instructional Staff

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Functional PLC's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will collaborate to develop a better understanding of the depth of standards across all grade levels by observing peers, analyzing data, evaluating teacher effectiveness, and rigor.	Professional Learning			08/15/2012	05/29/2015	\$0 - No Funding Required	Principal, certified staff, Instructional Coach, Instructional Coordinator, Literacy Consultant

### Strategy3:

Improve Numeracy - At Lindeman we are focused on continuous improvement in numeracy. Teachers participate in a variety of training to continue to work towards the goal of proficiency in the area of math. The strategies and activities implemented with help us achieve that proficiency goal.

Category: Continuous Improvement

Research Cited:

Activity - Engage New York	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level classes are using Engage New York to support their math program.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom teachers, instructional coach

Activity - RIT Band Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using MAP data to pin point gaps in teaching and learning. They are using DeCartes to individualize instruction based upon student need in the area of math.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom teachers, instructional coach

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Proficiency in Next Generation Learners Overall Score

### Measurable Objective 1:

collaborate to achieve typical to high growth by 06/30/2015 as measured by the overall Growth Score, Reading and Math Typical Growth scores, and individual student growth scores.

### Strategy1:

Progress Monitoring - Through the ATM systematic process, students progress toward goals is monitored directly by teachers to ensure student learning. The data is used to check for student learning and graphed in AIMS Web and STAR Enterprise. Teachers assess students with formative assessments and check for learning and graph the learning in ATM meetings.

Category:

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Research Cited:

Activity - Monitoring Tools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aims Web and STAR Enterprise are the tools in which we measure student progress in their learning. We use the tools to track student progress with data in a graph format. Teachers, counselors and the instructional coach are able to input data specific to students in the programs. We analyze the data and progress of students to determine if the intervention used is working, not working or if it is still necessary.	Academic Support Program			08/15/2012	05/30/2014	\$0 - District Funding	Principal, Instructional Coach, Teachers

Activity - Universal Screening and Student Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student enrolled at Lindeman is given the STAR Enterprise test to monitor progress in reading and math. It is used as a Universal Screener to establish where the student begins the school year and where they end the school year and is given at least 5 a school year. Another Universal Screener that we use is MAP testing. Teachers look at the data 3 times per year to check for understanding and progress in their students' learning. Students set goals based upon their scores from the previous test. Students are encouraged to meet or exceed their goals in Reading, Language, Math, and Science.	Academic Support Program			08/15/2012	05/29/2015	\$0 - District Funding	Teachers, Instructional Coach, Counselors and Principal

## Strategy2:

Academic Enrichment - Due to individualized instruction in Reading and Math, students are able to be met closer to their ability levels and challenged on an academic level. The students that are identified as gifted and talented are given opportunities to experience field trips to The Playhouse in The Park and enrichment activities at Tichenor Middle School and Lloyd High School. They also attend DreamFest at Northern Kentucky University. All 5th grade elementary schools students attend an informational trip to NKU and Gateway Community College to see and experience college first hand.

Category: Continuous Improvement

Research Cited:

Activity - Gifted and Talented	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as gifted and talented participate in activities to enhance their learning and keep them challenged.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, teachers, principal

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Accelerated Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reading is offered to all students at Lindeman and is encouraged with incentives for students at all grade levels. Students can earn stars and special lunch opportunities while having fun reading AR books. Students are excited to pass an AR test and earn incentives toward their learning.	Other			08/15/2012	05/29/2015	\$0 - No Funding Required	Librarian, Teachers, Instructional Coach and Principal

Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Math is available to students in 3rd 4th and 5th grades. Students use AM frequently and are given instructional practice sheets to work on specific skills that are in need of practice. Students can see their progress in AR with reports that are available to their teacher.	Other			08/15/2012	05/29/2015	\$0 - No Funding Required	Instructional Coach, Teachers and Principal

### Strategy3:

Counseling Services - Mental health is a major concern here at Lindeman. We struggle with student behaviors because of some of the social issues that students experience outside of school (abuse, poverty, neglect, hunger). To help students cope with these issues and better concentrate on their learning, counseling services are offered to teach students to deal with problems and issues they face every day.

Category:

Research Cited:

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselors and speech therapists are collaborating to provide programs and support to students in need.	Behavioral Support Program			10/01/2014	05/29/2015	\$0 - No Funding Required	Counselors, speech therapist

Activity - Counseling Options	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity to participate in small group counseling and one on one counseling. These sessions are being held for a 6-8 week period and behaviors are being progressed monitored to determine if the counseling was effective.	Other			08/01/2013	05/29/2015	\$0 - No Funding Required	Counselor

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Student Success Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Success Skills will be taught in whole class instruction and small group settings to ensure both behavioral and academic success.	Behavioral Support Program			08/14/2013	05/29/2015	\$0 - Grant Funds	Counselor, administration

Activity - Agencies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several students receive counseling services from NorthKey and the CDC to assist with social and emotional needs.	Other			08/01/2013	05/29/2015	\$0 - No Funding Required	District Health Coordinator, Principal, Counselor

Activity - Needs Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Needs assessments were given to all students, staff members, and parents. Based upon the results specific lessons have been developed to meet the needs of the Lindeman students.	Other			08/01/2013	05/29/2015	\$0 - No Funding Required	Counselor, students, staff, parents

## Strategy 4:

Extra Curricular Activities - Many of our students need after school activities to engage them in the school community. At Lindeman we offer a variety of options for students to find their talents and develop them in fun ways. Research shows that students involved in quality after school activities do better in school and have a better disposition toward their learning.

Category: Continuous Improvement

Research Cited:

Activity - Student Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Team, 4H, DARE, 4th and 5th Grade Girls Club, PEP Program, Art Club, Joyful Noise, Drum Club, Girls on the Run, Lindeman Leaders, Student Ambassadors, Girls Volleyball, Boys and Girls Basketball are all examples of extra curricular activities students can participate in at Lindeman. There are a multitude of experiences that students can engage in, what they are interested in and develop those skills and interests. The idea is that students engaged at high levels at school are more focused on learning and become more well rounded in their life experiences.	Extra Curricular			08/15/2012	05/29/2015	\$0 - No Funding Required	Teachers, Coaches Principal

## Measurable Objective 2:

collaborate to improve student proficiency in all measured academic areas by 06/30/2015 as measured by Non-Duplicated Gap Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

## Strategy1:

Academic Support Services - Many of the students at Lindeman are below grade level. 72% of our students receive free or reduced lunch. Student often come to school with many barrier to their learning. We have systems in place to help students with a variety of needs to help remove the barriers that can interfere with student learning. We will work hard and smart to remove those barrier already in place to ensure the progress of all Lindeman students.

Category: Continuous Improvement

Research Cited:

Activity - ELL	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our English Language Learner teacher is involved with many teachers in collaborative teaching. The ELL teacher focusses on collaborating with classroom teachers to ensure student success.	Academic Support Program			08/15/2012	05/29/2015	\$0 - District Funding	ELL teacher, Principal and Instructional Coach

Activity - Special Education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Special Education teachers meet monthly with the Director of Special Education to discuss program needs and needs of specific students. The teachers attend professional development designed to help students with disabilities (safe and civil schools behavior management). They read professional articles and books that help to improve their approaches to instruction of special education students. The teachers collaborate with colleagues and classroom teachers to improve their teaching strategies.	Academic Support Program			08/15/2012	05/29/2015	\$0 - District Funding	Special education staff

Activity - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I support is provided to all students by all staff members.	Academic Support Program			08/15/2012	05/29/2015	\$0 - Title I Part A	Certified staff, Principal and Instructional Coach

## Strategy2:

Reducing Barriers to Learning - Many of the students that come to Lindeman have barriers to their learning. Some of them include mental health, social issues, ect... We have engaged the community, FRC and others resources to help us in a variety of ways to reduce the barriers to learning and help to educate our population of students.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Counseling Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the counseling program using SSS and a variety of other research based interventions barriers to learning with decrease and student achievement will increase.	Behavioral Support Program			08/13/2014	05/29/2015	\$200 - Grant Funds	Counselors, principal

Activity - Student Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Art Club, Girls on the Run, Joyful Noise, DRUM Group, PEP Grant Activities, Energy Club, Academic Team, and Sports teams. These programs help to remove barriers to students learning and encourage students to participate in the Lindeman community.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Counselor, Music Teacher, Energy Club and Academic Team Sponsor

Activity - Safe and Civil Schools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development in Safe and Civil Schools behavior management to give teachers research based strategies in shaping student behaviors. The behavior management strategies help students and teachers to focus on learning rather than student behaviors.	Behavioral Support Program			08/15/2012	05/29/2015	\$0 - District Funding	Principal, Counselor

Activity - Kindergarten Me and My School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students that have not attended preschool will be invited to attend our Me and My School program. This will give them the opportunity to become familiar with expectations at school and will allow them a little more time to get comfortable in their surroundings.	Academic Support Program			10/01/2013	05/29/2015	\$500 - Other	Kindergarten Staff, Principal, Counselor, FRC Coordinator

Activity - Transition Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several staff members are part of a district committee focusing on transitions from preschool to elementary to middle school, high school, and on to college and career.	Academic Support Program			09/03/2012	05/29/2015	\$0 - No Funding Required	Instructional Coach, Counselor, Instructional Coordinator

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Lindeman we are in the process of implementing PBIS school wide.	Behavioral Support Program			11/01/2013	05/29/2015	\$0 - No Funding Required	PBIS Team

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Collaboration with Family Resource Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC in partnership with Lindeman has supported the third year of the Born Learning Academy. The Academy helps parents to take everyday moments and turn them into learning moments. The FRC helps to remove barriers to student learning from clean clothes to helping fill out paper work,	Academic Support Program			08/15/2012	05/29/2015	\$0 - Other	Principal, FRC coordinator.

### Strategy3:

RTI - Response to Intervention is to ensure that students are learning at high levels. We ensure students that need extra time and support get the things they need to be successful in their learning. At Lindeman RTI is an organizational systems strategy and way of doing business with our students.

Category:

Research Cited:

Activity - ATM Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Team Meeting happen once per month. In the meetings we focus on student learning and what interventions are needed to help that student become successful at school. One of the most important systems at Lindeman to ensure that students learn. We progress monitor students' learning and track the interventions and different tiers of intervention.	Academic Support Program			08/15/2012	05/29/2015	\$0 - Other	ATM staff, Principal, Instructional Coach

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Voyager, Fast ForWord, Compass Odyssey, OG, FCRR, RIT Band Instruction are interventions that are used with students as part of the RTI process. We assign specific interventions to provide extra support and time for students to ensure learning. Depending on what the students is having trouble with, we assign then monitor the interventions every 4-6 weeks.	Academic Support Program			08/15/2012	05/29/2015	\$0 - District Funding	Teachers, Instructional Coach, Principal



# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Counseling Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselors are working with students to improve their behavior as well as academic performance through the use of specific interventions. Some of the programs include Student Success Skills, How's your Engine Run, Superflex, as well as using social stories, meaningful work and having daily check ins.	Behavioral Support Program			10/13/2014	05/29/2015	\$0 - Grant Funds	Counselors, Principal, teachers

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

### Goal 1:

Proficiency in Next Generation Instructional Programs and Support

### Measurable Objective 1:

demonstrate a proficiency in the overall score on each component of the Next Generation Instructional Program and Support by 06/30/2015 as measured by annual Program Reviews and the Unbridled Learning Accountability Model.

### Strategy1:

Improve the K-3 Program - The primary program will work to prepare students for exiting the program and entering the intermediate grades. While doing this there will be a strong focus on gaining proficiency and challenging students with a variety of 21st Century Skills.

Category:

Research Cited:

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The primary teachers will work to ensure that students are thinking more globally and challenging students to go deeper. They will also create units and activities that require students to move up the ladder of Bloom's Taxonomy.	Direct Instruction			08/14/2013	05/29/2015	\$0 - No Funding Required	Primary teachers, administration

Activity - Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using the Quality Questioning book and PGES rubric to intentional plan higher level questions.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Teachers, instructional coach, principal

### Strategy2:

Improve Arts and Humanities Program - The arts and humanities teachers will work to provide opportunities for guest artists and field trips to  
SY 2014-2015

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

integrate the arts into students instructional day. This collaboration will enhance the arts and humanities program and increase student awareness.

Category: Integrated Methods for Learning

Research Cited:

Activity - Music Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3-5 grade students are invited to participate in music clubs after school. The clubs begin a 2:45 and run until 3:30 on a weekly basis.	Extra Curricular			08/13/2014	05/29/2015	\$0 - No Funding Required	Music teacher

Activity - Drama Curriculum Map	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of a curriculum map that documents the grade level, content area, and related standards where drama is embedded into instruction.	Direct Instruction			05/27/2013	05/29/2015	\$0 - No Funding Required	Instructional Coordinator, Principal, Instructional Coach, and teachers

Activity - Guest Artists	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite guest artists in to teach students about their profession.	Extra Curricular			08/14/2013	05/29/2015	\$300 - Other	Arts and Humanities teachers, principal

Activity - PD for Classroom Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanites along with Practical Living teachers will work to provide professional development to classroom teachers. This will allow for more integration of the arts in the classroom setting.	Professional Learning			08/14/2013	05/29/2015	\$0 - No Funding Required	Arts and Humanities teacher, practical living teachers, classroom teachers, administration

### Strategy3:

Improve PL/CS Program - The staff and students of Lindeman Elementary will work to take part in a service learning project. Each team will give back to the community. There will be a specific day where all parties involved share their project and the impact they had on our community.

Category:

Research Cited:

Activity - Catch a Dream Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Careers are being showcased for students to gain knowledge about a variety of potential job opportunities.	Career Preparation/Orientation			08/14/2013	05/29/2015	\$0 - No Funding Required	School counselor

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Career Studies Curriculum Map	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of a curriculum map that documents the grade level, content area, and related standards where career studies is embedded into instruction.	Direct Instruction			05/27/2013	05/29/2015	\$0 - No Funding Required	Instructional Coordinator, Principal, Instructional Coach, and teachers

Activity - Consumerism Curriculum Map	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of a curriculum map that documents the grade level, content area, and related standards where consumerism is embedded into instruction.	Direct Instruction			05/27/2013	05/29/2015	\$0 - No Funding Required	Instructional Coordinator, Principal, Instructional Coach, and teachers

Activity - Health Curriculum Map	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The development of a curriculum map for health that will embed health instruction into the daily weekly Physical Education instruction. One health theme will be discussed each week with all grade levels. The health curriculum map will be developed collaboratively by the two elementary Physical Education teachers.	Direct Instruction			05/27/2013	05/29/2015	\$0 - No Funding Required	Instructional Coordinator, Principal, Instructional Coach, Physical Education teacher

Activity - Lindeman Gives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lindeman Gives is a service learning project	Other			08/15/2013	05/29/2015	\$0 - No Funding Required	Classroom teachers

## Strategy4:

Professional Development Specific to the Arts and Practical Living/Career Studies - Providing specific professional development for Arts and Humanities and Practical Living/Career Studies teachers will serve to strengthen their instruction and, in turn, strengthen the program as a whole.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - Professional Development for the Arts and Practical Living/Career Studies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two three-hour professional development opportunities will be held during the school year. The professional development will be specific to the needs of the Arts and Humanities and Practical Living/Career Studies teachers across the district.	Professional Learning			08/01/2013	05/29/2015	\$0 - District Funding	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers

## Strategy5:

Writing Program - Teachers will implement writing strategies and products while teaching content.

Category: Continuous Improvement

Research Cited:

Activity - Writing Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a stronger focus on the writing plan to ensure success in the areas of reflective writing, publishing pieces, school wide strategies, and constructed response.	Academic Support Program			08/14/2013	05/29/2015	\$0 - No Funding Required	Certified staff, administration, literacy consultant

Activity - Collaboration with external partners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to provide students with opportunities for students to participate in contests and activities that encourage writing. We will also work to provide guest presenters in the area of writing.	Academic Support Program			08/14/2013	05/29/2015	\$0 - No Funding Required	Classroom teacher, administration

Activity - 6 + 1 Writing Traits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district literacy coordinator and an intermediate teacher have been working to provide monthly focus group training on implementing this writing strategy for district wide elementary school teachers.	Academic Support Program			10/01/2013	05/29/2015	\$0 - No Funding Required	Literacy Coordinator, Certified Teachers, Instructional Coach.

## Strategy6:

Advisory Committees/PLC's - Participation in district-wide advisory committees and professional learning communities for Arts and Humanities and Practical Living/Career Studies will assist the school in addressing areas in need of improvement, serve to strengthen proficient areas of the programs, and increase collaboration among the Arts and Humanities and Practical Living/Career Studies teachers across the district.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Lindeman Elementary School

Activity - AH and PL/CS PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities and Practical Living/Career Studies teachers will participate on the District-wide Arts and Humanities PLC and Practical Living/Career Studies PLC. Monthly meetings will be held with this group to discuss best practice, align curriculum across the district, and collaborate on district-wide and/or multi-school projects and events.	Professional Learning			09/04/2013	05/29/2015	\$0 - No Funding Required	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers

Activity - AH and PL/CS Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities and Practical Living/Career Studies teachers will participate on the District-wide Arts and Humanities Advisory Committee and Practical Living/Career Studies Advisory Committee. Monthly meetings will be held with this group to discuss areas in need of improvement and advise the Arts and Humanities and Practical Living/Career Studies Programs of each school.	Academic Support Program			09/04/2013	05/29/2015	\$0 - No Funding Required	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers