

Title 1 Schoolwide Plan

Paramount School of Excellence

School Name	Paramount School of Excellence
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School Telephone Number	(317) 775-6660
School Fax Number	(317) 423-0569
School Corporation Number	9680



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I. COMPREHENSIVE NEEDS ASSESSMENT

a. Schoolwide Planning Team Members

Team Member	Name/Position	Email
Schoolwide Team Chair	Judy Hamilton /Lead Teacher	jhamilton@paramountindy.org
Continuity Representative	Tommy Reddicks/ School Director	treddicks@paramountindy.org
Teacher Representative 1	April Frazee/Teacher	afraze@paramountindy.org
Teacher Representative 2	Megan Cooper/Lead Teacher	mcooper@paramountindy.org
Parent Representative 1	Joshua Tharpe/Parent	jaymitharp@gmail.com
Parent Representative 2	Micki Gowdy/Parent	m.gowdy@ymail.com
Support Service Representative	Adam Buck/Director of Operations	abuck@paramountindy.org

b. The Mission and Vision Overview

The mission of Paramount School of Excellence is to offer a world-class education to every child. Built on a foundation of knowledge and wisdom, each child will maximize their potential against measurable standards, developing the skills necessary to become successful and productive citizens in a Global society. Developing compassion and understanding, students will learn to respect their environment, themselves and one another. Paramount School of Excellence will serve a high needs’ population in Grades K – 8 using an integrated, humanities and research based curricula, and will develop a network of existing programs, services and resources to broaden the reach of choices to all schools, students and families.

PSoE offers a unique vision for developing students as caring young adults that respect themselves, their environment, and learn as independent thinkers. Through intuitive curricular design, students will receive a broad palette of integrated and interactive subject matter, giving them a solid foundation for real-world problem solving.

PSoE believes that a child's education at school must relate to their everyday lives. Through service learning and character education, all students have the opportunity to positively impact their lives at home and in their greater community.

c. School Profile

1. Student Demographics

a. Enrollment:

Overall:	October 2011:	378 students
	May 2011:	311 students
Title I:	October 2011:	378 students
	May 2011:	311 students
Special Education:	October, 2010:	57 students
	May 2011:	46 students
Ethnicity:	October 2010:	61% African American 24% Caucasian 15% other
	May 2011:	52% African American 32% Caucasian 16% other

Enrollment by Grade	Q1	Q2	Q3	Q4	Target
Kindergarten	91	84	70	71	75
First Grade	51	47	44	44	75
Second Grade	37	35	34	34	75
Third Grade	47	43	40	40	75
Fourth Grade	36	37	34	36	50
Fifth Grade	42	39	35	37	50
Sixth Grade	25	24	18	20	50
Seventh Grade	34	31	20	20	25
Eighth Grade	15	10	9	9	25
Totals	378	350	304	311	500

b. Daily Attendance

Yearly Data	2010 Q1-Q2	2010 Q3-Q4	Target
Students enrolled	378	311	500
Avg. Daily Attendance	91.90%	92.2%	96%
Avg. Daily Tardy	9.50%	12.6%	7.00%

c. Mobility/Retention Rates

2010-2011 Students Returning
to PSOE for the 2011-2012 School Year

Intent to Return Chart	Enrolled Mar. '10	Returning Aug. '11	Retention Rate
Kindergarten to First Grade	71	70	99%
First Grade to Second Grade	44	41	93%
Second Grade to Third Grade	34	28	82%
Third Grade to Fourth Grade	40	32	80%
Fourth Grade to Fifth Grade	36	28	78%
Fifth Grade to Sixth Grade	37	24	65%
Sixth Grade to Seventh Grade	20	12	60%
Seventh Grade to Eighth Grade	20	12	60%
Total Enrolled	302	247	88%

d. Socioeconomic Status:

Students Receiving Free or Reduced Lunch		
	Sep-10	May-11
Students enrolled	378	311
Full price lunch	28	31
Free lunch	347	265
Reduced lunch	15	15
Total free or reduced lunch	362	279
Percent free/reduced lunch	96%	90%

e. Student Behavior:

	2010-11
Average class size	18
Attendance rate	92.00%
Students with 10+ unexcused absences	125
Students suspended	130
Students expelled	4
Expulsions, suspensions, involving drugs, alcohol, or weapons	2

f. Limited English Proficiency:

5% of the students at Paramount School of Excellence speak English as a second language.

2. Student Achievement

a. Academic Performance:

While there are areas in which students have progressed over the year, ISTEP+ results are not available for PSoE's inaugural year at the time of this report. First year ISTEP+ data will be included in the 2011-12 school report.

PSOE students in grades 2-8 took the NWEA test in October, January, and May. The school used these results along with DIBELS-NEXT data to measure academic growth during the current year. Data from the May test is not available at the time of this report. All other results of this year's NWEA tests are detailed in the following section.

b. Other Performance Based Data

At three points this year, we have assessed our students' progress as readers and identified them as below grade level, at or near grade level, or above grade level.

In the fall, 48.35% of students at Paramount School of Excellence (PSOE) were below grade level. By January, this percentage was decreased to 35.81%. Also in January 64% of students were approaching or above grade level in reading. In Kindergarten, 56% of students were below grade level in reading with 30% above in the fall. This moved to 76% above grade level with only 7% below in the spring. While students are showing areas of growth, the initial student population has fallen short of the school wide goal stating 90% or more fifth grade students from Paramount School of Excellence will leave our school at or above grade level in reading and math. Continued work in differentiation and intervention will be underway in the 2011-12 school year. The table below displays the reading level of PSOE students (by grade) at the three previously designated measuring points.

PSOE Reading Levels 2010-2011									
Grades	Level 1 Below Grade Level			Level 2 At or Near Grade Level			Level 3 Above Grade Level		
	Oct.	Jan.	May	Oct.	Jan.	May	Oct.	Jan.	May
	K	42	12	5	11	22	15	22	41
1	24	17	21	4	11	7	18	22	18
2	22	18	N/A	7	8	N/A	5	4	N/A
3	12	11	N/A	11	11	N/A	15	24	N/A
4	14	9	N/A	11	12	N/A	12	10	N/A
5	15	17	N/A	16	13	N/A	8	1	N/A
6	10	10	N/A	10	6	N/A	5	4	N/A
7	11	8	N/A	8	6	N/A	4	4	N/A
8	11	9	N/A	4	0	N/A	1	0	N/A
Total	161	111	26	82	89	22	90	110	75
<i>Percent</i>	<i>48.35</i>	<i>35.81</i>	<i>21.14</i>	<i>24.62</i>	<i>28.71</i>	<i>17.89</i>	<i>27.03</i>	<i>35.48</i>	<i>60.98</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>

Note: Only currently enrolled students depicted in this data. The reading levels listed here for grades 2-8 are based on the NWEA reading test. PSOE also used the DIBELS-NEXT assessment tools in K-5 (exclusively in K-1 to determine reading level).

c. Inaugural Year Percentages

PSOE Students who are at low, average, or high percentiles.

The tables below show that students (from existing school enrollment) show initial signs of academic growth in reading and math, especially in the lower grades. The middle school reports show an increasing need for focused help in math and reading.

Kindergarten - DIBELS-NEXT
(listed by number of students)

	Fall	Winter	Spring
Low	42	12	5
Emerging	11	22	15
On Grade Level	22	41	57

1st Grade DIBELS-NEXT
(listed by number of students)

	Fall	Winter	Spring
Low	24	17	21
Emerging	4	11	7
On Grade Level	18	22	18

2nd Grade NWEA

	Fall	Winter
Math - At or Above	50.00%	51.72%
Read. - At or Above	35.29%	40.00%
Lang. - At or Above	29.41%	33.33%

2nd Grade NWEA

	Fall	Winter
Math - Below Grade Level	50.00%	48.28%
Read. - Below Grade Level	64.71%	60.00%
Lang. - Below Grade Level	70.59%	66.67%

3rd Grade NWEA

	Fall	Winter
Math - At or Above	50.00%	27.03%
Read. - At or Above	53.49%	54.05%
Lang. - At or Above	47.62%	44.44%

3rd Grade NWEA

Fall Winter

	Fall	Winter
Math - Below Grade Level	50.00%	72.97%
Read. - Below Grade Level	46.51%	45.95%
Lang. - Below Grade Level	52.38%	55.56%

4th Grade NWEA

Fall Winter

	Fall	Winter
Math - At or Above	62.16%	70.97%
Read. - At or Above	62.16%	70.97%
Lang. - At or Above	64.86%	67.74%

4th Grade NWEA

Fall Winter

	Fall	Winter
Math - Below Grade Level	37.84%	29.03%
Read. - Below Grade Level	37.84%	29.03%
Lang. - Below Grade Level	35.14%	32.26%

5th Grade NWEA

Fall Winter

	Fall	Winter
Math - At or Above	41.03%	61.29%
Read. - At or Above	61.54%	45.16%
Lang. - At or Above	43.59%	45.16%

5th Grade NWEA

Fall Winter

	Fall	Winter
Math - Below Grade Level	58.97%	38.71%
Read. - Below Grade Level	38.46%	54.84%
Lang. - Below Grade Level	56.41%	54.84%

6th Grade NWEA

Fall Winter

	Fall	Winter
Math - At or Above	60.00%	45.00%
Read. - At or Above	60.00%	50.00%
Lang. - At or Above	48.00%	48.39%

6th Grade NWEA

Fall Winter

	Fall	Winter
Math - Below Grade Level	40.00%	55.00%
Read. - Below Grade Level	40.00%	50.00%
Lang. - Below Grade Level	52.00%	51.61%

7th Grade NWEA

Fall Winter

	Fall	Winter
Math - At or Above	47.83%	42.11%
Read. - At or Above	52.17%	55.56%
Lang. - At or Above	47.83%	57.89%

7th Grade NWEA

Fall Winter

	Fall	Winter
Math - Below Grade Level	52.17%	57.89%
Read. - Below Grade Level	47.83%	44.44%
Lang. - Below Grade Level	52.17%	42.11%

8th Grade NWEA

Fall Winter

	Fall	Winter
Math - At or Above	18.75%	0.00%
Read. - At or Above	37.50%	10.00%
Lang. - At or Above	31.25%	0.00%

8th Grade NWEA

Fall Winter

	Fall	Winter
Math - Below Grade Level	81.25%	100.00%
Read. - Below Grade Level	62.50%	90.00%
Lang. - Below Grade Level	68.75%	100.00%

d. Areas for Growth Identified From NWEA Data

Math	Fall 2010		Winter 2011	
	Strength	<i>Weakness</i>	Strength	<i>Weakness</i>
Second Grade	Geometry Measurement Computation Algebra	<i>Data</i> <i>Problem Solving</i> <i>Computation</i> <i>Algebra</i>	Algebra Geometry Algebra Measurement	<i>Number Sense</i> <i>Measurement</i> <i>Number Sense</i> <i>Computation</i>
Third Grade	Computation Algebra Geometry Measurement	<i>Data</i> <i>Problem Solving</i> <i>Computation</i> <i>Data</i>	Number Sense Geometry Number Sense Algebra	<i>Computation</i> <i>Algebra</i> <i>Measurement</i> <i>Data</i>
Fourth Grade	Algebra Geometry Algebra Geometry	<i>Data</i> <i>Problem Solving</i> <i>Computation</i> <i>Problem Solving</i>	Algebra Geometry Computation Geometry	<i>Measurement</i> <i>Data</i> <i>Measurement</i> <i>Data</i>
Fifth Grade	Number Sense Geometry Number Sense Computation	<i>Measurement</i> <i>Data</i> <i>Measurement</i> <i>Problem Solving</i>	Number Sense Computation Number Sense Data	<i>Problem Solving</i> <i>Geometry</i> <i>Problem Solving</i>
Sixth Grade	Data Problem Solving	<i>Number Sense</i> <i>Computation</i>	Algebra Geometry	<i>Data</i> <i>Problem Solving</i>
Seventh/Eighth Grade	Computation Algebra Number Sense Computation	<i>Data</i> <i>Geometry</i> <i>Measurement</i>	Algebra Data	<i>Measurement</i> <i>Problem Solving</i>

Reading	Fall 2010		Winter 2011	
	Strengths	<i>Weaknesses</i>	Strengths	<i>Weaknesses</i>
Second Grade	L: Structures L: Comprehension WR & Vocab. L: Structures	<i>I: Structures</i> <i>I: Comprehension</i> <i>I: Structures</i> <i>L: Comprehension</i>	L: Structures L: Comprehension WR & Vocab. L: Structures	<i>I: Structures</i> <i>I: Comprehension</i> <i>I: Structures</i> <i>L: Comprehension</i>
Third Grade	I: Comprehension L: Structures I: Comprehension L: Structures	<i>WR & Vocabulary</i> <i>I: Structures</i> <i>WR & Vocabulary</i> <i>I: Structures</i>	I: Structures L: Comprehension I: Structures L: Comprehension	<i>WR & Vocab.</i> <i>WR & Vocab.</i> <i>L: Structures</i>
Fourth Grade	I: Structures L: Structures I: Structures L: Structures	<i>WR & Vocabulary</i> <i>L: Structures</i> <i>I: Structures</i> <i>L: Structures</i>	I: Structures L: Comprehension WR & Vocab. I: Structures	<i>WR & Vocab.</i> <i>L: Structures</i> <i>I: Comprehension</i> <i>L: Comprehension</i>
Fifth Grade	WR & Vocab. I: Structures I: Structures L: Structures	<i>I: Comprehension</i> <i>L: Structures</i> <i>WR & Vocabulary</i> <i>L: Comprehension</i>	WR & Vocab. L: Structures I: Structures L: Comprehension	<i>I: Structures</i> <i>L: Comprehension</i> <i>WR & Vocab.</i> <i>I: Comprehension</i>
Sixth Grade	L: Structures L: Comprehension	<i>WR & Vocabulary</i> <i>I: Comprehension</i>	L: Structures L: Comprehension	<i>WR & Vocab.</i> <i>I: Comprehension</i>
Seventh/Eighth Grade	WR & Vocab. L: Comprehension L: Structures L: Comprehension	<i>I: Structures</i> <i>L: Structures</i> <i>WR & Vocabulary</i> <i>I: Structures</i>	L: Structures L: Comprehension I: Structures L: Comprehension	<i>WR & Vocab.</i> <i>I: Structures</i> <i>WR & Vocab.</i> <i>I: Comprehension</i>

Language Arts				
	Strengths	<i>Weaknesses</i>	Strengths	<i>Weaknesses</i>
Second Grade	Writing P & F C: Grammar C: Mechanics	<i>Writing App.</i> <i>C: Mechanics</i> <i>Writing P & F</i>	C: Grammar C: Mechanics Writing App. C: Mechanics	<i>Writing P & F</i> <i>Writing App.</i> <i>Writing P & F</i> <i>C: Mechanics</i>
Third Grade	Writing App. C: Mechanics Writing App. C: Grammar	<i>Writing P & F</i> <i>C: Grammar</i> <i>Writing P & F</i> <i>C: Mechanics</i>	Writing App. C: Grammar Writing P & F Writing App.	<i>Writing P & F</i> <i>C: Mechanics</i> <i>C: Grammar</i> <i>C: Mechanics</i>
Fourth Grade	Writing App. C: Mechanics C: Grammar C: Mechanics	<i>Writing P & F</i> <i>C: Grammar</i> <i>Writing P & F</i> <i>Writing App.</i>	C: Grammar C: Mechanics Writing P & F C: Mechanics	<i>Writing P & F</i> <i>Writing App.</i> <i>Writing App.</i> <i>C: Grammar</i>
Fifth Grade	C: Grammar C: Mechanics C: Grammar C: Mechanics	<i>Writing P & F</i> <i>Writing App.</i> <i>Writing P & F</i> <i>Writing App.</i>	C: Grammar C: Mechanics C: Grammar C: Mechanics	<i>Writing P & F</i> <i>Writing App.</i> <i>Writing P & F</i> <i>Writing App.</i>
Sixth Grade	Writing P & F C: Grammar	<i>Writing App.</i> <i>C: Mechanics</i>	Writing P & F C: Mechanics	<i>Writing App.</i> <i>C: Grammar</i>
Seventh/Eighth Grade	C: Grammar C: Mechanics C: Grammar C: Mechanics	<i>Writing P & F</i> <i>Writing App.</i> <i>Writing P & F</i> <i>Writing App.</i>	C: Grammar C: Mechanics	<i>Writing P & F</i> <i>Writing App.</i>

3. Curriculum & Instruction

a. Learning Expectations

All students attending Paramount School of Excellence follow an instructional sequence guided by the Indiana Standards with the support of the Core Knowledge curriculum. The school staff incorporates Common Core Standards and actively works to align state standards with curriculum maps to integrate a whole school, researched based approach. This academic program is intended to allow each student the opportunity to exit the K-8 program to begin a college preparatory high school. Additionally, this approach is intended prepare PSOE students for a successful experience in a four-year Indiana University (or equivalent working career) well equipped to handle a full time job. As stated in the mission, Paramount School of Excellence will offer a first class education to every child, limited only by the child's capability. The high standards of the school and dedicated staff with support of the parents and our community partners enable the students to succeed. Using assessment data, a Curriculum Committee meets bi-monthly, (including summers) adjusting curriculum maps and instructional plans to ensure alignment between the Indiana State Standards, PSOE resource/textbook materials and the Core Knowledge content being taught in the classrooms. The school actively measures if the expectations are

being met, by administering DIBELS-NEXT and NWEA three times yearly. Additionally, classroom and grade level progress is measured at traditional benchmarks at midterms and at the end of each quarter.

b. Instructional Program

Core Knowledge, a collaborative and seamless education program, has been chosen to augment the Indiana State curriculum. Core Knowledge provides a Pre-K- 8th grade curriculum, which can be adapted to enhance the Indiana State curriculum for all children. Since Core Knowledge is designed to be the basis of about 50% of the school's curriculum, it provides a solid coherent foundation for learning, while allowing flexibility to meet and exceed the Indiana State Standards. The Indiana State curriculum and the Core Knowledge Curriculum will be aligned to assure that each student is meeting the basic education standards as set forth by the state curriculum and receiving the enrichment options that are the trademark of a well integrated program design. Members of the PSOE Leadership Team will be attending a Challenge Foundation Institute for 4 days during June. At this time, team members will also work on our alignment with Core Knowledge and the state standards and how this impacts student achievement.

c. Instructional Materials

All instructional materials were purchased in the spring and summer of 2010 and are in good condition. All consumables and any damaged books are replaced yearly. Below is a list of instructional materials available to each teacher (by grade level) at PSOE. While an emphasis is placed on digital books, and electronic instructional delivery, each classroom is equipped with a class set of instructional materials where needed. The following list represents all core instructional materials requiring frequent use of text-based (textbook or supplemental) materials for each particular grade level.

- Core Knowledge Reading Program (K)
- Imagine It Reading (K-8)
- Everyday Math (K-5)
- ConnectEd Math (6-8)
- Realms of Gold (6-8)
- Kendall Hunt Science (6-8)
- Accelerated Reader
- Accelerated Math

d. Instructional Technology

Paramount School of Excellence is equipped with a full computer lab of 26 Apple Macbook laptops. All classroom teachers use a Macbook laptop synced with a Promethean Interactive Whiteboard for instruction. In addition, each K-2 classroom has 2 student computers, and all classes 3-8 have 12 student computers. All staff computers operate on the Mac OSX operating system and are fully equipped with

Microsoft Online Exchange Server, Microsoft Office, Safari Montage Video Server, Safari, and Firefox. Each administrator and office staff has a computer in their office.

e. Support Personnel

There are 5 instructional assistants/paraprofessionals at Paramount School of Excellence. Their primary responsibility is small group interventions. We have one full-time special education teacher who works primarily with our students with disabilities. Our speech therapist is at the school 1 day a week. We also have an Occupational/Physical Therapist on site 1 day a week.

4. High Quality Professional Staff

a. Professional Staff Quality

Staff licensure and qualifications meet highly qualified standards and are listed in section III of this document.

b. Specialist Staff

Counselor: 1
Registered Nurse: 1
School Based Therapist: 1
Life Skills Specialist: 1

c. Professional Development

There are 10 total staff professional development days built into the PSOE school calendar. Five of those days take place before school starts, three during the school year and 2 after the last day of school. Each grade level team also meets weekly with administration. All staff members are encouraged to seek and attend off-site professional development. Paramount School of Excellence's professional development goals, along with a professional development calendar, are provided on pages 26-28. These professional development sessions and topics were planned by PSOE Leadership on achievement data and needs from the 2010-2011 school year.

d. Staff Demographics

The staff at PSOE is comprised of 75% women and 25% men. 88% of our staff is Caucasian, 9% of staff is African-American, and 3% qualifying as "other".

e. School Administrators:

Paramount School of Excellence has 1 school director and 1 Title I director. The school director is in his 2nd year of administrative experience. He has a Masters

Degree. The Title I director is in his first year of administrative experience and has a bachelor's degree in education.

5. Family and Community Involvement

a. Parent Involvement

Parent participation rates at Parent/Teacher conferences as well as Back To School Night were low for the inaugural year. While PSOE set high expectations for these events, parent education and communication is an area identified for improvement for the 2011-12 school year. This year, at each of our four scheduled parent evenings (Back to School Night, Open House, and Parent Conferences), we had less than 50% participation.

b. Communication with Parents

The school office sends monthly newsletters home and classroom teachers also send home newsletters with information from their classroom. Teachers and parents have an opportunity to communicate daily. All students are picked up from school and must be signed out in the classrooms. This provides for the face-to-face interactions between parents and teachers on a daily basis.

c. Parent/Community Roles

The PSOE PTO meets bi-monthly. PSOE recently recruited it's inaugural officers to serve as parent-leaders. This group has also taken steps to initiate a range of different fundraisers – from those that requires limited organization and effort to those, like this year's Brookside Bash Festival, that required more work (yet also garner greater funds).

d. Support for Families

The school counselor serves as the main support for families. The counselor assists families in finding the resources they need, whether in the school or out in the community. Our school counselor acts as a bridge between our families and the community, mostly the Brookside Neighborhood.

e. Health Services

Through a partnership with Learning Well, PSOE has a registered nurse on site full time. The school also has a school-based therapist and Life Skills Specialist from Cummins Behavioral Health.

6. School Context and Organization

a. School Mission

The mission of Paramount School of Excellence is to offer a world-class education to each child built on a foundation of knowledge and wisdom, each child will maximize their potential against measurable standards, developing the skills necessary to become successful and productive citizens in a Global society. Developing compassion and understanding, students will learn to respect their environment, themselves and one another. Paramount School of Excellence will serve a high needs' population in Grades K – 8 using an integrated, humanities and research based curricula, and will develop a network of existing programs, services and resources to broaden the reach of choices to all schools, students and families.

b. Average Class Size information

FTEs – Instructional Staff	22
FTEs – Total Staff	27
Contracted Staff	5
Volunteer Staff	0
Staff Turnover	7
New Teaching Hires	0
New IA Hires	2
Average Class Size	18
Child/Instructor* Ratio	13 to 1
* Figure includes Classroom Teachers, Instructional Assistants and Extended Core Teachers.	

c. School Climate

PSOE students and staff take pride in creating a school environment where students can have fun and grow as life long leaders together. Administrative staff members regularly sit in classrooms and complete both informal and formal observations, and follow up with teachers about the time spend in the room. The feedback given is specific in nature, and is encouraging to staff members, helping to create a safe and open line of communication between staff and administration. Based on parent surveys and staff interaction with PSOE family members, it is evident that parents also feel that PSOE is a safe and engaging learning environment for their children.

PSOE has a uniform behavior program that is implemented across the school to allow easy transitions from grade to grade. Parents know that if their child is on “blue” that means they had a great day no matter whose class they are in. This uniform program also helps eliminate student confusion as they progress through the grades. The

program is evident in each classroom, where either a color card system or a color clip system is displayed. PSOE staff has high expectations for students, and through this behavior program keeps the school a safe place where students can learn and grow.

In addition to open staff and administration relationships, and a consistent behavior policy, PSOE informs parents about school activities and events monthly through PSOE newsletters. Newsletters include upcoming dates, information about academic work, and PTSO information. Additionally, individual classrooms send out weekly newsletters that pertain only to their classrooms. It is important to PSOE staff that parents feel involved in their children's education, and through the PTSO and frequent PSOE events this goal is achieved.

d. Coordination Plan

All students in grades kindergarten through 8th grade begin their day with a morning meeting. All classes attend specials classes during the day and then transition to their classroom. The lunch periods last from 10:45 to 1:00 daily. Students have a 20-minute lunch period and spend 50 minutes in art, music, Spanish, or P.E. Kindergarten through third graders attend specials classes in the afternoon while 4th through 8th graders attend in the morning.

e. Management/Governance

Each grade level at PSOE has a team of teachers that work together to ensure success for students at that level. Each grade level team has a team leader that represents the team in bi-monthly Leadership Team Meetings. Team leaders are expected to attend the meetings on behalf of their team and be ready to provide input from their grade level. Together, the school director, assistant principal and team leaders make decisions based on staff input.

Staff members are also a part of standing committees (including, but not limited to: Title 1, RTI, Curriculum, Incentive, Technology, Social, Parent Involvement/PTSO, etc). When Paramount School of Excellence takes on new initiatives, new committees are formed.

f. Student Discipline Policy

Paramount School of Excellence student discipline policies and guidelines are executed in accordance with Indiana Code, IC 20-8.1-5.1. These policies are made available to all school parents in the Parent-Student Handbook. Upon enrollment, parents are issued a handbook and are required to sign an affidavit explaining their understanding of the Parent-Student Handbook. Copies of the handbook are available in the school office.

Search and Seizure Policy

- a. The School Board recognizes that the privacy of students and their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable cause for a search.
 - i. As used in this policy, “reasonable cause for a search” means any circumstances, which would cause a reasonable person to believe that the search of a particular person, place, or thing will lead to the discovery of:
 - ii. Evidence of a violation of the student conduct standards contained in the student handbook; or
 - iii. Anything, which, because of its presence, presents an immediate danger of physical harm or illness to any person.
- b. All lockers and other storage areas provided for student use on school premises remain the property of the school corporation and are provided for the use of the students subject to inspection, access for maintenance, and search pursuant to this policy. A student who uses a locker that is the property of a school is presumed to have no expectation of privacy in that locker or the locker's contents. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the school director of the school in which the locker or storage area is located. Unapproved locks shall be removed and destroyed.
- c. The school director, or a member of administrative staff designated in writing by the school director, may search a locker and its contents where either the person conducting the search or the person designating the search believes there is reasonable cause. Where the locker to be searched is assigned to a particular student and that student is on the school premises at the time of the search, the student shall be notified prior to the search and given the option to be present at the search.
- d. The school director, a member of the administrative staff, or a teacher may search a desk or any other storage area on school premises other than a locker when the person conducting the search has reasonable cause for a search.
- e. The school director, or another member of the administrative staff designated in writing by the school director and acting at the direction of the school director, may search the person of a student during a school activity if the school director has reasonable grounds for a search of that student.
- f. Searches of the person of a student shall be limited to:
 - i. Searches of the pockets of the student,
 - ii. Any object in the possession of the student such as a purse or briefcase, and/or
 - iii. A supervised “pat down” of the exterior of the student’s clothing by a staff member of the same sex.

- g. Searches of the person of a student that require removal of clothing other than a coat or jacket shall be referred to a law enforcement officer in accordance with this policy. A person of the same sex as the student being searched shall conduct searches of the person of a student in a private room. At least one, but not more than three, additional persons of the same sex as the student being searched shall witness, but not participate, in the search. At the request of the student to be searched, an additional person of the same sex as the student designated by the student, and then reasonably available on school premises shall witness the search. The parent or guardian of any student searched shall be notified of the search as soon as reasonably possible.
- h. Anything found in the course of a search conducted in accordance with this policy which is evidence of a violation of the student conduct standards contained in the student handbook may, as deemed appropriate by school authorities, be:
 - i. Seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the school director or the school director's designee until it is presented at the hearing,
 - ii. Returned to the parent or guardian of the student from whom it was seized,
 - iii. Destroyed if it has no significant value, or
 - iv. Turned over to any law enforcement officer in accordance with this policy.
- i. Anything found in the course of a search conducted in accordance with this policy which by its presence presents an immediate danger of physical harm or illness to any person may be seized and, as considered appropriate by school authorities, may be:
 - i. Returned to the parent or guardian of the student from whom it was seized,
 - ii. Destroyed, or
 - iii. Turned over to any law enforcement officer in accordance with this policy.
- j. The school director, or a member of the administrative staff designated in writing by the school director, may request the assistance of a law enforcement officer to:
 - i. Search any area of school premises, any student, or any motor vehicle on school premises;
 - ii. Identify or dispose of anything found in the course of a search conducted in accordance with this policy.

Where law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in any search conducted.

Core Expectations

The following directives, known as the "**Core Expectations**," represent basic beliefs of PSoE, which all students are expected to follow. These rules apply at all times that the school is responsible for the students, including any off-site, school-sponsored functions such as field trips, sporting events, and overnight retreats.

1. Listen to and follow the directions of the teachers and staff

2. Do your best, work hard, and strive to achieve
3. Cooperate and help others
4. Treat yourself and others with respect
5. Respect the property and rights of others
6. Do not disrupt the educational process
7. Be honest in word and deed
8. Be responsible for your actions and for what you need to do

Each of the Core Expectations promotes the PSoE values –

- Contribute More: through a commitment to outstanding moral character
- Desire More: through a commitment to academic growth
- Do More: through a commitment to creating a sense of community
- Learn More: through a commitment to core curriculum
- Expect More: through a commitment to measurable results

Detention

Detention can be either lunch/recess detention or after school detention. Lunch/recess detention means that a student will miss lunch and recess time with the class, and will spend that time in the Detention Room eating his/her lunch alone and doing schoolwork. After-school detention means that the child will spend the next day after school beginning at 3:15 p.m. in a supervised study environment. Parents will be notified in writing when a child is assigned an after-school detention to ensure transportation home is arranged. Failure to fulfill the detention requirement will add another detention to the one not served.

When a student fails to respond to warnings and detentions, more serious measures (such as in school and out of school suspensions) will be taken to motivate the student to improve his or her behavior.

Expulsion

The following behaviors may result in a student being expelled for a period of time as allowed by Indiana law:

- Causing serious injury to another person
- Habitual misbehavior
- Possession, use of, sale of, or furnishing any firearm, knife, explosive or other dangerous object
- Unlawful possession of, use or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing, or sale of any drug paraphernalia
- Criminal behavior

- Threats of a terrorist nature, hate violence, or hate crimes
- Sexual assault
- Battery

Forms and processes for appealing expulsion are available in the school office, and are outlined in Indiana Code, IC 20-8.1-5.1, Chapter 5.1, Suspension, Expulsion and Student Discipline.

PSoE expects all students to conduct themselves in a civil and socially responsible manner. Disciplinary measures, carried out in accordance with state law, are used to maintain a safe and stable school environment.

Notification of an expulsion hearing before the administration will be sent in accordance with IC 20-8.1-5.1-13. Formal findings from such a hearing will be explained in writing to the parents and the Director of PSoE with stipulations outlining the length of the expulsion.

Any student who has been expelled pursuant to these provisions shall have the right to appeal to the Board of Trustees as specified in IC 20-8.1-5.1-13. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the Head of School of PSoE shall notify the head of the receiving school of the reasons for the pupil's expulsion.

Procedural Due Process

Procedural Due Process is afforded to all students subject to discipline and includes the following:

1. Opportunity to respond to charges in front of a qualified teacher or administrator of the school
2. Opportunity to present witnesses
3. Notification of all evidence
4. Notification of formal outcome within a certain number of days of hearing
5. Right to appeal

Procedures for all Expulsion Hearings

1. A presentation of the evidence against the student is stated by the Hearing Officer (Head of School or Administrative designee) of the school.
2. A presentation by the student and parent or parent's designee (individual) of any defense or mitigating circumstances.
3. Submission of written statements from any person in defense of the student accepted by the Hearing Officer. The student may present witnesses and evidence in rebuttal of the school's allegation to the Hearing Officer.

4. The Hearing Officer records a summary of the facts and disputed evidence.
5. Failure of the pupil and/or parent to appear at the hearing without good cause constitutes a waiver of the hearing resulting in the case being reviewed by the Hearing Officer (Head of School or designee). A decision is rendered on the evidence available.
6. On the day of the hearing, a presentation detailing the reasons for the decision is given to the student and parent or guardian. Formal findings from the hearing officer will be mailed within 10 days of the hearing. The decision may authorize return to school at an earlier date, and may include an alternative educational plan or an evaluation request under Chapter 766.

General School Rules and Policy

PSoE facilitates the development of disciplined individuals toward fostering a community of learners' attitude and environment. PSoE celebrates the development of our children and recognizes the positive growth in all areas, while at the same time correcting the negative choices and teaching the proper way.

Policies and consequences consistent with our mission are necessary to ensure a safe learning environment for every child.

Inappropriate Behavior

Examples of inappropriate behavior include, but are not limited to:

- Disrespectful or inappropriate talk and actions
- Disobedience
- Misusing school equipment, or that of others
- Running in class, or in the hallways
- Littering
- Teasing
- Horseplay
- Bullying
- Sexual harassment

Teachers will discuss the above behaviors with children and will contact parents in working together to resolve. If the child's behavior problems continue, a referral to the office administration may occur.

Office Referrals

It is at the discretion of the teacher to refer a child to the administration for intervention of behaviors. Administration will talk with the child, as well as others involved, to understand the circumstances surrounding the incident.

PSoE uses a two-level referral system. "Level 1" referrals are referrals where students

have mildly disrupted the school or educational environment. These referrals result in a written message, face-to-face discussion with the parent, or a parent phone call, along with an intervention/redirection of the student. “Level 2” referrals are referrals where students have severely impacted the safety or academic environment of the school. In these cases, the student will face a suspension and/or expulsion and the parent will be notified. Habitual Level 1 offenses will escalate to Level 2 suspensions.

Depending on the circumstances that caused the referral, a student may remain at the office for a brief “time out” period, or may receive another form of consequence. These may include removal from the classroom, lunch or before/after school detention, temporary in-school suspension, all day in-school suspension, out of school suspension, or expulsion. Conflict resolution, individual, and/or group counseling may be involved as a component of PSoE’s intervention strategies. Upon each referral to the administration, an attempt to contact the parent or guardian will be made to inform the parent/guardian of the incident as well as the consequences. ***It is a shared responsibility of the parents to teach and model PSoE’s Core Expectations.***

Suspension

The following behaviors may result in immediate Level 2 suspension:

- Fighting
- Biting
- Forgery
- Harassment / bullying others (including all forms of cyber-bullying)
- Disrupting the educational environment or otherwise willfully defying the valid authority of staff, teachers, or other school officials
- Causing, attempting to cause, or threatening to cause physical harm to another
- Causing or attempting to cause damage to school property or private property
- Stealing or attempting to steal school property or private property
- Possessing or using tobacco, alcohol, or controlled substance
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual advances, request of sexual favors, or other verbal, visual, or physical conduct of a sexual nature
- Causing or attempting to bring harm to another through hate language
- Habitual Level 1 misbehavior

Suspensions may be in school or out of school as specified in the notice of referral letter that accompanies each suspension. Parents may be required to return to school with their child to meet with members of the school staff and administrative team as specified in the notice of referral letter.

Students with Disabilities

Paramount School of Excellence has one full time certified special education teacher and one full time instructional assistant to work with our students with disabilities. They assist in ensuring that all requirements are being met as prescribed IEPs (Individualized Education Plans) that meet specifications of (special education laws) IAC 511, Article 7, and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, for identification of children with potential special needs. IEPs are updated per the law and modifications are made to accommodate each student.

Ongoing assessment takes place in classrooms to determine if a child is of special needs. We treat all children on an individual professional basis. The Indiana Administrative Code is followed and includes but is not limited to:

- A Non-Discriminatory Policy Regarding Identification, Location, Evaluation and Selection;
- IDEA eligible students;
- Individual education plans (IEP) developed in IEP meetings with parents/guardians and the IEP Committee;
- Least restrictive environment;
- Parent/Student participation in decisions;
- Procedural due process.

The following is a list of services that will be provided to serve the needs of the exceptional student population:

- Academic pullout-All students will be included in regular education classes. However, those students who require extra services or instructional assistance will be pulled-out of the regular classroom for tutoring by a certified ESE teacher. The amount of pull-out and the specific content area to be remediated will be determined as part of the Individual Education Plan;
- Consultation and collaboration-Students who do not require “pull-out” services but require some assistance per the IEP will receive extensive monitoring;
- Speech Therapy, Physical Therapy & Occupational Therapy-These services will be contracted out and services provided according to each student’s IEP;
- Enriched Curriculum for gifted students.

II. Implementation of Reform Strategies

a. Reform Strategies and Focus Areas in Reading and Math

Focus Area 1: Reading Comprehension

Longitudinal Goal: By the spring of 2014, 85% of students (grades 2-8) who entered PSOE at kindergarten and have maintained consistent enrollment will be at or above grade level in reading comprehension with verification from NWEA RIT scores, as well as 85% of grades 3-8 “pass” or “pass plus” on the ISTEP+.

2011 Goal: By Spring 2012, 75% of grade 2-8 Paramount School of Excellence students will meet Indiana Academic Standards in Reading Comprehension as measured by NWEA and ISTEP+.

Data Statement Indicating a Need for the Goal

Based on fall and winter 2010 – 2011 NWEA scores, students in grades 2 – 8 struggle with Reading Comprehension.

Reform Strategies

- During STAR time students will utilize at least one of the following:
 - Fiction/nonfiction text w/challenging vocabulary literature circles/book clubs (grades 2-8)
- STAR benchmark students will show achievement by reading at or above Lexile level
- Parents monitor reading comprehension using reading series or teacher provided parental involvement activities 1x weekly
- Use technology at least 2x per week for reading comprehension activities
- Immersion in authentic literature Echo/choral/shared reading
- All teachers provide instruction of guided reading groups and teacher directed lessons at least 3x a week of: Explicit vocabulary instruction Story elements Questioning strategies
- Make links to prior knowledge, activating involvement in generating word meaning
- Intentional teaching of selected vocabulary with repeated exposure for vocabulary growth and enhancements in reading comprehension
- Receive intensive training in student needed literacy skills resulting in effective teaching for the instructor and enhancing student learning
- Asking questions and discussing vocabulary and story elements with children helping close early learning gaps
- Reading a wide variety of literary genres to expand vocabulary and ensuring a balanced reading program to produce successful readers
- Increase non-fiction libraries within each classroom to supplement vocabulary in Mathematics, Science and Social Studies
- Increase in-school visitations and fieldtrips to increase student exposure to a variety of language and vocabulary

Focus Area 2: Language Arts

Longitudinal Goal: By the spring of 2014, 85% of students (grades 2-8) who entered PSOE at kindergarten and have maintained consistent enrollment will be at or above grade level in language arts with verification from NWEA RIT scores, as well as 85% of grades 3-8 “pass” or “pass plus” on the ISTEP+.

2011 Goal: By Spring 2011, 70% of grade 2-8 Paramount School of Excellence students will meet Indiana Academic Standards in Language Arts as measured by NWEA and ISTEP+.

Data Statement Indicating a Need for the Goal

Based on fall and winter 2010 – 2011 NWEA scores, students in grades 2 – 8 struggle with Language Arts.

Reform Strategies

- 2-8 grade level staff will review fall, winter, and spring NWEA results
- Grade level staff will review ISTEP+ results of previous year (3-8)
- K-5 staff will review DIBELS-Next benchmarks
- K-8 staff will review available data and disaggregate information for the purpose of guiding differentiated instruction in the following language arts areas:
 - Explicit vocabulary instruction
 - Story elements
 - Questioning strategies
 - Fiction/nonfiction text
 - Literature circles
 - Latin stems
 - Culturally diverse text
 - Technology for:
 - Immersion in authentic literature
 - Echo, choral, shared reading
 - Mini lessons
 - Activating prior knowledge

Focus Area 3: Mathematics: Problem Solving

Longitudinal Goal: By the spring of 2014, 85% of students (grades 2-8) who entered PSOE at kindergarten and have maintained consistent enrollment will be at or above grade level in mathematics with verification from NWEA RIT scores, as well as 85% of grades 3-8 “pass” or “pass plus” on the ISTEP+.

2011 Goal: By Spring 2012, 70% of grade 2-8 Paramount students will meet Indiana Academic Standards in mathematics as measured by NWEA and ISTEP+.

Data Statements Indicating a Need for the Goal

Based on fall and winter 2010 – 2011 NWEA scores, students in grades 2 – 8 struggle with math word problems

Reform Strategies

- Include all four dimensions of mathematical learning (computation, explanation, application, and problem solving) to enhance mathematical instruction
 - Emphasize the need for a classroom that visualizes mathematics as problem solving, communication, reasoning, and connections, thus empowering children to be successful in mathematics
- Differentiated mathematics instruction to cultivate students' abilities to understand math
 - Help students recognize their own mathematical learning styles, fostering an awareness of their strengths, their weaknesses, and where they need to grow
 - Flexible grouping will be implemented for math instruction
- Low Achievers:
 - Emphasize multiple instructional strategies to teach mathematics.
- High Achievers:
 - Students will complete their grade level Accelerated Math library by year end
 - Students will be assigned challenge activities at least weekly
- Cultural Competency:
 - Provide multicultural problem solving problems
- Parent Involvement:
 - Parents monitor math activities using textbook, parent activities, or teacher provided parental involvement activities
- Technology:
 - Using technology equipment, teachers create daily problem solving activities

b. Reform Strategies in Other School Areas/Programs

- **Summer school**
PSOE will conduct a four-week summer program to help our K-8 students build the literacy and math skills they need for future success. PSOE looks to serve 75-100 students during this summer session. The mission of summer school is to increase children's knowledge and mastery of the basic skills of reading, writing and math; to raise children's self-esteem; to empower parents; and to continue to foster the PSOE culture.
- **Attendance Policies and Procedures**
Students who attend school on a regular basis are better able to keep up with their classes and complete assignments in a timely manner. When children are not in the classroom, consistent and sustainable learning is impeded. PSOE staff and administration have made intentional attempts in bringing the importance of regular attendance to the attention of our families.
- **Title I Team**

PSOE will be creating substantial Title I Team. This team will serve as the primary tool for the school's K-8 literacy and math intervention program. This team will coach teachers as well as teaching assistants as to effective literacy and math practices and define with more specificity the scope and sequence of the reading, writing, and mathematics programs. This team will work closely with the PSOE leadership team to review student performance data and develop strong interventions to support PSOE's struggling learners as well as those that are particularly advanced.

- **RTI**
As mandated by NCLB, PSOE uses processes outlined in the PSOE Response to Intervention Plan (inserted in Section IX – Interventions). The purpose of this is to tailor interventions to the needs of each and every student.
- **Small Group Interventions**
Students in Tier II and Tier III receive supplemental reading instruction by the grade level instructional assistants and Title I interventionists. Along with DIBELS-Next, Accelerated Math and Accelerated reading programs will be used to aid interventions.
- **Tutoring**
All students who are below or approaching grade level will be offered an extended school day until 4:15 pm (45 additional minutes) a minimum of 2 days per week. Students will work in small groups with the interventionist team.
- **Higher Order/Rigorous Lesson Planning**
Teachers will receive professional development and share best practices related to developing higher level and more rigorous lesson plans.
- **Data Driven Instruction**
Ongoing professional development throughout the year will focus on using standardized (NWEA, DIBELS-Next, ISTEP+) assessment data to drive curriculum mapping and lesson planning.
- **Small Skills Groups/Workshop**
During daily reading blocks, students participate in a 45-60 minute reading sessions. In grades 3-8, activities are differentiated through a project-based process, allowing students to work in heterogeneous groups. During this time, teachers work with small groups as needed.
- **Data Files**
With monitoring from the assistant director and Title I team, teachers will maintain student data files. These files contain student assessment data. Additionally, students in grades 3-8 will chart/graph their data, set goals, and monitor their own progress. These data files are also used for parent-teacher conferences.

- Common Planning Time**
 Paramount School of Excellence will continue to provide daily common planning time for grade level teams. This time will allow teachers the opportunity to plan lessons, create assessments and disaggregate data as a team.
- Grade Level/Administrative Meetings**
 Grade level teams will meet with the administration weekly to discuss student progress towards the goal. The teams will complete data digs after each assessment period.
- Curriculum Mapping**
 Led by the PSOE curriculum committee, teachers will data driven curriculum plans. These plans are mapped yearly and submitted each August prior to the beginning of school. Teachers consider the results from students at their previous grade level (strengths, challenges, etc) and create a curriculum map/pacing guide that is aligned with grade level standards, Common Core Standards, and the Core Knowledge Sequence.
- Standards Tracking**
 Using a Core Knowledge Checklist, teachers track their standards alignment and content coverage as an active part of the yearlong educational process. Oversight for this comes directly from the PSOE curriculum committee, assistant director, and school director.

III. Highly Qualified Teachers in Core Content Areas

At PSOE, all certified applicants submitted copies of their license at the time of applying. Following recruitment and interview, and before being recommended for hire, the applicant's "highly qualified status" is ascertained by administration. It is the intent of PSOE to hire only those teachers who meet the highly qualified status for those positions where it is required. In addition, since the schools inception in Fall 2010, all teacher personnel files kept in the school office contain documentation to verify each teacher's highly qualified status.

Through the use of HOUSSE qualification, licensure, and testing fulfillment, all of Paramount School of Excellence's teachers and paraprofessionals are deemed to be highly qualified. Refer to the following two charts for further detail.

Last Name	First Name	School	Current Assignment	N o t A p p l i	L a n g u a g e	M a t h	S c i e n c e	G e n e r a l E	K i n d e r g r a d e	M u l t i c u l t i r a c i o n a l	A r t

				c a b l e t o H Q T	A r t s					l e m e n t a r y	t e n		
Adams	Jackie	PSOE	Grade 4							X	X		
Bridenthal	Krista	PSOE	Grade 2							X			
Clem	Michael	PSOE	Art										X
Cooper	Megan	PSOE	Grade 3							X	X		
Crawford	Yancy	PSOE	Language Arts		X								
Ernstberger	Elizabeth	PSOE	SPED										
Fraze	April	PSOE	K							X	X		

Name	Assignment	HQ Status
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Goodnight	Lisa	PSOE	K							X	X		
Hamilton	Judy	PSOE	Grade 1							X			
Hodge	Miles	PSOE	Grade 5							X	X		
Hollowell	LaTiesha	PSOE	Science										
Johnson	Katie	PSOE	Wellness										
Lingeman	Samantha	PSOE	K							X	X		
Madrid	Martina	PSOE	K							X	X		
Perry	Kristen	PSOE	Spanish/ESL										
Sauer	Emily	PSOE	Grade 1							X	X		
Stiening	Heather	PSOE	Grade 5							X	X		
Thomson	Esther	PSOE	Grade 4										
Ulrey	Laura	PSOE	Grade 3							X	X		
Washington	Mavis	PSOE	Music										
Williams	Carrie	PSOE	Grade 2							X	X		

Paraprofessional Staff

Colleen Donahoe	Instructional Assistant	Bachelor's Degree
Sharon Mills	SPED Instructional Assistant	Teaching Certificate
Brad Boellner	Interventionist	Bachelor's Degree
Allison Moore	Instructional Assistant	Teaching Certificate

IV. Professional Development

a. PSOE Professional Development Plan Focus

While PSOE strives yearly to develop a well-rounded staff in respect to sensitivity, crisis management, and behavioral norms, heavy emphasis is placed at meeting students at their current ability levels. Careful attention is paid to progress monitor students so that proper differentiation can be provided to each student as they develop academically. This process requires having a staff that is knowledgeable in each of four designated instructional-related areas. Those areas are, literacy instruction, mathematics instruction, differentiation, and data disaggregation.

At PSOE, these four designated areas of focus are split into two segments to enable specific, measurable, attainable, realistic, and timely (SMART) professional development focuses throughout the academic year. These focuses are split by the school's 1st and 2nd semesters as follows:

Semester 1: 1) Literacy instruction
2) Differentiation

Semester 2: 1) Mathematics instruction
2) Disaggregating and using data to guide instruction

b. Planned Professional Development Activities

Specific 2011-12 Professional Development Activities include:

August 2011 (5 Days)

- August 8th – 12th: Back to School Professional Development:
- School Behavioral Norms (K-8)
- Curriculum Mapping (K-8)
- Renaissance Learning (Accelerated and Star Reading/Math) training (K-8)
- Technology Training (K-8)
- Sensitivity Training (K-8)
- NWEA/DIBELS-Next training (K-8)
- Everyday & ConnectEd Math Training (K-8)
- Imagine It Reading Training (3-8)

November 3rd

- Disaggregation of Data from Beginning of the Year Assessments
- Renaissance Learning Reading & Math Training

January 3rd

- Renaissance Learning Reading & Math Training

May 4th

- Renaissance Learning Reading & Math Training

June 11th (2 Days)

- Review End of the Year Assessments
- Begin work on 2012-2013 Curriculum Mapping

c. Team-based Professional Development

Ongoing professional development takes place weekly during the school day. Each team meets with the Title I Team, School Director, and Counselor once weekly during specials. In order to monitor progress and maintain fidelity, the school uses the following form copied below for tracking progress in team meetings (form provided is an actual example from April 2011). All team meeting forms must be submitted to administration for review.

Date	Weekday	Team Members	Initial to indicate present
4/4/11	M T W TH F		_____ _____ _____ _____ _____
Agenda from April 4, 2011: Old Business: - School Calendar - Daily Schedule - Differentiation Strategies - Teacher mentoring program			
Agenda for April 18, 2011: New Business: -ISTEP+ -DIBELS-Next - Site Evaluation - Onsite Thursday the 21st -Wings over Indy -Teacher Sharing Update -Mentor/Buddy Program 2011/12 -Behavior			

d. Leadership Team

In addition to team meetings, PSOE utilizes a leadership team made up of representatives in each grade level grouping. These school leaders meet bi-monthly with school administration to discuss ongoing student, parent, and whole-school concerns and to collaborate as a force of knowledgeable change for the improvement of the school.

V. Strategies to Attract Highly Qualified Teachers

Paramount School of Excellence attracts high-quality applicants through print and web media, promoting the benefits of working at the school. In addition, administrators and teachers attend hiring fairs to find strong candidates. The PSOE website (www.paramountindy.org) allows teachers from around the world to research and apply for positions.

The following additional strategies are being implemented in order to attract highly qualified teachers at PSOE:

- The PSOE School Director will create a hiring team from lead staff and key administrators that will participate in local hiring fairs. This team will incorporate a seven-step hiring process as outlined below:
 - Job Openings Posted on DOE, School Website, and IPCSA
 - Incoming resumes reviewed and screened
 - Candidates screened through phone interview
 - Candidates interviewed face-to-face or via videoconference
 - Candidates invited to participate in mock teaching
 - Hiring recommendation made by hiring team
 - Job offer made by school director
- PSOE will be present at local minority teacher recruitment fairs.
- PSOE will participate in the Teach For America program
- Teachers with Perkins Loans have the ability to have loans forgiven or decreased payments.
- High quality teachers will be attracted and retained by a competitive salary structure with a merit pay system.
- PSOE is “highly visible” due to its new facility, and focus on green initiatives, wind turbines, and conservation.

VI. Parent Involvement

- a. Strategies to provide individual academic assessment results to parents

- During the fall “Back to School Night”, teachers will be required to include the school’s assessment schedule for the year, an explanation of how NWEA, DIBELS-Next, and/or ISTEP works, and a sample student report for parents to familiarize themselves with.
- During fall and spring Parent/Teacher conferences, parents will be given a paper copy of their student’s NWEA and DIBELS-Next results. The classroom teacher will read through the report with parents, explaining how to analyze the data and how parents can help their children at home.
- During fall and Spring Parent/Teacher conferences, parents will be given a paper copy of student’s report cards. The classroom teacher will read through and explain each part of their report card and how the student can achieve to his/her maximum potential.
- After the second quarter is complete, parents will be required to sign their children’s report cards out from their classroom teacher ensuring each child’s report card is seen by his/her parents.
- At each midterm, parents will be given a paper copy of their student’s Progress Report and are required to sign it and return it to the teacher; ensuring parents see each child’s report.
- Once ISTEP+ scores are received by the school, the classroom teachers will hand each parent a paper copy of their student’s scores along with a log-in and password to find more detailed information about their child’s test.

b. Strategies to involve parents

PSoE encourages an atmosphere in which parents, administration and faculty join in a partnership to foster the mission of PSoE. This partnership offers an environment for collaboration and exchange of information between school and parents.

The PSoE PTSO (Parent-Teacher-Student-Organization), and Parent Involvement Policies are listed below. Each year the PTSO asks parents to complete a school wide survey. Parents also complete surveys from the Mayor’s Office each year. The school will use the data from these surveys as well as yearly evaluations to determine how to better gain more consistent parent involvement at Paramount School of Excellence for the 2011-2012 school year. PSoE will set dates for functions in advance, advertise in weekly newsletters, at all school entrances, on flyers, and via the school website.

School PTSO

All parents are invited to join the school’s PTSO, attend meetings, join committees, and/or volunteer for activities. Meetings are held bi-monthly and provide an opportunity to dialogue with school administrators about issues of common concern.

The goals of the PTSO are:

- To increase communication among parents, staff, and students

- To provide social interaction for students and their families
- To provide interaction among parents
- To provide a structure for parent volunteer activities
- To raise funds to help support the school

All parents are invited to attend monthly Parent Teacher Support Group (PTSO) meetings and to join committees or volunteer for activities. The PTSO meets on the second Wednesday of each month (Variations to this schedule will be announced in the school office and/or school newsletter). Teachers are members of the PTSO.

An administrator is present at all meetings to give information and answer parent questions.

Annually, PSoE will convene a meeting with the PTSO at the beginning of the school year. All efforts will be made to have the parent involvement meeting the same night as PSoE's Back to School Night.

PSOE Parent Policy

1. Parents have the responsibility to be actively involved and participate in their child's educational experience.
2. Parents will be informed of their rights under Title I. The school director of the school will present the information.
3. Parents will receive information on all parent programs a minimum of one week in advance.
4. Parents will be informed that the Parent Teacher Student Organization (PTSO) provides the opportunity for parents to raise concerns about school wide policy. A member of the PTSO will serve as a liaison to the school board of PSoE.
5. Parents will receive the PTSO newsletter on a monthly basis.
6. Parents will have the opportunity to participate in school-based workshops on how to improve their child's schoolwork.
7. Parents will receive an explanation of curriculum during the Back to School event held in August from their child's teacher. Parents who are unable to attend Back to School Night can meet one on one with their child's teacher to receive the information.
8. Parents will receive an explanation of the curriculum, DIBELS-Next, NWEA assessments, and ISTEP+ assessments at the Back to School Night held in August.

9. Parents will receive the voice mail number and email address of their child's teacher in the welcome letter sent to parents and students before the start of school.
10. Parents have the opportunity to make decisions regarding the education of their child by initiating conversation with the child's teacher. School-wide concerns should be addressed through the PTSO group for presentation to the director and school board.
11. Parents will be informed of teacher professional development days through the school newsletter. Professional Development of teachers includes ways to build a successful communication bridge between the school and home.
12. Parents have the opportunity to review materials on how they can improve their child's academic achievement in the parent resource area. Parents should contact the PSoE counselor to set up an appointment for the resource area. Additional support may be provided at the parents' request.
13. Parents that need documents written in Spanish will have the opportunity to select "Spanish Materials" on the application for enrollment and registration forms at PSoE.
14. Parents will have the option to sign a written agreement of what schools and parents are each supposed to do to help students achieve.

In summary, parents and families have an opportunity to get involved at the school, a minimum of twice monthly (PTSO meetings are bi-monthly). At the end of the first and third quarters, parents and teachers meet face to face for conferences. During the fall conference, the teachers review expectations for that school year and provide parents with their child's baseline scores from beginning of the year assessments, DIBELS (K-5) and NWEA (2-8). Teachers go over these standardized testing results along with the student data files with the parents, set goals and create a plan of success for each student.

In 2011-12, at least one parent representative from our schoolwide planning team will report our schoolwide plan to the PTSO attendees. At times, when needing review or additional work on improvements of the schoolwide plan, the representative(s) will join the rest of the planning team in meeting with the PTSO executive committee. Items will go to the PTSO attendees as seen fit by the executive committee and schoolwide planning team.

VII. Preschool and High School Transitioning

Students who are transitioning from PreK to K are afforded the opportunity to visit their new school. School tours are held every Friday morning, giving parents and children an opportunity to see the school and classes in action. Transition conferences are held for

SPED students who are transitioning to Kindergarten. Paramount holds “Kindergarten Round-Ups”, Back to School Nights, and Parent/Student Orientation days. We have a standard process for the transferring of information in the cumulative folders between all grade levels.

At PSOE, 8th grade students and their parents are given information through the school’s counselor about options for high school after completing their time at Paramount. Paramount School of Excellence has targeted three local high schools as appropriate connections, and provides opportunities to all 8th grade students for exploring matriculation options to those and all other area schools. The counselor at PSOE acts as a liaison between the high schools and our 8th grade students as beginning each January.

VIII. Teacher Decision Making

The NWEA test is administered to students in grades 2-8 at three times during the school year. The DIBELS-Next test is administered to students in grades K-5 at three times during the school year. The ISTEP test is administered to students in grades 3-8 during the months of February-March and April.

During professional development time at the beginning of the year (one week prior to the first day of school), teachers will be trained in how to administer each test and how each test works.

After the first testing session, teachers will spend professional development time analyzing their test scores. Teachers will be responsible for working with the Title One Coordinator and Interventionists to create small groups and times for pull out instruction. The pullout instruction will be based on specific strands that students are testing low in. The Title One Coordinator will be responsible for tracking the growth of these students and success of each intervention. During this time, the teachers will also be responsible for creating in-class interventions and small group work based around students’ skill levels from the test data. Once teachers have successfully implemented small group work in their classrooms, they will be trained in using their data to differentiate instruction to be fit students’ academic needs. This will take place during professional development time and during common planning time.

After the second testing session, teachers will work through the same process in grouping students and using the data to differentiate instruction. At this point, teachers will also analyze the data for trends across grade-levels and students who are not making appropriate progress. Classroom teachers will work with the Title One Coordinator and Interventionists to create a plan for these students to ensure their success during the second half of the school year.

IX. Interventions

PSOE utilizes daily common planning, weekly team meetings with administration, a teacher leadership team, and will incorporate a Title I team to discuss activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely, additional assistance.

Students requiring additional assistance are discussed and analyzed for additional classroom interventions, behavioral therapy, and/or submission to the RTI process.

Below is PSOE's RTI (Response to Intervention) plan. This process is designed so that the school has activities and programs to ensure students who are below or approaching grade level are provided with effective assistance as needed.

RTI Role:

- To assist teachers in developing intervention and individualized instructional plans
- To provide support for staff in implementation of plans
- To assemble and evaluate data based on instructional and intervention plans (data reviews) and determine if current plans are working or need to be re-worked

RTI Grade Level Data Reviews:

- Each grade level team will be responsible for a monthly data review of student progress
- Grade level teams will need to evaluate standards and choose essential standards; set teachings dates, and create authentic assessments to measure students' success in these standards

The PSOE RTI Process

Tier One	
<i>Tier one includes classroom supports that benefit the growth and development of all students. Teachers may adjust or tweak these supports to address the academic and behavioral needs of specific students or groups of students; yet, they occur within regular classroom level systems and supports for young learners.</i>	
Academic:	Conduct/Behavior:
Regular Classroom Systems and Practices Skills Grouping (Reading Grps., Differentiated Math Activities, etc.) Partner Reading	General Classroom Rules and Management Conduct Contracts and Incentives <i>(Teacher-Initiated and Counselor Supported)</i> Spec. Programs Addressing Classroom Concerns
Monitoring and Assessment Data:	
NWEA Results (2-8), DIBELS-Next (K-5), Accelerated Reader/Math, Behavior Referrals, and Teacher Referrals	
Tier Two	
<i>Tier two includes special supports and interventions designed to address the specific needs a subset of students within a small group setting. These students are generally below or significantly above grade level or they have distinct behavior needs. They receive special support through small group interventions outside of core academic</i>	

<i>time.</i>	
Academic:	Conduct/Behavior:
Parent Involvement/ Home Support Plans Small Group Tutoring After-school Academic Boost Programs Club and Enrichment Opportunities	Parent Involvement/ Home Support Plans Small Group Counseling Behavior Contracts and Special Incentives (Managed through Counselor)
Monitoring and Assessment Data:	
Progress in T2 Interventions, Benchmark Assessment Monitoring, DIBELS-Next Progress Monitoring (K-5), Response to Counseling, Behavioral Contracts, Conferences and Consequences, Mentor Team Assessments	
Tier Three	
<i>Tier three includes individualized supports and interventions designed to address the specific needs of students in a special setting. T3 students are generally two or more grade levels behind, or they have distinct behavior needs. In addition to tailored T2 supports, T3 students received individualized assistance in class as well as outside core academic time.</i>	
Academic:	Conduct/Behavior:
Specialized Interventions Target Skills (Phonics, Grade Retention)	Individual Counseling
Monitoring and Assessment Data:	
Progress in T3 Interventions, Cummins Behavior Support, SPED Assessment	
Tier Four	
<i>Tier four students have not responded sufficiently to T3 interventions and have been diagnosed with a learning disability. T4 students have an IEP with specific learning and behavioral goals. Our SPED teachers provide individualized instruction primarily through small groups and work closely with classroom teachers to modify or tailor curriculum to meet the needs of each T4 learner.</i>	
Academic:	Conduct/Behavior:
Special Education	Cummins Behavior Support

X. Consolidation and Integration of Funds

PSOE understands that it can consolidate and integrate funds, but chooses not to do so at this time, though our Title 1 and special education programs are working together to implement the RTI model.