

The background features a large, faint watermark of the Louisiana State Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "CONFIDENCE IN EDUCATION" in the center. In the center of the seal is an eagle with its wings spread, perched on a globe.

East Baton Rouge Parish Schools Strategic/Accountability Plan

★ *School Improvement Plan* ★ for *Polk Elementary School*

**Division of Educational Improvement and Assistance
Office Student and School Performance
Louisiana Department of Education**

Submission Date: *May 5, 2009*

Polk Elementary School
Polk Elementary
Pre-K through 5
408 E. Polk Street
Baton Rouge, Louisiana 70802
Cherryl C. Matthews
225-383-2611
MMatthews@ebrschools.org

Check where applicable:

- Louisiana Approved School
 - Charter School
 - Alternative School
 - School in School Improvement
 - School with Comprehensive School Reform Program
 - Title I School Schoolwide Targeted Assistance
 - Member of Southern Association of Colleges and Schools
 - LINCS
 - Distinguished Educator
 - Reading First School
 - Grant Application
- Name of Grant: _____
- Contact Person: _____
- Phone: _____
- E-mail: _____

Principal's Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

Directions on What to Submit to the LDE and How to Complete the *SIP Template*

- ❑ For schools in School Improvement, submit the plan with the state's *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the designated division of the LDE, if required.
- ❑ Mail the Cover Page, District Assurance, and Faculty Assurance.
- ❑ Use 11 point font.
- ❑ Insert page numbers in the Table of Contents.
- ❑ For SIPs that have been revised, indicate material that has changed on the *Strategy Planning Worksheet* with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.
- ❑ For any completed activity, write the word *completed* in parenthesis following the strikethroughs.
- ❑ If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.
- ❑ For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.
- ❑ For original signatures, **USE BLUE INK.**
 - ❑ Principal's Signature
 - ❑ Superintendent's Signature
 - ❑ DAT Members' Signatures, if assigned.
 - ❑ School Support Team Members' Signatures
 - ❑ School Improvement Team Chair's Signature

**Schools submit SIPs to the district for evaluation using the state's rubric*

TABLE OF CONTENTS

<The page numbers for each component will change as information is added.>

| | |
|---|-----------|
| DATA PORTFOLIO | 1 |
| DISTRICT ASSURANCE..... | 2 |
| ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN | 4 |
| MISSION STATEMENT | 7 |
| FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES | 8 |
| SCHOOL POLICIES AND PARTNERSHIPS | 9 |
| DATA TRIANGULATION | 10 |
| DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT | 16 |
| SCHOOL PERFORMANCE SCORE CHART | 18 |
| STRATEGY PLANNING WORKSHEET – GOAL 1 | 19 |
| STRATEGY PLANNING WORKSHEET – GOAL 2 | 26 |
| TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS | 32 |
| FEDERAL FUNDING..... | 33 |

DATA PORTFOLIO

The following items should make up the Data Portfolio (to be kept on file at the school):

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement/CSRP)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement/CSRP)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA and DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (ITBS/ITED, ACT, PSAT, etc.)
- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)
- Scholastic Audit Next Steps, if applicable.

DISTRICT ASSURANCE

- For schools in School Improvement, and for schools with CSRP models, I hereby certify that this plan was developed with the assistance of a District Assistance Team and/or School Support Team, as applicable, in collaboration with the School Improvement Team.
- I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- I hereby certify that this plan has all of the following components:
 - A statement of the school's mission
 - Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
 - Data Triangulation tables
 - Data Comprehensive Needs Assessment Summary Report
 - Goals and measurable objectives
 - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Professional Development components aligned with assessed needs
 - Family and community involvement activities aligned with assessed needs
 - Evaluation strategies that include methods to measure progress of implementation
 - Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
 - An action plan with timelines and specific activities for implementing the above criteria
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent's signature (blue ink)

Principal's signature (blue ink)

Assistant Superintendent's signature (blue ink)

Chair, School Improvement Team (blue ink)

District Assistance or School Support Team Leader (blue ink)

District Assistance or School Support Team Member (blue ink)

District Assistance or School Support Team Members (blue ink)

District Assistance or School Support Team Members (blue ink)

Not Applicable (No District Assistance or School Support Team in place)

SCHOOL IMPROVEMENT TEAM

| School Improvement Team Members | Position |
|---------------------------------|--|
| Brown, Jessica | Parental Involvement Coordinator |
| Fisher, April | Guidance Counselor |
| Jackson, James | Administrative Assistant/Attendance/Scheduling |
| Jackson, Tonya | Teacher |
| Kent, Melissa | Teacher |
| Matthews, Cherryl | Principal |
| Ridgeley, Yvette | Parent |
| Scott, Ann | Librarian |
| Sims, Jeanne | Teacher |
| Spurlock, Wanda | Community |
| Spurlock, | Community |

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 24

Date: May 5, 2009

The following faculty members have reviewed the School Improvement Plan and have discussed their part in implementing it.

| | NAME | TITLE/POSITION | SIGNATURE (in blue ink) | SIGNATURE DATE |
|-----|-----------------------|------------------------------------|-------------------------|----------------|
| 1. | Allison, Tanisha | Teacher | | |
| 2. | Brazier, Tara | Teacher | | |
| 3. | Bush, Lisa | Speech Therapist | | |
| 4. | Carter, Paula | Reading Coach | | |
| 5. | Dubose, Lamon | Adapted Physical Education Teacher | | |
| 6. | Fauver, Sandra | PE | | |
| 7. | Fisher, April | Counselor | | |
| 8. | Gibson, Rolanda | Math Coach | | |
| 9. | Griffin, Annie | Developmentally Delayed | | |
| 10. | Hansberry, Paulette | Teacher | | |
| 11. | Hilzim, Margaret | Speech Therapist | | |
| 12. | Jackson, Tonya | Teacher | | |
| 13. | Jones, Desorae | Instructional Specialist | | |
| 14. | Kent, Melissa | Teacher | | |
| 15. | Marsellus, Jacqueline | Teacher | | |
| 16. | Mazuera, Amber | Teacher | | |
| 17. | Morgan, Dionne | Reading Interventionist | | |
| 18. | Padilla, Sharon | Teacher | | |

| | NAME | TITLE/POSITION | SIGNATURE (in blue ink) | SIGNATURE DATE |
|------------|-------------------|-----------------------|--------------------------------|-----------------------|
| 19. | Pongyan, Lilybeth | Teacher | | |
| 20. | Scott, Ann | Librarian | | |
| 21. | Sims, Jeanne | Teacher | | |
| 22. | Stewart, Mary | Teacher | | |
| 23. | Rendell, Coliea | Teacher | | |
| 24. | Zanders, Tara | Teacher | | |
| 25. | | | | |
| 26. | | | | |
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| 39. | | | | |

| | NAME | TITLE/POSITION | SIGNATURE (in blue ink) | SIGNATURE DATE |
|------------|-------------|-----------------------|--------------------------------|---------------------------|
| 40. | | | | |
| 41. | | | | |
| 42. | | | | |
| 43. | | | | |

MISSION STATEMENT

“Polk Elementary: Goal directed in our golden year”

List the names and occupations of those persons who participated in developing the mission statement:

| Name | Title/Occupation |
|------------------|------------------|
| Jackson, Tonya | Teacher |
| Rendell, Coliea | Teacher |
| Fisher, April | Teacher |
| Ridgeley, Yvette | Parent |
| Scott, Ann | Librarian |
| Sims, Jeanne | Teacher |
| White, Judy | Parent |
| Jackson, James | Support |
| Carter, Paula | Reading Coach |
| | |

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

(Place an **X** in the status area for each program implemented at your school)

| Program List: (including during- and after-school programs) | Currently Using (Mark with an X) | No. of Years | Proposed Program (Mark with an X) | Deleted Program (Mark with an X) |
|---|-------------------------------------|--------------|--------------------------------------|-------------------------------------|
| Career to Work | | | | |
| Extended Day Program | | | | |
| HIPPY | | | | |
| INTECH | | | | |
| INTECH 2 Science | | | | |
| INTECH Social Studies | | | | |
| La GEAR-UP | | | | |
| LaSIP | | | | |
| LEAD TECH | | | | |
| Math/Science Partnership | | | | |
| Pre-School Program | x | 8 | | |
| School-to-Work | | | | |
| The Strategic Instruction Model (SIM) | | | | |
| Other: Reading First | x | 3 | | |
| Click Here to Enter | | | | |

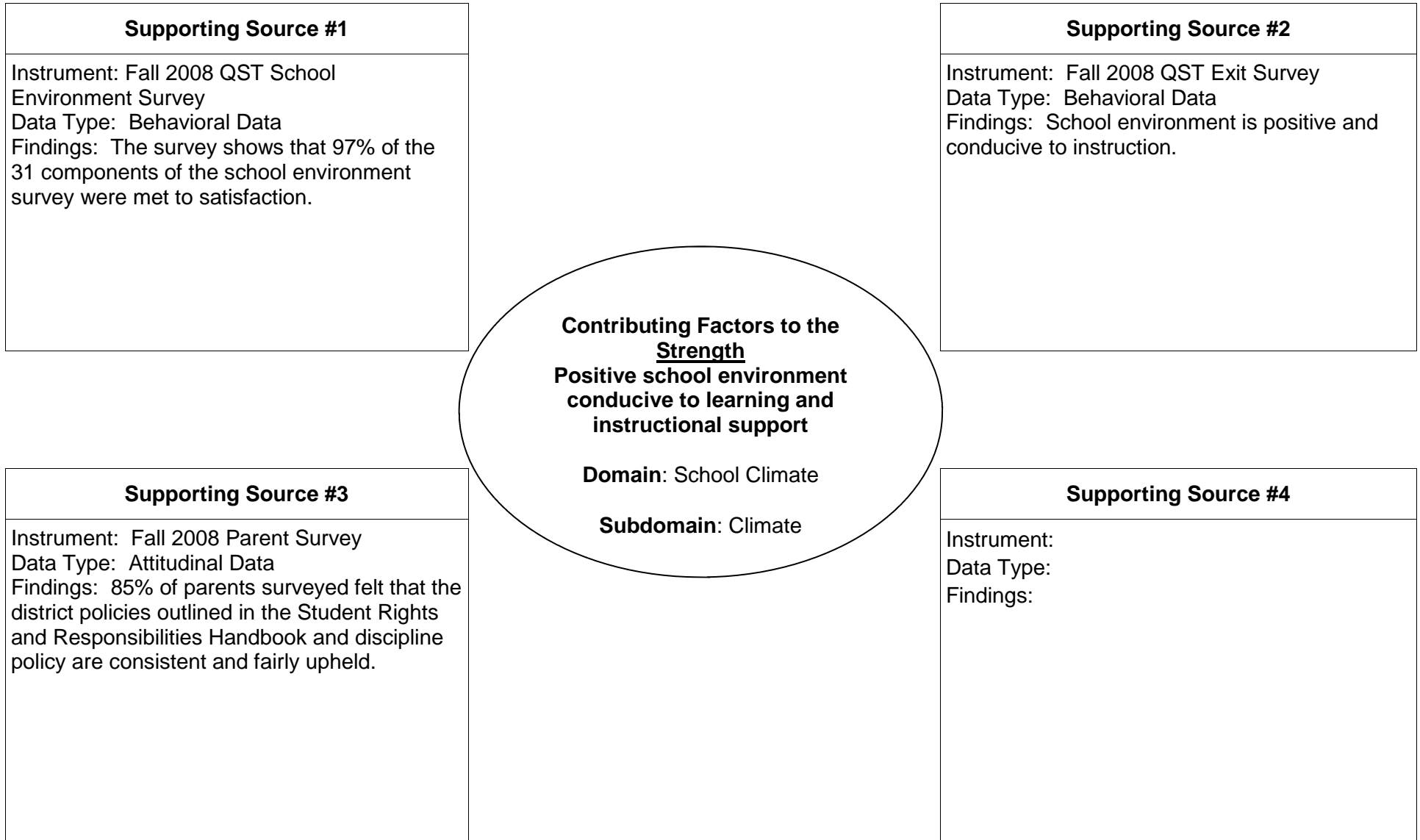
| |
|--|
| List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above): <ul style="list-style-type: none"> • N/A |
| List the Distance Learning (i.e., web-based, satellite) courses provided for your students: <ul style="list-style-type: none"> • N/A |

SCHOOL POLICIES AND PARTNERSHIPS

| Policy | Policy #/Bulletin # Reference | Date revised (xx/xx/xxxx) | Copy on file at school? (Yes or No) |
|--|----------------------------------|---------------------------------|---|
| Discipline/Behavior Plan (Juvenile Justice Reform Act requirement) | § 1301/741 and § 1127/741 | 08/07/2009 | Yes |
| Family Involvement Policy | § 1903/741 and § 1118/Title I | 08/07/2009 | Yes |
| Security Procedures (metal detectors, etc.) | § 339/741 | | Yes |
| Safe and Drug-Free Prevention Activities | § 1127/741 and § 2305/741 | | Yes |
| Student Code of Conduct | § 1115/741 | | Yes |
| Crisis Management (emergency/evacuation plan) | § 339/741 | | Yes |

| School Partnerships (Type the name of each partner in the space provided) | |
|--|--|
| University | |
| Technical Institute | |
| Feeder School(s) | |
| Community | Neely United Methodist Church, LSU Lab School PTA, Omega Psi Phi Fraternity-Lambda Kappa Kappa Chapter |
| Business/Industry | |
| Private Grants | |
| Other | |

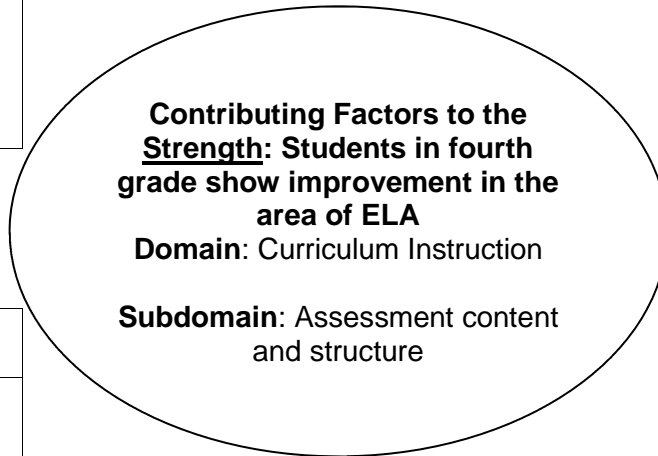
DATA TRIANGULATION



DATA TRIANGULATION

| Supporting Source #1 |
|---|
| Instrument: 4 th Grade LEAP Spring 2008 Data Type: Cognitive Data Findings: 56% of all 4 th Grade students scored proficient in ELA |

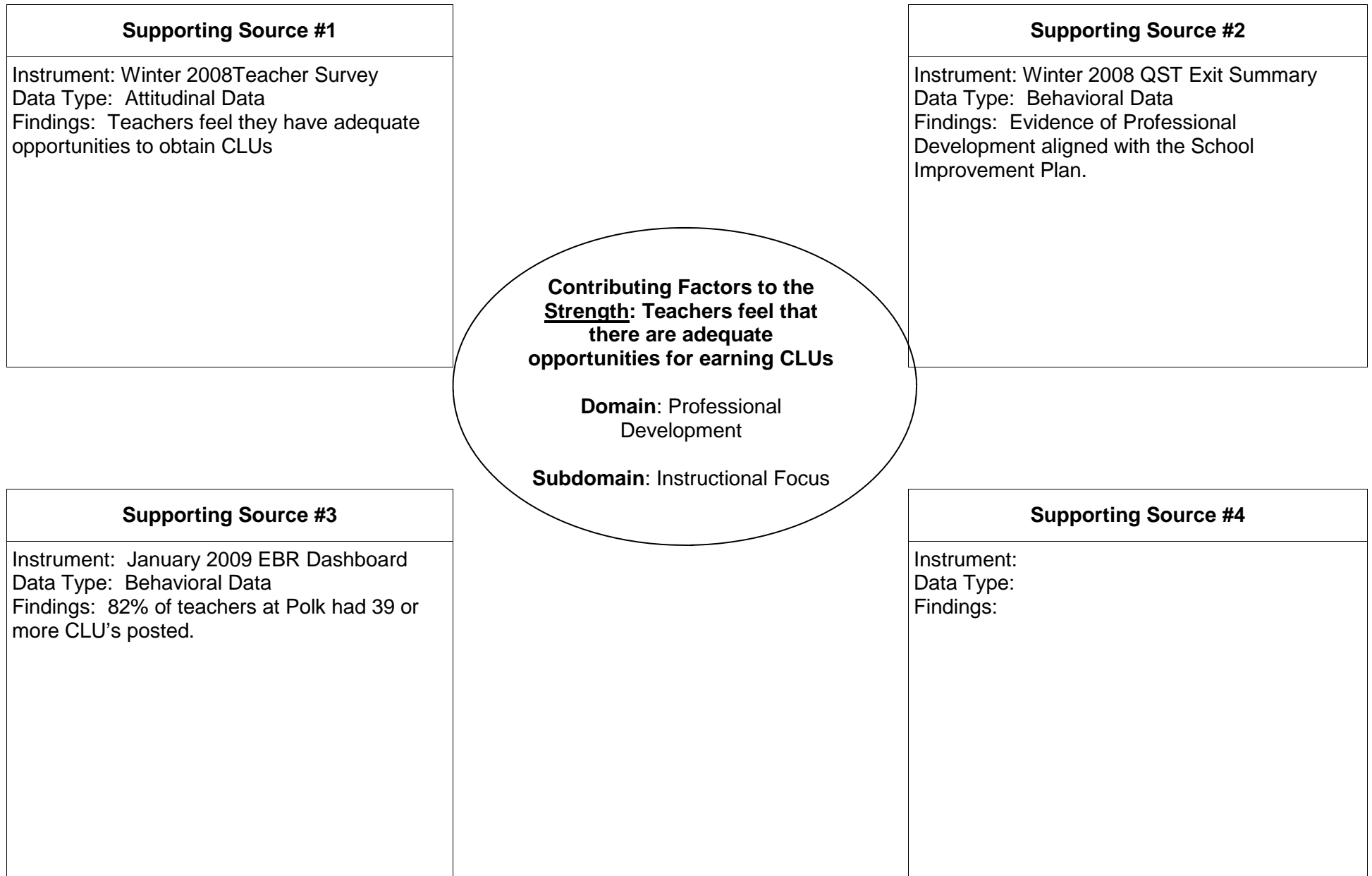
| Supporting Source #2 |
|---|
| Instrument: 4 th Grade LEAP Spring 2008 Data Type: Cognitive Data Findings: Students scored 60% correct on the writing portion of the LEAP ELA |



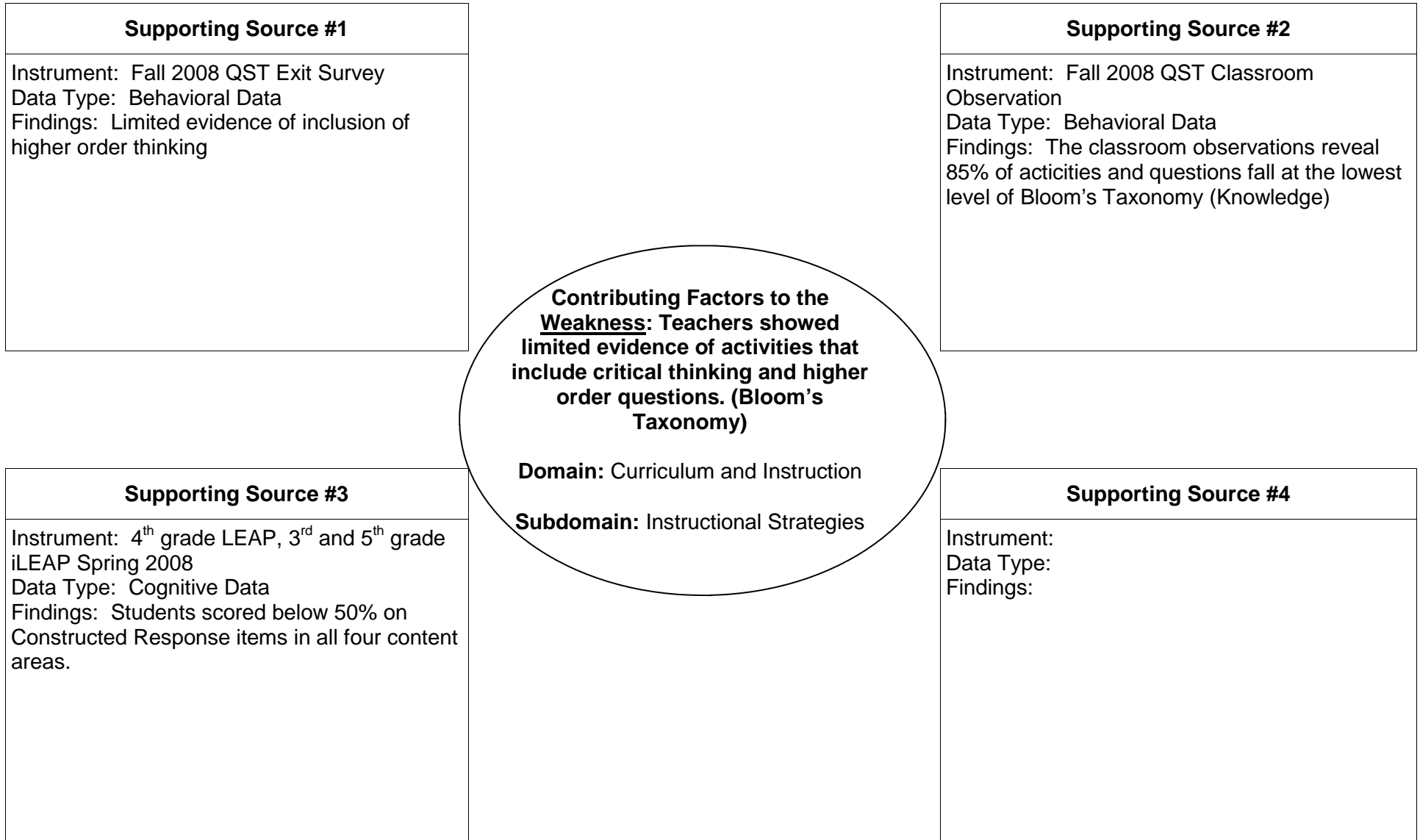
| Supporting Source #3 |
|---|
| Instrument: Winter 2008 Teacher Survey Data Type: Attitudinal Data Findings: Teachers feel that they use a variety of teaching strategies and learning activities |

| Supporting Source #4 |
|--|
| Instrument: Data Type: Findings: |

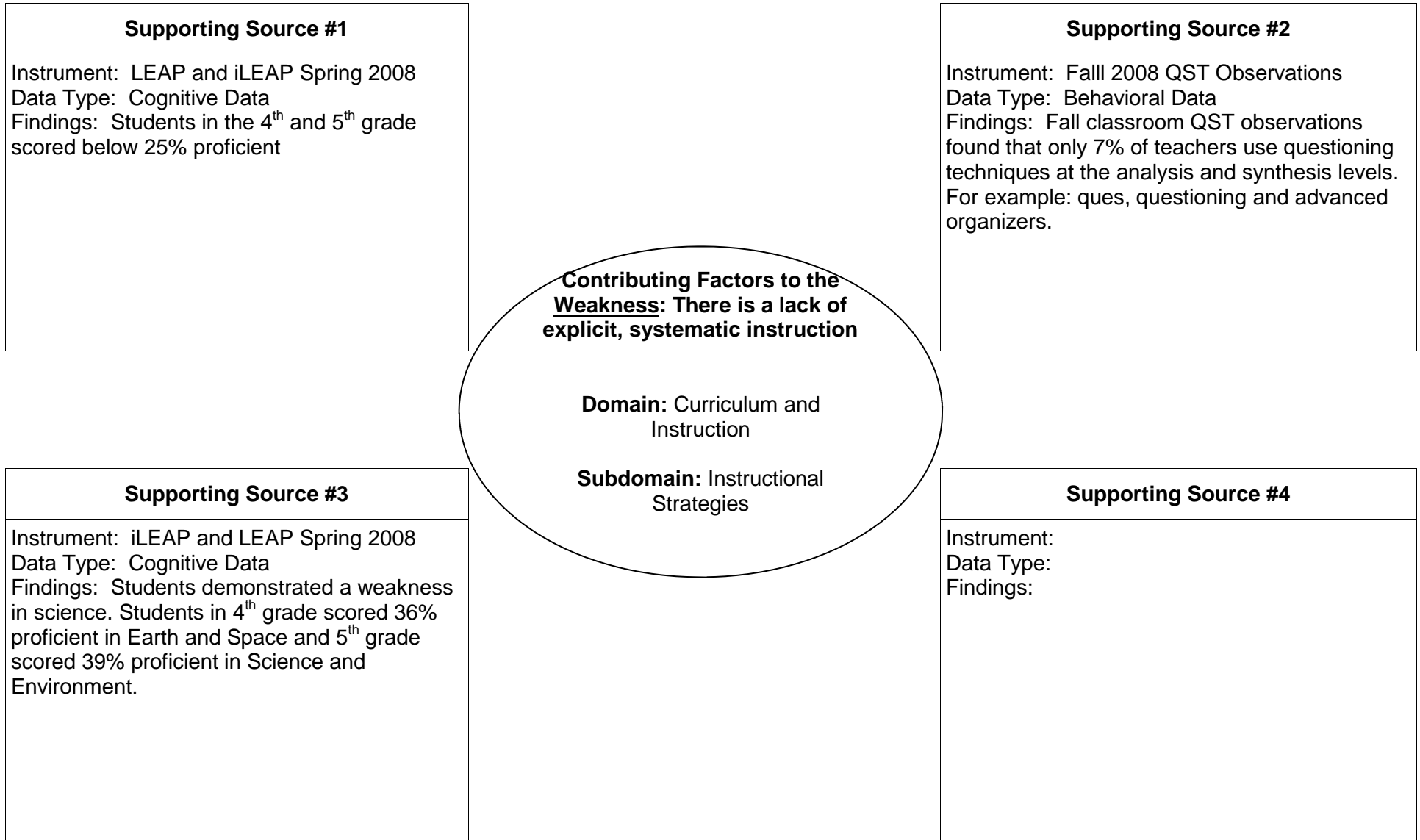
DATA TRIANGULATION



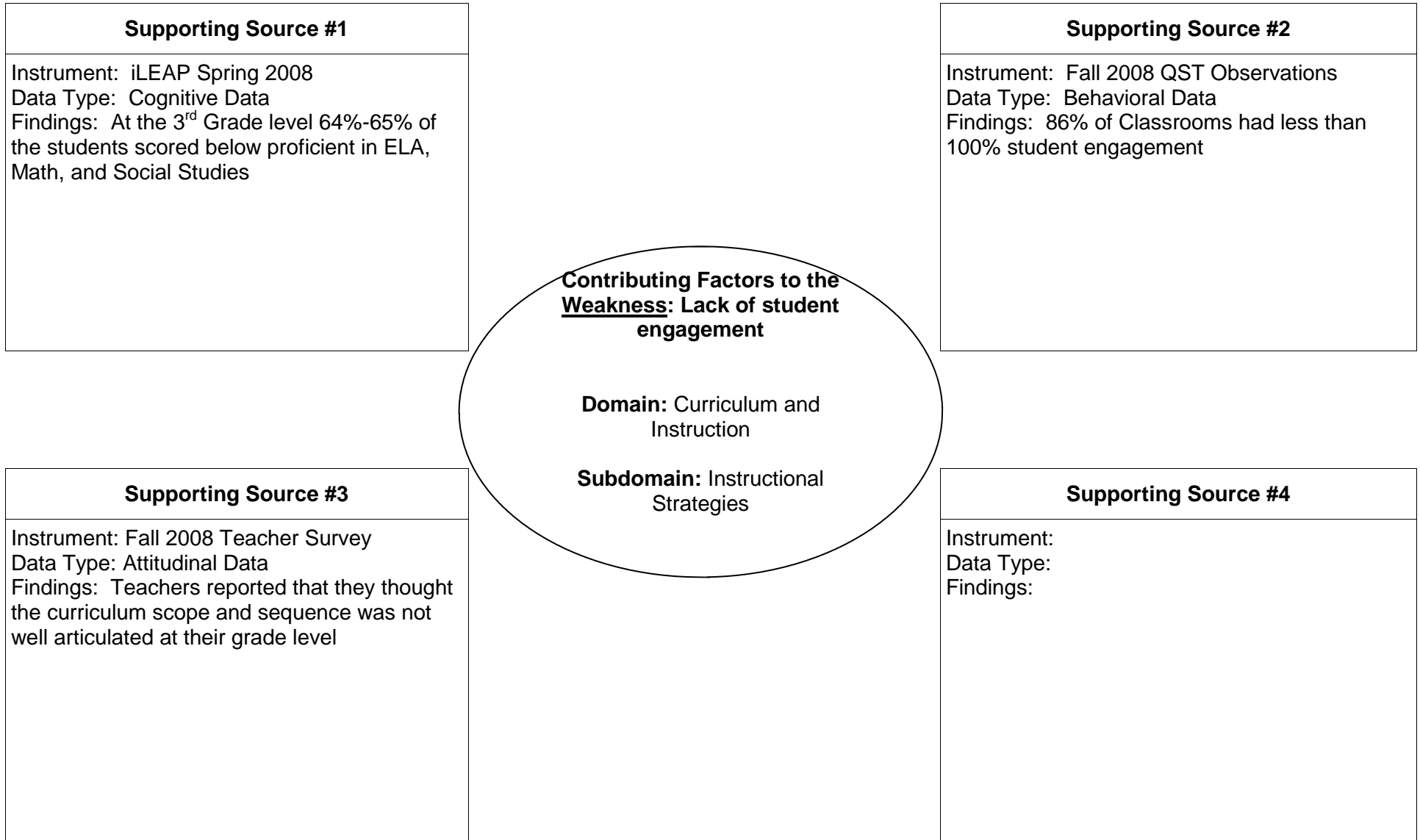
DATA TRIANGULATION



DATA TRIANGULATION



DATA TRIANGULATION



DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part 1:

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP. This data should reflect findings on *Step 10* of the Trend Data Analysis worksheet.

Rank-order the identified areas of strength (3-5) from the ***student performance and attendance and/or dropout data*** and indicate the supporting data sources:

| STRENGTHS | DATA SOURCE |
|--|------------------------------|
| 1. 5 th Grade ELA index score of 80.8 | iLEAP 2008 |
| 2. 82% student benchmark on Kindergarten DIBELS | DIBELS Winter Benchmark 2009 |
| 3. 4 th Grade ELA index score of 66.2 | LEAP 2008 |
| 4. | |
| 5. | |

Rank-order the identified areas of weakness (3-5) from the student performance and attendance and/or dropout data and indicate the supporting data sources:

| WEAKNESSES | DATA SOURCE |
|---|---------------------|
| 1. Subgroups do not meet State AMO in ELA or Math | LEAP and iLEAP 2008 |
| 2. Proficiency in Math is below 40% at all grade levels | LEAP and iLEAP 2008 |
| 3. 4 th Grade Social Studies and Science index scores are below 50 | LEAP 2008 |
| 4. | |
| 5. | |

The identified weaknesses will lead to the goals.

Part 2:

This data should reflect the findings from the needs assessment as reported on the Data Triangulation sheets.

List the contributing factors from the **attitudinal/perceptual, behavioral, and archival data** of the previously identified strengths:

| CONTRIBUTING FACTORS TO THE STRENGTHS | DATA SOURCE |
|---|--|
| 1. Positive School Environment conducive to learning and instruction | QST Exit Survey 2008 (School Environment Survey) |
| 2. Students in grade four show improvement in ELA | LEAP Spring 2008 |
| 3. Teachers have adequate opportunities to engage in Professional Development | QST Teacher Survey 2008 |

List the contributing factors from the attitudinal/perceptual, behavioral, and archival data of the previously identified weaknesses:

| CONTRIBUTING FACTORS TO THE WEAKNESSES | DATA SOURCE |
|---|----------------------------|
| 1. Lack of explicit, systematic instruction | LEAP and iLEAP Spring 2008 |
| 2. Lack of Student engagement | QST Fall 2008 |
| 3. Limited evidence of activities in ELA and Math that include critical thinking and higher order questions | QST Classroom Survey 2008 |

The contributing factors of the weaknesses will lead to the strategies.

SCHOOL PERFORMANCE SCORE CHART

| Baseline SPS (Enter year and enter score) | Growth SPS (Enter year and enter score) | Growth Target (Enter year and enter target) |
|---|---|---|
| School Baseline SPS <u>2004-2005</u> : <u>59.0</u> | School Growth SPS <u>2004-2005</u> : <u>63.1</u> | School GT <u>2004-2005</u> : <u>6.0</u> |
| School Baseline SPS <u>2005-2006</u> : <u>52.1</u> | School Growth SPS <u>2005-2006</u> : <u>46.5</u> | School GT <u>2005-2006</u> : <u>5.5</u> |
| School Baseline SPS <u>2006-2007</u> : <u>59.1</u> | School Growth SPS <u>2006-2007</u> : <u>65.1</u> | School GT <u>2006-2007</u> : <u>7.5</u> |
| School Baseline SPS <u>2007-2008</u> : <u>63.6</u> | School Growth SPS <u>2007-2008</u> : <u>61.9</u> | School GT <u>2007-2008</u> : <u>2.8</u> |

Use Principal's Report Card: www.louisianaschools.net/lde/pair/1989.asp

STRATEGY PLANNING WORKSHEET – GOAL 1

GOAL 1: To Increase Student Achievement in English Language Arts

Objective(s):

- 3rd Grade – To increase the index score on iLEAP in ELA from 55.9 in Spring 2009 to 66.6 in Spring 2010.
- 4th Grade – To increase the index score on LEAP in ELA from 66.2 in Spring 2009 to 75.1 in Spring 2010.
- 5th Grade – To increase the index score on iLEAP ELA from 80.8 in Spring 2009 to 87.8 in Spring 2010.
- To increase Whole School Subgroup’s proficiency from 49.0% Spring 2009 to 54.1% by Spring 2010.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – RTI

Bibliographic Notation: Fuchs, Douglas, Fuchs, Lynn. (Sept/Oct 2001). *Responsiveness –To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents*. Teaching Exceptional Children, 57 – 61. Fuchs, Douglas; Devery Mock; Paul L. Morgan and Caresa L. *Young Responsiveness-to-Intervention: Definitions, Evidence, and Implications for Learning Disabilities Construct* Gresham, F.M. (1991). *Conceptualizing behavior disorders in terms of resistance to intervention*, School Psychology Review, 20, 23-36. Gresham, Frank *Responsiveness to Intervention: an Alternative Approach to the Identification of Learning Disabilities*. University of California, Riverside. Mellard, Daryl. (Sept 2004) NRCLD Principal Investigator. *Understanding Responsiveness to Intervention in Learning Disabilities Determination*. Understanding RTI. Mellard, D.F., Byrd, S.E., Johnson, E., Tollefson, J.M., & Boesche, L. (Fall 2004). Foundations and Research on Identifying Model Responsiveness-to-Intervention Sites. *Learning Disability Quarterly*, 27, 243-256. Torgesen, Joseph K. *Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters* Learning Disabilities Research & Practice, 15(1), 55-64. Brown-Chidsey, R., Steege, M.W. (2005). *Response to Intervention Principles and Strategies for Effective Practice*. New York: Guilford

Brief Summary of Research: Responsiveness to Intervention can be defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). *The Individuals With Disabilities Education Improvement Act* of 2004 (IDEA; P.L. 108-446) encourages educators to use Response-To-Intervention (RTI) as a substitute for, or supplement to, the Discrepancy Model to identify students with learning disabilities (LD). Although there is no universal RTI model, it is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic difficulties. Tier one provides high-quality instruction and behavioral supports in general education, tier two provides more specialized instruction for students whose performance and rate of progress lag behind classroom peers, and tier three provides comprehensive evaluation by a multidisciplinary team to determine if the student has a disability and is eligible for special education and related services. The emphasis of RTI is to focus on providing instruction that is more effective, by encouraging earlier intervention for at-risk students and represent a better method of LD identification. The IQ-achievement discrepancy, which had been the predominant method of identifying learning disabilities since the original establishment of regulations was challenged on a number of issues

(wrong students being identified, requires that students “wait to fail” before receiving needed services, does not lead to useful educational remediation of academic difficulties). The research has demonstrated through a number of studies (Mellard, Byrd, Johnson, Tollefson, & Boesche, 2004) that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way. In current aptitude-achievement discrepancy models, the standard of unexpected underachievement is when the student’s achievement score is significantly lower than a predicted achievement score or a measure of cognitive ability or aptitude. In contrast, in the RTI concept, the student’s achievement is lower than expected when compared to his/her grade level placement or same-age peers’ performance where all students have been provided appropriate, scientifically-based instruction. RTI proposes discrepancy relative to opportunities to learn as a way of defining unexpected underachievement and, as such, offers promise for identifying at risk students for whom appropriate instruction has not proven effective.

Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs? The emphasis of RTI is to focus on providing more instruction that is effective, by encouraging earlier intervention for at-risk students. The research has demonstrated through a number of studies that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: The emphasis of RTI is to focus on providing more instruction that is effective, by encouraging earlier intervention for at-risk students. The research has demonstrated through a number of studies that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Assessment data will be used to appropriately plan for instruction to meet individual needs of all students within the confines of the intended curriculum to ensure effective learning for all. Assessment data shall consist of all appropriate curriculum-related testing along with Individual education plans for exceptional students (SWD) and Language Assessment Scales and ELDA results for ELLs as appropriate. ESL teachers, resource teachers, and inclusion teachers shall work in collaboration with content teachers to differentiate instruction

Procedures for Evaluating the Goal, Objective(s) and Strategy: The percent of students scoring proficient on the Benchmark Reading Post Survey for 2008-09. The percent of students scoring proficient on the Benchmark Reading Survey will increase by 10%. Grade levels 3, 4, and 5 will increase the percentage of students scoring proficient on the end of the year benchmark assessment.

ACTION PLAN – GOAL 1

| SAP Indicator | Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i> | Funding Sources | Object Code | Cost | Indicator of Implementation (Observable Change) | Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently) |
|---------------|---|-----------------|-------------|------|--|--|
| | <p><u>Initial Professional Development:</u></p> <p>During the Summer 2009, teachers will attend the Summer Reading Institute provided by EBRPSS. Training will include Macmillan Treasures and Triumphs programs, as well as DIBELS. In conjunction with the guidelines outlined in the ELFA grant for 2009 -2010, 85 % of the faculty will attend LETRS Training offered by the La. DOE.</p> | | | | <p>Teachers will provide direct, explicit modeling of strategies in the six components of reading. They will provide guided practice and corrective feedback.</p> <p>Teachers will incorporate strategies learned at the Summer Reading Institute and LETRS training into their lesson plans.</p> <p>Teachers will compile and analyze data from Benchmark DIBELS and DIBELS Progress Monitoring and differentiate teaching to accommodate individual needs.</p> | <p>The Reading Coach will check lesson plans for evidence of implementation of reading strategies and will complete a checklist during walk-through observations.</p> <p>Sign-in sheets will be collected from the training.</p> <p>Reading Coach will keep a record of agendas of grade level meetings.</p> |

| SAP Indicator | Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i> | Funding Sources | Object Code | Cost | Indicator of Implementation (Observable Change) | Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently) |
|---------------|--|---|-----------------------|-----------------------------------|---|--|
| | <p>Follow-up and Support</p> <p>1) From August 2009 – May 2010, Reading Coach will provide job-embedded staff development at a minimum of twice monthly. The professional development with emphasize the implementation of the core reading program, the inclusion of higher order thinking in the design of activities and questioning strategies.</p> <p>2) The Reading Coach will facilitate the analysis of reading data, collected from progress monitoring and unit tests. Data will be used to drive instruction.</p> | <p>Title I SW</p> <p>Title I SW</p> | <p>100</p> <p>400</p> | <p>\$3200.00</p> <p>\$3600.00</p> | <p>Teachers will provide effective implementation of reading strategies in the classroom. Students' scores will indicate increased awareness of reading comprehension strategies and skills and critical thinking.</p> <p>Intervention groups (Tier II and Tier III) will be formed based on DIBELS benchmark data and intervention instruction will occur daily.</p> | <p>The Principal and Reading Coach will complete checklists to document implementation of strategies during walk-through observations.</p> <p>Monthly Reflection Logs will be completed by teachers to indicate the level of core implementation.</p> <p>As outlined by Macmillan Treasures reading program, teachers will administer weekly and unit assessments.</p> |

| SAP Indicator | Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i> | Funding Sources | Object Code | Cost | Indicator of Implementation (Observable Change) | Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently) |
|---------------|---|-----------------|-------------|-----------|--|---|
| | 3) The Reading Coach will organize and implement a "Family Literacy Night" on October 9, 2009, to model activities for parents that address the six components of reading (Oral Language, Phonemic Awareness, Fluency, Comprehension, Vocabulary, Phonics) and the 6+1 traits of writing. | Title I PI | 600 | \$1466.63 | Parents will demonstrate an increased awareness of strategies implemented in the classroom and use strategies to assist their children with learning. | The Reading Coach will develop an agenda, sign-in sheets, and pictures of the "Family Literacy Night." |
| | 4) Reading Coach will hold an informational meeting with 2 nd Grade parents in September 2009 and again in February 2010 to discuss reading progress and to give specific reading strategies for parents to use at home. | Title I PI | 600 | \$1466.63 | Parents will assist children with homework assignments using various reading strategies. Student DIBELS Progress Monitoring and Benchmark scores will increase. | Reading Coach will collect sign-in sheets from 2 nd grade meetings. Reading Coach and classroom teachers will collect parent signatures on indicated homework assignments that address the reading strategies being taught in the classroom. Monthly gains in Progress Monitoring scores will be evident, as well as an increase in Benchmark Assessment scores in January and May 2010. |

| SAP Indicator | Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i> | Funding Sources | Object Code | Cost | Indicator of Implementation (Observable Change) | Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently) |
|---------------|--|-----------------|-------------|---------------|--|--|
| | 5) The Instructional Coach will develop a school wide Hall of Fame to showcase students' writing (both Fiction and Nonfiction) across the curriculum. | Title I SW | 600 | (\$38,800.35) | Pre-K through 5 th grade teachers will display and update student writing quarterly. | The 12-point rubric from EBRPSS for writing will be used for evaluation in each class. Each classroom teacher will choose 2-3 writing samples to be showcased each quarter. |
| | 6) The Instructional Support Specialist will coordinate "Around the World in 178 Days". This will be implemented to integrate social studies, writing, reading, and research strategies. Countries will be selected from each of the seven continents. | | | | Each student will keep a journal with the "Question of the Day". A map of the world will be maintained along with the journal of focus skills. Teachers will collect writing samples, provide a Question-of-the-Day, and plan 2 quiz bowls. | The lesson plans of all classroom teachers will indicate student participation. Review of student journals and teacher lesson plans will be conducted by the classroom teacher twice every nine weeks. Twice per year a quiz bowl will be given, using the "Question of the Day," and documented through the use of rubrics. |

| SAP Indicator | Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i> | Funding Sources | Object Code | Cost | Indicator of Implementation (Observable Change) | Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently) |
|---------------|---|-----------------|-------------|-------------|---|---|
| | 7) Beginning August 4, 2009, teachers will plan weekly for explicit, systematic instruction using the Madelyn Hunter lesson design. 8) The principal will coordinate an after school tutoring program for LEAP and <i>iLeap</i> during the month of October 2009 and from January, 2010 until testing. The focus will be ELA and Math. | Title I SW | 100 | \$14,400.00 | Teachers will use the Madelyn Hunter Lesson Design in all core subjects. Student performance in ELA and Math will improve. | The principal will check for implementation of the Madelyn Hunter lesson design on bi-monthly instructional walkthroughs and formal observations. Instructional walkthroughs during tutoring sessions. Attendance records of student attendance. |

* Indicates Professional Development Learning
 ** Indicates Family Involvement Activities
 *** Indicates Curriculum Activities (if applicable)

Indicates Safe and Drug-Free Activities (if applicable)
 ## Indicates Discipline Support Activities (if applicable)
 ### Indicates PK –12 Literacy Activities (if applicable)

STRATEGY PLANNING WORKSHEET – GOAL 2

GOAL 2: Increase Student Achievement in Mathematics

Objective(s):

- 3rd Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 51.5% in 2009 to 62.9% in 2010.
- 4th Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from 54.4% in 2009 to 65.3% in 2010.
- 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 48.1% in 2009 to 60.1% in 2010.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) - Job Embedded Professional Development

Bibliographic Notation: Easton, L.B. (2002, March). *How the Tuning Protocol Works*. Educational Leadership, 59(6), Guskey, T. (1996, June). *Staff Development and the Process of Teacher Change*. Educational Researcher, 15(5)5-12. **Learning First Alliance. (2000) *Every Child Reading: A Professional Developmental Guide*. Washington, D.C.: Author. www.learningfirst.org/readingguide.html**
National Education Goals Panel. (2000, Dec.). *Bringing All Students to High Standards*. NEGP Monthly.
www.negp.gov/issues/issu/monthly/1200.pdf Nolan, K. (2000). *Looking at Student Work: Improving Practice by Closing in*. Providence, R.I: Annenberg Institute for School Reform. Schmoker, M. (1996). *Results: The Key to Continuous School Improvement*. Alexandria, VA: ASCD.

Brief Summary of Research: Professional development that is conducted during the hours of an educator's workday is described as job-embedded professional development. This concept is derived from recent research that concludes that in order for professional development to be truly effective, it should be integrated into the established teaching schedule. Two studies in particular articulate and validate the importance of embedding training into the school day. *Every Child Reading: A Professional Development Guide* from the Learning First Alliance (2000) and *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development*, a report of WestEd (2000).

Malcolm Knowles, in his book *The Adult Learner: A Neglected Species*, makes several assumptions about adults, which are all addressed with properly conducted job-embedded professional development. Teachers are problem-centered and learn best, he states, when self-directed. They also use past experiences to understand new information and are willing to learn when it is considered important to them.

Mike Schmoker, for instance, argues that data should first be examined in order to determine which staff development initiative should be used to target a school's student achievement goals (1996). The study of student work, for example, can result in the collection of such data that reveal student strengths and weaknesses. Rick Stiggins advises that this, along with effective monitoring of student progress, is crucial. (Sparks, 1999). Katherine Nolan (2000) discovered seven qualities that have proven effective in improving the quality of teacher assignments.

Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs? In a 1999 comparative study commissioned by the United States Department of Education of nine high-performing-high-poverty urban elementary schools, curriculum alignment was among the strategies used to improve student academic achievement (Johnson et al. 1999). Teachers and administrators worked together to understand precisely what students were expected to know and be able to do. Then, they planned instruction to ensure that students would have an excellent chance to learn what was expected of them. Likewise, a 1999 study by the Education Trust found that hundreds of poor and minority schools are succeeding with exceptional numbers of students by teaching to assessed standards and by continuously learning and refining better ways to teach to these standards. At the majority of these schools, teachers meet with colleagues regularly to discuss standards and how to teach them (Barth et al. 1999).

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Collaborative teams are formed to include resource and/or ESL teachers. Initial and follow-up training will occur for teacher to collaborate and focus on analyzing data and planning instruction based on the results. Assessment data are used to appropriately plan for instruction to meet individual needs of all students within the confines of the intended curriculum to ensure effective learning for all. Assessment data shall consist of all appropriate curriculum-related testing along with Individual education plans for exceptional students (SWD) and/or limited English proficient. All teachers will work in collaboration to differentiate instruction.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: All faculty and staff will participate in ongoing job embedded professional development.

Procedures for Evaluating the Goal, Objective(s) and Strategy: The percent of students scoring proficient on the benchmark Math Post Survey for 2008-09. The percent of students scoring proficient on the benchmark Math Survey will increase by 10%. Grade levels 3, 4, and 5 will increase the percentage of students scoring proficient on the benchmark Math Post survey test, 2009.

ACTION PLAN – GOAL 2

| SAP Indicator | Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i> | Funding Sources | Object Code | Cost | Indicator of Implementation (Observable Change) | Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently) |
|----------------------|--|------------------------|--------------------|-------------|---|---|
| | Initial Professional Development: In July of 2009, teachers in grades K-5 will receive initial Professional Development by the EBRPSS Curriculum Department on Instructional Math Strategies and Math Intervention. | | | | Teachers will organize lesson plans that demonstrate research based strategies. | Principal and Math Coach will review teacher lesson plans and conduct regular walk-throughs. |
| | Follow- Up and Support 1) Math Coach will conduct job-embedded Professional Development during weekly collaborative sessions in August 2009-May 2010, to help teachers identify and apply more research based strategies to increase student achievement. | Title I SW | 100 | (\$3200.00) | Teachers will organize lesson plans that demonstrate research based strategies | Principal and Math Coach will review teacher lesson plans and conduct regular walk-throughs. |
| | | Title I SW | 400 | (\$3600) | | |

| SAP Indicator | Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i> | Funding Sources | Object Code | Cost | Indicator of Implementation (Observable Change) | Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently) |
|---------------|---|-----------------|-------------|------|--|---|
| | 2) Math Coach will facilitate job-embedded Professional Development with K-5 teachers in the analysis of data including: common assessments and benchmark assessments at the end of each unit. Teachers will analyze data and implement strategies to increase student achievement. | | | | Teachers and Math Coach will analyze benchmark data at grade level meetings and use data to implement strategies that will increase student achievement. Teacher lesson plans will reflect the instructional needs of the students. | Record of grade level meetings will be kept in the form of agendas and sign-in sheets by the Math Coach. Teachers will maintain a data binder that will be reviewed at each professional development session. The principal will review lesson plans weekly and give feedback to teachers. |
| | 3) Math Coach will model strategies twice monthly, for K-5 teachers on how to effectively approach: answering constructed response items using the RICE strategy, designing lesson activities that promote higher order thinking and using questioning techniques to enhance critical thinking. | | | | Teachers will organize lesson plans that reflect instruction in the use of the RICE strategy when answering constructed response and include activities to promote critical thinking. Student performance on constructive response items will improve. | Teams consisting of the Math Coach and K-5 teachers will use rubrics to examine student work on a bi-monthly basis. Lesson plans will be reviewed by the principal and math coach weekly. |
| | 4) Math Coach will conduct Professional Development on power GLE's to be included in a daily review. | | | | Teachers will organize weekly lesson plans that reflect power GLE's to be reviewed daily. | Principal and Math Coach will review teacher lesson plans. |

| SAP Indicator | Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i> | Funding Sources | Object Code | Cost | Indicator of Implementation (Observable Change) | Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently) |
|---------------|--|-----------------|-------------|---------------|--|---|
| | 5) Math Coach will plan and implement "Family Math Night" on November 12, 2009. | | | | A program agenda will be developed to identify the skills that will be used to engage the parents and their children. | Participation updates will be communicated via monthly newsletter, encouraging competition among classes and grade level. |
| | 6. Beginning August, 2009, the Instructional Support Specialist will coordinate a "hands on" activity based science program that follows the LA Comprehensive Curriculum, using the FOSS Science Kits. | | | | Teacher will guide students in the science activities. Students will maintain a Science journal. All activities will be recorded in the teacher's lesson plan. | Teacher lesson plans will be reviewed weekly by the principal. |
| | 7) Selected teacher(s) will facilitate a school wide Science Fair for students in grades 1-5 in the Spring Semester of 2010. Each grade level will choose science fair themes based on their greatest weakness on the Spring 2009 Science portion of the iLEAP and LEAP test. Teachers in grades 1-2 will use the Spring 2009 Science Benchmark Assessment test to determine their science fair theme. | Title I SW | 600 | (\$38,800.35) | During weekly grade level meetings teachers will review 2009 iLEAP and LEAP Science data to determine science fair themes. Teachers will lead experiment and inquiry driven instruction, and project-based learning Students will participate in and complete a Science Fair project according to appropriate protocols. | Record of grade level meetings with the Math Coach and a sign-in sheet maintained by the Math Coach. Student entries and documentation forms for both school and district level fairs will be used to measure participation. Instructional staff will utilize district-prepared rubric for evaluation of all entries. |

| SAP Indicator | Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i> | Funding Sources | Object Code | Cost | Indicator of Implementation (Observable Change) | Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently) |
|---------------|---|-----------------|-------------|-------------|---|---|
| | 8) A monthly newsletter will be distributed that will include a short science article with corresponding constructed response items, a literacy tip, and a math tip for parents and students. | Title PI | 600 | (\$1466.63) | Parents will assist children in reading the science article and completing the constructed response item(s). Parents will use the strategies given in the newsletter to assist their children with learning. | Returned parent coupons indicating that the parent has received the newsletter, as well as the returned constructed response item(s). |
| | 9) Beginning August 4, 2009, teachers will plan weekly for explicit, systematic instruction using the Madelyn Hunter lesson design. | | | | Teachers will use the Madelyn Hunter Lesson Design in all core subjects. | The principal will check for implementation of the Madelyn Hunter lesson design on bi-monthly instructional walkthroughs and in formal observations. |

* Indicates Professional Development Learning
 ** Indicates Family Involvement Activities
 *** Indicates Curriculum Activities (if applicable)

Indicates Safe and Drug-Free Activities (if applicable)
 ## Indicates Discipline Support Activities (if applicable)
 ### Indicates PK –12 Literacy Activities (if applicable)

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

| Funding Sources | Title I | Magnet | PI | FSI | Other | | | | | | Total |
|-------------------------------------|---------------------|---------------|-------------------|------------|--------------|--|--|--|--|--|---------------------|
| 100 Salaries | \$47,512.80 | | | | | | | | | | \$47,512.80 |
| 200 Benefits | | | | | | | | | | | |
| 300 Purchased Professional Services | | | | | | | | | | | |
| 400 Purchased Property | \$3,600.00 | | | | | | | | | | \$3,600.00 |
| 500 Other Purchased Services | \$8,500.00 | | | | | | | | | | \$8,500.00 |
| 600 Materials & Supplies | \$38,800.35 | | \$1,466.63 | | | | | | | | \$40,266.98 |
| Indirect Costs (if applicable) | | | | | | | | | | | |
| 700 Property | | | | | | | | | | | |
| 800 Other Objects | | | | | | | | | | | |
| 900 Other Uses of Funds | | | | | | | | | | | |
| Total | \$103,008.80 | | \$1,466.63 | | | | | | | | \$104,475.43 |

*Funding Sources: Title I, Part A (Improving Basic Programs, NCLB School Improvement Funds), Part B (Reading First, Early Reading First, Even Start), Part C (Migrant), Part D (N or D), Part F (CSRP); Title II, Part A (Professional Development), Part D (Technology); Title III – English Language Proficient; Title V – Parental Choice and Innovative Programs; Title VII, Part A (Indian Education), Part B (Native Hawaiian Education, Part C (Alaska Native Education); Learn and Serve America; Stewart B. McKinney Homeless Assistance Act; State Funding; 8(g); LaSIP; IDEA; K-3 Initiatives; MSL; Education Excellence Fund; State School Improvement Funds; miscellaneous funding sources; foundations/grants, etc.

FEDERAL FUNDING

| Title I, Part A, Expenditures (Improving Basic Programs, NCLB School Improvement Funds) | |
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| Projected Expenditures | |
| SIP Expenditures* | |
| Non SIP Expenditures (list) | |
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| Total Title I, Part A, Expenditures | |

| Title I, Part B, Expenditures | |
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| Projected Expenditures | |
| SIP Expenditures* | |
| Non SIP Expenditures (list) | |
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| Total Title I, Part B, Expenditures | |

| Title I, Part D, Expenditures (Neglected or Delinquent) | |
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| Projected Expenditures | |
| SIP Expenditures* | |
| Non SIP Expenditures (list) | |
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| Total Title I, Part D, Expenditures | |

| Title I, Part F, Expenditures (CSRP) | |
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| Projected Expenditures | |
| SIP Expenditures* | |
| Non SIP Expenditures (list) | |
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| Total Title I, Part F, Expenditures | |

| Other Title I Expenditures | |
|-----------------------------------|--|
| Projected Expenditures | |
| SIP Expenditures* | |
| Non SIP Expenditures (list) | |
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| Total Other Title I Expenditures | |

| Title II Expenditures | |
|------------------------------|--|
| Projected Expenditures | |
| SIP Expenditures* | |
| Non SIP Expenditures (list) | |
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| Total Title II Expenditures | |

| Title IV Expenditures | |
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| Projected Expenditures | |
| SIP Expenditures* | |
| Non SIP Expenditures (list) | |
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| Total Title IV Expenditures | |

| Title V Expenditures | |
|-----------------------------|--|
| Projected Expenditures | |
| SIP Expenditures* | |
| Non SIP Expenditures (list) | |
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| Total Title V Expenditures | |

| K-3 Initiative Expenditures | |
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| Projected Expenditures | |
| SIP Expenditures* | |
| Non SIP Expenditures (list) | |
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| Total K-3 Initiative Expenditures | |

| Other Funds | |
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| Projected Expenditures | |
| SIP Expenditures* | |
| Non SIP Expenditures (indicate source and expense) | |
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| Total Other Funds, Expenditures | |