



SITE

School Improvement Training and Evaluation



Rubric for the Evaluation of School Improvement Plans Summary Report

School Name **Banks Elementary School**

LEA **East Baton Rouge Parish School System**

Site Code **017007**

LEA **Reporting Official Herman Brister**
Chief Academic Officer

Evaluator Name **Paula Johnson**
Assistant Superintendent

Date **July 23, 2009**

ⓐ **Acceptable**

ⓑ **Not Acceptable**

| |
|----------|
| <p>•</p> |
|----------|

The seal of the Louisiana Department of Education is a large, faint watermark in the background. It features a central figure of a person holding a torch and a book, surrounded by the text "DEPARTMENT OF EDUCATION" and "FIDELITY BRAVERY INTEGRITY".

**Strategic/Accountability Plan
East Baton Rouge Parish Schools**

***School Improvement Plan
for
Banks Elementary***

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

**Submission Date: *July 20, 2009*
Resubmission Date: *August 11, 2009***

Banks Elementary School
PK-5
2401 72nd Avenue
Baton Rouge, Louisiana 70807
Lee S. Coleman
225-357-3371
lcoleman@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
- LINC
- 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*

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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 |
|---------------------------------|-------------------|
| Lee Coleman | Principal |
| Pamela Talbert | Teacher |
| Peter Dupuy | Teacher |
| Barbara Morris | Teacher |
| Patricia James | Parent |
| Pamela Cornelius | Librarian |
| Linda Darensbourg | Reading Coach |
| Sadie Roberts – Josephs | Community Partner |
| | |

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 43

Date: July 20, 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. | COLEMAN, LEE | PRINCIPAL | | |
| 2. | JONES, DESARAE | DEAN OF STUDENTS | | |
| 3. | BROWN, LASONIA | GUIDANCE | | |
| 4. | WILLIAMS, STACEE | SECRETARY | | |
| 5. | BERRY, JOYCE | SCHOOL CLERK | | |
| 6. | WILSON, TONI | INSTRUCTIONAL /SPE | | |
| 7. | DARENSBOURG, LINDA | READING COACH | | |
| 8. | TBA | MATH COACH | | |
| 9. | FOUNTAIN, GEORGE | TOR MODERATOR | | |
| 10. | ROBINS, TASHAWNDA | SPEECH THERAPIST | | |
| 11. | TBA | COMPUTER SPECIALIST | | |
| 12. | CORNELIUS, PAMELA | SCHOOL LIBRARIAN | | |
| 13. | TBA | PHYSICAL EDUCATION | | |
| 14. | BAUMANN, DEBORAH | PRE-KINDERGARTEN | | |
| 15. | McCRAV, YVONNE | KINDERGARTEN | | |
| 16. | VERGARA, FRANCESCA | KINDERGARTEN | | |
| 17. | LOUIS, PATRICIA | FIRST GRADE (TRANSITION) | | |
| 18. | DELA CRUZ, JOHANNA | FIRST GRADE | | |

| | NAME | TITLE/POSITION | SIGNATURE (in blue ink) | SIGNATURE DATE |
|-----|--------------------|-----------------------|--------------------------------|-----------------------|
| 19. | McCRAY, DESI | FIRST GRADE | | |
| 20. | GUY, ROSE | SECOND GRADE | | |
| 21. | STONE, WILLIE | SECOND GRADE | | |
| 22. | HAMPTON, COURTLAND | THIRD GRADE | | |
| 23. | WILLIAMS, MARIAN | THIRD GRADE | | |
| 24. | Durr, Mavis | FOURTH GRADE | | |
| 25. | DEVAULL, ROSALYN | FOURTH GRADE | | |
| 26. | TBA | FOURTH GRADE | | |
| 27. | GAINES, GWENDOLYN | FIFTH GRADE | | |
| 28. | TALBERT, PAMELA | FIFTH GRADE | | |
| 29. | BARROW, TERI | SOA TEACHER | | |
| 30. | GONZALES, MIAMI | ESS TEACHER | | |
| 31. | LAWRENCE, SARAH | ESS TEACHER | | |
| 32. | ROBINSON, ROSA | ESS TEACHER | | |
| 33. | HARRIS, MARVIN | ESS TEACHER | | |
| 34. | LANDIX, WAYNE | ESS TEACHER | | |
| 35. | REED, WILLIAM | INTERVENTIONIST | | |
| 36. | BARTON, LISA | PARAPROFESSIONAL | | |
| 37. | BOWERS, JOYCE | PARAPROFESSIONAL | | |
| 38. | BROCK, SANDRA | PARAPROFESSIONAL | | |
| 39. | BURRELL, PATTY | PARAPROFESSIONAL | | |

| | NAME | TITLE/POSITION | SIGNATURE (in blue ink) | SIGNATURE DATE |
|------------|---------------------|-----------------------|--------------------------------|-----------------------|
| 40. | DAVENPORT, ASHLEIGH | PARAPROFESSIONAL | | |
| 41. | EDWARDS, JACQUELIN | PARAPROFESSIONAL | | |
| 42. | MARSHALL, TANGIE | PARAPROFESSIONAL | | |
| 43. | ZIDAN, BRENDA | PARAPROFESSIONAL | | |
| 44. | POURCIAU, DOUGLAS | HEAD CUSTODIAN | | |

MISSION STATEMENT

Banks eagles soar towards academic achievement for all.

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

| Name | Title/Occupation |
|----------------------|-----------------------|
| Lee Coleman | Principal |
| Peter Dupuy | Teacher, Fourth Grade |
| Pamela Talbert | Teacher, Fourth Grade |
| Sadie Roberts-Joseph | Community Partner |
| Patricia James | Parent |
| | |
| | |
| | |
| | |
| | |

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 | x | <u>4</u> | | |
| HIPPY | | | | |
| INTECH | | | | |
| INTECH 2 Science | | | | |
| INTECH Social Studies | | | | |
| La GEAR-UP | | | | |
| LaSIP | | | | |
| LEAD TECH | | | | |
| Math/Science Partnership | X | <u>4</u> | | |
| Pre-School Program | X | <u>16</u> | | |
| School-to-Work | | | | |
| The Strategic Instruction Model (SIM) | | | | |
| Other: Reading First Grant | | <u>2</u> | | x |
| Click Here to Enter | | | | |

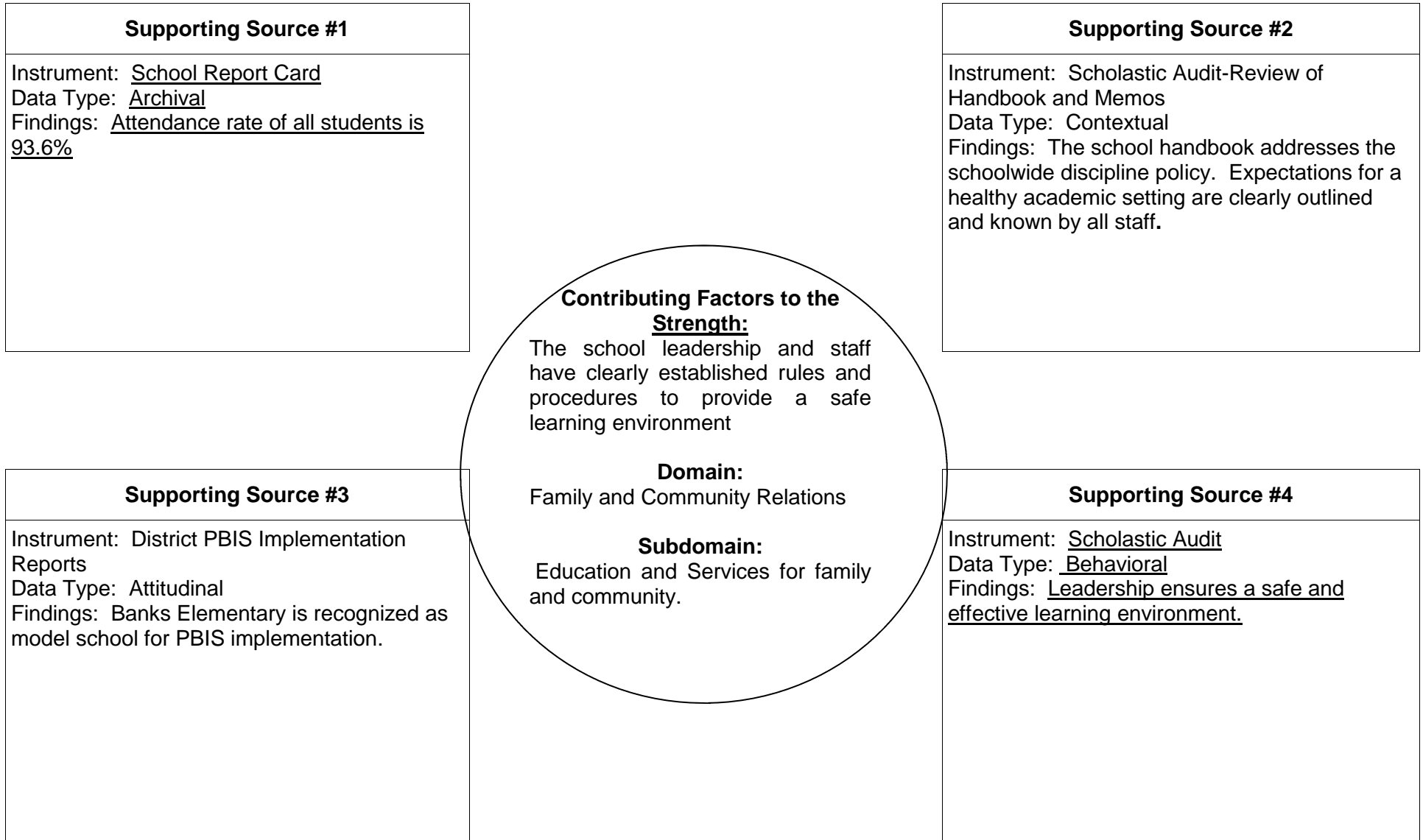
| |
|---|
| <p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> • Training Connections, FDDOC, Sylvan |
| <p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> • Click Here to Enter |

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 | July 2009 | Yes |
| Family Involvement Policy | § 1903/741 and § 1118/Title I | July 2009 | Yes |
| Security Procedures (metal detectors, etc.) | § 339/741 | July 2009 | Yes |
| Safe and Drug-Free Prevention Activities | § 1127/741 and § 2305/741 | July 2009 | Yes |
| Student Code of Conduct | § 1115/741 | July 2009 | Yes |
| Crisis Management (emergency/evacuation plan) | § 339/741 | July 2009 | Yes |

| School Partnerships (Type the name of each partner in the space provided) | |
|--|--|
| University | Southern University Baton Rouge Campus |
| Technical Institute | |
| Feeder School(s) | Glen Oaks High School |
| Community | African American Museum |
| Business/Industry | Exxon Mobile |
| Private Grants | |
| Other | Foster Grandparent Program |

DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1

Instrument: Scholastic Audit: Review of lesson plans, student work samples, and previous school plans
Data Type: Contextual
Findings: Teachers are providing a common core for all students in reading.

Supporting Source #2

Instrument: Student Survey
Data Type: Attitudinal
Findings: 95% of Students believe that their teacher does a good job teaching them to read well.

Supporting Source #3

Instrument: QST Classroom Survey (Fall 2008)
Data Type: Behavioral Data
Findings: External observers stated that teachers model and reinforce vocabulary strategies (71%) and provide literacy activities for active engagement with a print rich environment (83%).

Supporting Source #4

Instrument: QST Teacher Survey (Winter 2008)
Data Type: Attitudinal
Findings: 75% of teachers report that the school does a good job of teaching students to read well.

Contributing Factors to the Strength:

School faculty seeks to provide adequate instruction in content areas with fidelity to the components of the Reading Core Models.

Domain:

Curriculum, Instruction, and Assessment

Subdomain:

Instructional Strategies

DATA TRIANGULATION

Supporting Source #1

Instrument: iLEAP reports (2007- 2009) & School Accountability Subgroup Component Report
 Data Type: Cognitive Data (Student Performance Data)/ Archival
 Findings: From the preceding school years, there was a decline in % proficient in 3rd grade ELA and 5th grade ELA & math. 3rd grade declined by 4% in whole school ELA; 5th declined by 9% in whole school ELA and declined by 5% in math.

Supporting Source #2

Instrument: Scholastic Audit -Interviews with students, teachers, support staff, principal
 Data Type: Attitudinal Data
 Findings: While the principal meets with district personnel to share and analyze student work at leadership meetings, the collaboration and analysis is not a routine practice at Banks Elementary School. Students generally were not able to articulate behavioral expectations.

Supporting Source #3

Instrument: QST Teacher team/ data team observation (Winter 2009)
 Data Type: Behavioral
 Findings: Data is not used from teacher assignments. Data does not include at least one assignment common to all teachers.

Contributing Factors to the Weakness:

There was limited change in instruction based on analysis of data.

Domain:

Curriculum, Instruction, and assessment

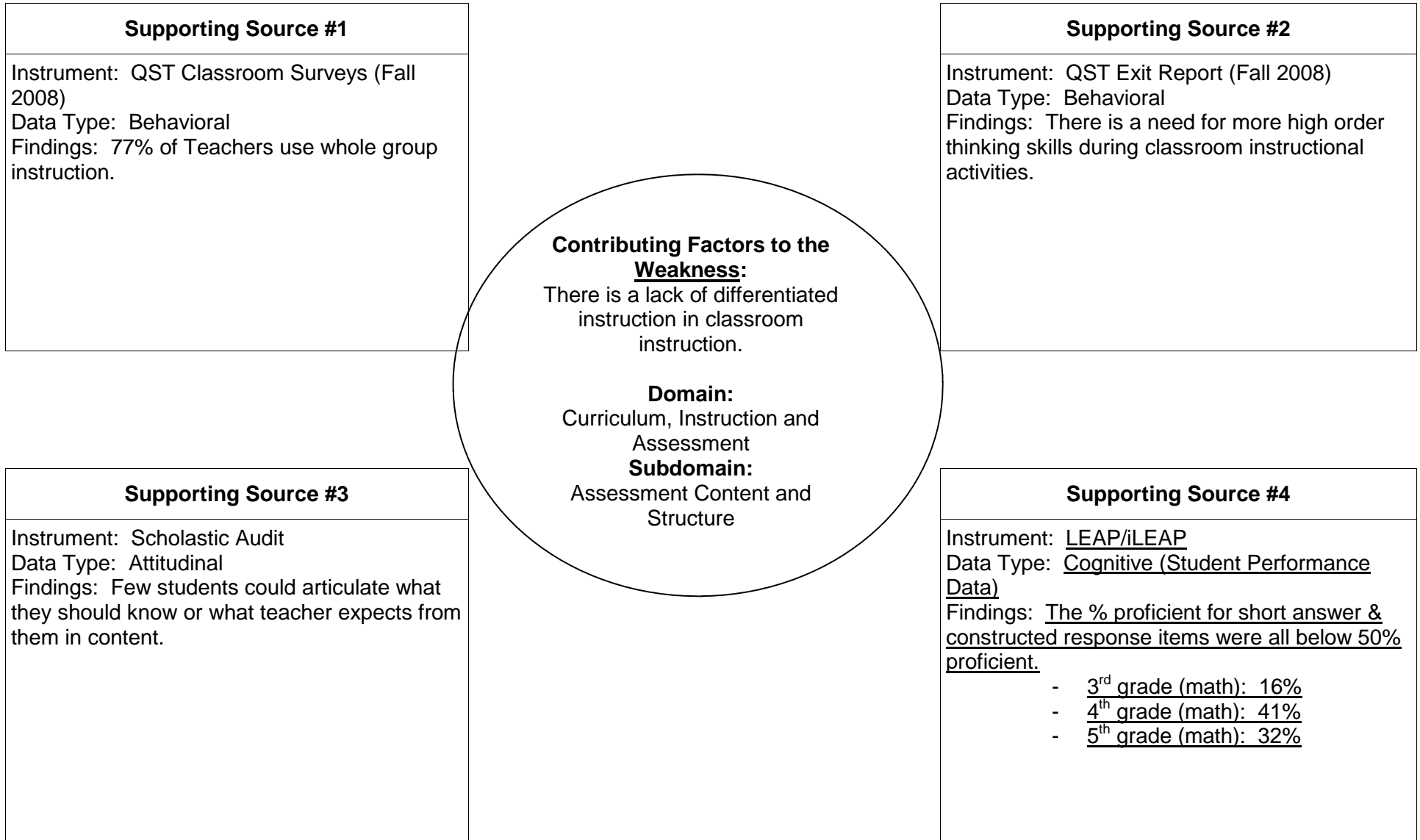
Subdomain:

Assessment Content and Structure

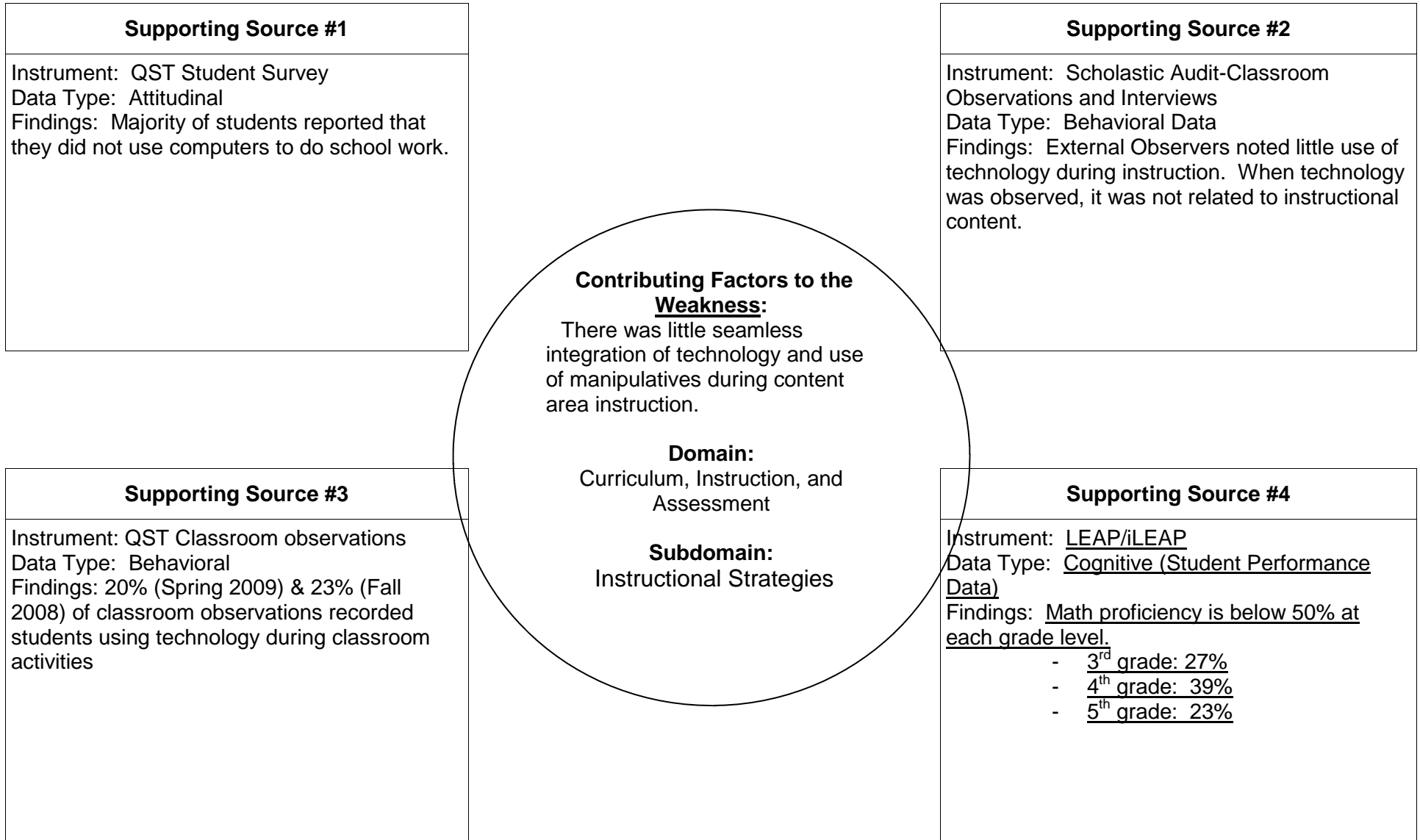
Supporting Source #4

Instrument: QST Exit Survey (Fall 2008)
 Data Type: Behavioral
 Findings: Grade level planning does not allow for adequate teacher collaboration.

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. <u>4th LEAP ELA is a relative strength at 38% proficient and grew by 12% from previous year.</u> | <u>LEAP / iLEAP data reports</u> |
| 2. <u>Attendance rate of all students is 93.6%</u> | <u>School report card</u> |
| 3. <u>4th grade math is a relative strength at 39% and grew by 21% from previous year</u> | <u>LEAP/ iLEAP data reports</u> |
| 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. <u>All subgroups are below AMO for math in grades 3, 4, & 5 (ie all student subgroup for all tests is 28.9% proficient)</u> | <u>LEAP & iLEAP subgroup reports & School Accountability Subgroup Report</u> |
| 2. <u>All subgroups are below AMO in reading/ ELA in grades 3, 4, & 5 (ie. all student subgroup for all tests is 28.9 is 32% proficient)</u> | <u>LEAP & iLEAP subgroup reports & School Accountability Subgroup Report</u> |
| 3. <u>Constructed Response (Math) is below 50% proficient at each grade level with 3rd grade as a relative weakness to all others: 3rd (16%)</u> | <u>LEAP/ iLEAP data reports</u> |
| 4. <u>Math proficiency is below 40% at all grade levels: 3rd: (27%); 4th: (39%); 5th: (23%)</u> | <u>LEAP/ iLEAP data reports</u> |
| 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. The school leadership and staff have clearly established rules and procedures to provide a safe learning environment | Scholastic Audit , PBIS Implementation Report, <u>School Report Card</u> |
| 2. School faculty seeks to provide adequate instruction in content areas with fidelity to the components of the Reading Core Models | Scholastic Audit Review of lesson plans, student work samples, and previous school plans, Student Survey, QST Classroom Survey, QST Teacher Survey |
| 3. | |
| 4. | |
| 5. | |

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. There was limited change in instruction based on analysis of data | Scholastic Audit Data Portfolio-Subgroup Reports and DIBELS Data,QST Teacher Survey, Scholastic Audit -Interviews with students, teachers, support staff, principal, QST Exit Survey |
| 2. There is a lack of differentiated instruction in classroom instruction | QST Classroom Surveys, QST Exit Report, Scholastic Audit, <u>LEAP/iLEAP data reports</u> |
| 3. There was little seamless integration of technology <u>and use of manipulatives</u> during content area instruction | QST Student Survey, QST Classroom observations, Scholastic Audit Classroom Observations and Interviews, <u>LEAP/iLEAP data reports</u> |
| 4. | |
| 5. | |

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>2007-2008</u> : <u>52.4</u> | School Growth SPS <u>2006-2007</u> : <u>54.9</u> | School GT <u>2006-2007</u> : <u>10</u> |
| School Baseline SPS: <u>2006-2007</u> : <u>50.5</u> | School Growth SPS 2006-2007: <u>49.7</u> | School GT <u>2006-2007</u> : <u>9.1</u> |
| School Baseline SPS: <u>2005-2006</u> : <u>55.3</u> | School Growth SPS 2005-2006: <u>57.2</u> | School GT <u>2005-2006</u> : <u>7.7</u> |

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

STRATEGY PLANNING WORKSHEET – GOAL 1

GOAL 1: Increase Student Achievement in Reading/English Language Arts

Objective(s):

- 3rd Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from 19% in 2009 to 27% in 2010.
- 4th Grade - Increase the percentage of students scoring Proficient on LEAP in English/language arts from 39% in 2009 to 45% in 2010.
- 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from 41% in 2009 to 46.9% in 2010.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Response to Intervention

Bibliographic Notation:

Deno, S.L. and Mirkin, P.K. (1997) *Data-based Program Modification: A Manual*, Reston, VA: Council for Exceptional Children.

Grimes, J., & Kurns, S. (2003). *An intervention-based system for addressing NCLB and IDEA expectations: A multiple tiered model to ensure every child learns*. Paper presented at the Responsiveness to Intervention Symposium sponsored by the National Research Center on Learning Disabilities, Kansas City, MO.

Tilly, W.D. and Grimes (1998). Curriculum-based measurement: One vehicle for systemic educational reform. In Shinn, M.R. *Advanced Applications of Curriculum-based Measurement*. New York: Guilford Press

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.

Response to Intervention: Policy Considerations and Implementation

National Association of State Directors of Special Education, Inc.

Alexandria, VA, 2005 *Responsive to Intervention and Learning Disabilities*, a report by the National Joint Commission on Learning Disabilities representing eleven national and international organizations, June 2005. This document was approved by the National Joint Committee on Learning Disabilities (NJCLD) as an official paper of the NJCLD in June 2005

Response to Intervention: A Case Illustration, Ernst, Lowell, Miller, Brian, Robinson, Wendy, Tilly, W. David, Presentation provided to the National Association of State Directors of Special Education Satellite Series, November 9, 2005.

National Center on Student Progress Monitoring

<http://www.studentprogress.org/>

Research Institute on Progress Monitoring
<http://www.progressmonitoring.net/>

Responsiveness-to-Intervention Symposium
<http://www.nrclid.org/html/symposium2003/index.html>

Information Sheet for Regional Resource Centers Response-To-Intervention Models Identify, Evaluate & Scale 6/14/03
<http://www.nrclid.org/html/research/rti/RTIinfor.pdf>

Responsiveness-to-Intervention Evaluation Technical Assistance & Dissemination Activities. <http://www.nrclid.org/html/research/rti.html>

Brief Summary of Research: Response to Intervention is the practice of (1) providing high-quality instruction/intervention matched to Response to Intervention is the practice of (1) providing high-quality instruction/intervention matched to (National Association of State Directors of Special Education, Inc. September 2005) Responsiveness to Intervention can also be defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). 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 in an individualized and timely way. 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 intensive usually longer term intervention. The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students. The research has demonstrated through a number of studies (Mellard, Byrd, Jackson, Tollefson and Boesche, 2004) that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way.

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 instruction that is more 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 of all backgrounds by addressing academic difficulties in an individualized and timely way. The population of our school is considered at-risk, comprised of mainly economically disadvantaged families and minorities and it is similar to research populations.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: 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

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Assessment data are used to appropriately plan for instruction to meet individual needs of all students of all subgroups within the confines of the intended curriculum to ensure effective learning for all. Assessment data shall consist of all appropriate curriculum to address all subgroups.

Procedures for Evaluating the Goal, Objective(s) and Strategy: : Results of Edusoft Survey ELA Assessment in grades 4-5, August, November and January, results of beginning, mid-year and end-of year DIBELS data will be continuously monitored by charting results for individual learners on a data board. Reading Coach logs of weekly activities, collaborative meetings, delivery of job-embedded professional development, modeling and observation of teachers. Spring 2009 & Spring 2010 iLEAP and LEAP ELA results will be compared.

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 PD:</u> * ### During June & July, 2009, Reading Consultants and District Level trainers will provide a 3 day <u>district level</u> summer Institute for teachers, reading coaches and administrator <u>to provide modeling and coaching</u> on the implementation of the reading core as well as components of RTI <u>into classroom instruction</u>.</p> <p>* ### During July of 2009, State Department Personnel will conduct Ensuring Literacy for All Training for Pre-K through 4th Grade Staff including teachers, reading coach, support staff and principal.</p> <p>* ### In August 2009 (during staff development work day), reading coach, instructional specialist and principal will provide <u>modeling and coaching sessions</u> on RTI & data driven decision making to include a review of previous years data on DIBELS, LEAP and iLEAP assessments to classroom teachers, dean, guidance counselor and other ancillary teachers.</p> | No Cost | | | <p>Teachers will develop an organizational structure for the 105-Minute Reading Block based on the components of the new basal.</p> <p>Teachers will organize activities to use intervention in Reading.</p> <p>Teachers will incorporate RTI model and the five components of Reading into Literacy Instruction.</p> | <p>Principal will collect agendas, <u>feedback</u>, and sign-ins from the training sessions. Principal will review lesson plans on a weekly basis to monitor incorporation of reading components. Reading Coach will create a folder of literacy observation tools and / or organizational plans for the Reading Block at each grade level.</p> <p><u>Principal and reading coach will review lesson plans, feedback, and checklists to assess the degree of implementation of RTI and its effect on student achievement each quarter. Data will be used to plan for follow up PD and modeling and coaching sessions for teachers.</u></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><u>Follow Up:</u> *** From September 2009 to May 2010, the Reading Coach will facilitate <u>bi-monthly grade level collaborative planning and coaching sessions (common planning time during the school day)</u> to assist teachers, support staff, and paraprofessionals in the implementation of the 2nd year basal program and RTI.</p> | Title I SW | 100 200 | \$3,000.00 (subs + benefits) (duplicated amt) | Teachers will use data to modify and differentiate instruction and create intervention groups that will increase student achievement in the area of Reading. | <p>Principal and Reading Coach will conduct bi- monthly walk-through to ensure effective implementation of the new basal program. Feedback will be given to teachers during <u>weekly collaborative meetings.</u></p> <p><u>Principal and reading coach will review observations and walkthroughs as well as student data (ie. Work samples, DIBELS, benchmark assessments and progress monitoring) to assesses the degree of implementation of RTI and reading core each quarter. Data will be used to plan for support for identified teachers and students as needed.</u></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><u>Implementation:</u> From August, 2009 – May, 2010, teachers, paraprofessionals, and reading coach will implement the RTI model for all K-5 students with three tiers of instruction with identified strategic and intensive intervention groups. Targeted interventions will occur during the school day as well as after school.</p> | <p>Title I SW</p> <p>Title I FSI</p> <p>Title I SW</p> <p>Title I FSI</p> <p>Title I FSI</p> <p>Title I SW</p> | <p>600</p> <p>600</p> <p>100 200</p> <p>100 200</p> <p>100 200</p> <p>400</p> | <p>\$27,950.75 (duplicated amt)</p> <p>\$17,603.00 (duplicated amt)</p> <p>\$37,000.00 (2 para salaries + benefits)</p> <p>\$1,575.00 (Bus driver salaries + benefits) (duplicated amt)</p> <p>\$15,000.00 (tutoring + benefits) (duplicated amt)</p> <p>\$5,000.00 (duplicated amt)</p> | <p>Teachers will use data to modify and differentiate instruction and create intervention groups that will increase student achievement in the area of Reading.</p> <p>Student scores will indicate increased achievement in areas of reading.</p> | <p>Principal and reading coach will review data including progress monitoring results and intervention group rosters to evaluate effectiveness <u>of RTI implementation and assess its effect on student achievement each quarter and to identify teachers and students in need of additional support.</u></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><u>Family Involvement:</u> * <u>In September, 2009, the reading coach, principal and instructional specialist will collaborate to plan for the modeling of strategies for parents at the upcoming family literacy night.</u> ** In October of 2009, the Reading Coach and faculty and staff will host a dedicated Family Literacy Night for parents and guardians of students of grades Pre-K-5. This event will highlight and model several instructional strategies utilized used in the school's Reading curriculum as well as components of RTI. Handout packets and resources via website will be made available for parents who can not attend. Prior to the event, parents and community will be notified via newsletters, NTI message, flyers, and school marquee of this and other upcoming family involvement events.</p> | <p>Title I PI</p> <p>Title I PI-ARRA</p> <p>Title I SW</p> | <p>600</p> <p>600</p> <p>400</p> | <p>\$1,806.08 (duplicated amt)</p> <p>\$2,903.07 (duplicated amt)</p> <p>\$5,000.00 (duplicated amt)</p> | <p>Parents will assist students with homework assignments using various reading strategies.</p> <p>Student scores will indicate increased achievement in areas of reading.</p> | <p>The principal will collect sign-in sheets, the agenda, evaluation forms, pictures, and sample work activities. A Family Literacy Night Portfolio will be created. The Reading Coach will maintain the portfolio, collecting returned take-home packets.</p> <p><u>Principal and reading coach will review above data as well as classroom observations, walkthroughs and other forms of student data (ie. progress monitoring, DIBELS and benchmark assessments) to assess the degree of implementation of RTI and its impact upon student achievement each quarter. Data will be used to plan for future family involvement activities.</u></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><u>Initial PD:</u> *In September, 2009 Writing Consultant will provide initial modeling and coaching sessions (during the school day) to teachers, paraprofessionals and administrator during K-5 cross grade level planning sessions on reviewing data and the incorporation of writing instruction into the RTI model as well as writing process, using rubrics to evaluate writing and using writing as a strategy for interventions.</p> | <p>Title I SW</p> <p>FSI</p> | <p>300</p> <p>100 200</p> | <p>\$22,500.00 (duplicated amt)</p> <p>\$12,000.00 (stipends + benefits) duplicated amt)</p> | <p>Teachers will incorporate writing strategies into lesson plans across content areas.</p> <p>Teachers will model the writing process in classroom instruction.</p> <p>Teachers will use rubrics to evaluate writing and analyze student work.</p> | <p>Principal will collect agendas, evaluations and sign-ins from the training sessions.</p> <p>Principal will review lesson plans on a weekly basis to monitor incorporation of learned writing strategies. <u>Principal and reading coach will assess the degree of implementation of writing and RTI each quarter and use the data to plan for follow up PD or modeling and coaching sessions for teachers..</u></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><u>Follow Up:</u> *From October 2009 – April 2010, Writing consultants will provide quarterly follow up (during the school day) modeling and coaching sessions for principal, classroom teachers, students, para-professionals and other ancillary staff on incorporating writing instruction into the RTI model. Additional Consultant follow up will be in the form of classroom observations, model lessons and coaching sessions during collaborative / grade level planning meetings for the principal, classroom teachers, paraprofessionals, ancillary staff and students.</p> | <p>Title I SW</p> <p>FSI</p> | <p>300</p> <p>100 200</p> | <p>\$22,500.00 (duplicated amt)</p> <p>\$12,000.00 (stipends + benefits) (duplicated amt)</p> | <p>Teachers will implement writing process into instruction.</p> <p>Students will use writing strategies across content areas.</p> <p>Student scores will increase in areas of writing.</p> | <p>Principal and Reading Coach will conduct bi- monthly walk-through to ensure effective implementation.</p> <p>Principal and Reading Coach will review lesson plans for learned strategies and provide feedback to teachers in weekly collaborative coaching and planning sessions.</p> <p>Principal and reading coach will review observations, walkthroughs and student data (ie. Work samples, progress monitoring, DIBELS, and benchmark assessments) to assess strategy implementation and impact upon student achievement each quarter. Data will also be used to identify individual teachers and students in need of additional support.</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) |
|---------------|--|---|---------------------------|---|--|--|
| | <u>Implementation:</u> From October, 2009- May, 2010, teachers, paraprofessionals and ancillary staff will implement learned writing strategies into daily classroom instruction and <u>interventions</u> for students in grades 3-5. | Title I SW Title I FSI Title I SW | 600 600 400 | \$27,950.75 <small>(duplicated amt)</small> \$17,603.00 <small>(duplicated amt)</small> \$5,000.00 <small>(duplicated amt)</small> | Teachers will implement writing process into instruction. Students will use writing strategies across content areas. Student scores will increase in areas of writing. | Principal and Reading Coach will conduct bi- monthly walk-through to ensure effective implementation. Principal and Reading Coach will review lesson plans for learned strategies and provide feedback to teachers. <u>Principal and reading coach will review observations, walkthroughs and student data (ie. Work samples, progress monitoring, DIBELS, and benchmark assessments) to assess strategy implementation and impact upon student achievement each quarter. Data will also be used to identify individual teachers and students in need of additional support.</u> |

| 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>Family Involvement:</u> *<u>In January, 2010, principal, reading coach, instructional specialist and consultant will collaborate to plan for a modeling and coaching session for parents to provide them with writing strategies within the RTI framework.</u> ** In February of 2010, the faculty and staff will host a dedicated Family Literacy & Writing Night for parents and guardians of students of grades Pre-K-5. This event will <u>model</u> several instructional strategies including the writing process and coach parents <u>on how to better assist their children.</u> Handout packets and resources via website will be made available for parents who can not attend. Prior to the event, parents and community will be notified via newsletters, NTI message, flyers, and school marquee of this and other upcoming family involvement events.</p> | <p>Title I PI</p> <p>Title I PI-ARRA</p> <p>Title I SW</p> | <p>600</p> <p>600</p> <p>400</p> | <p>\$1,806.08 (duplicated amt)</p> <p>\$2,903.07 (duplicated amt)</p> <p>\$5,000.00 (duplicated amt)</p> | <p>Parents will assist students with homework assignments using writing strategies.</p> <p>Student scores will increase in areas of writing.</p> | <p>The principal will collect sign-in sheets, the agenda, evaluation forms, pictures, and sample work activities. A Family Literacy Night Portfolio will be created. The Reading Coach will maintain the portfolio, collecting returned take-home packets.</p> <p><u>Principal and reading coach will review above data as well as student work samples to assess strategy implementation and its impact upon student achievement each quarter and to plan for future family involvement activities.</u></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) |
|---------------|--|-----------------|-------------|---|---|---|
| | <u>Follow Up:</u> *From August 2009 through May 2010 district content trainers will provide monthly follow up <u>in district level collaborative grade level content specific modeling and coaching sessions (during the school day) focusing on differentiated instruction activities and RTI instruction.</u> Lead teachers at selected grade levels will attend and re-deliver to <u>instructional coaches, paraprofessionals, administrator and other support staff</u> during weekly collaborative planning and coaching sessions (during the school day). | Title I SW | 100 200 | \$3,000.00 <small>(subs + benefits) (duplicated amt)</small> | Teachers will implement differentiated activities & technology into daily classroom instruction. Students will be engaged in activities that are differentiated. Student scores will indicate increased achievement levels. | Principal and Reading Coach will conduct bi- monthly walk-through to ensure effective implementation. <u>Principal and reading coach will review walkthroughs, observations and lesson plans as well as student data (ie. Work samples, progress monitoring, DIBELS, and benchmark assessments) to assess strategy implementation and effect upon student achievement each quarter. Data will be used to identify teachers and students in need of additional support.</u> |

| 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) |
|---------------|---|-----------------|-------------|------------|---|--|
| | <u>Follow Up:</u> * In April, 2010 the principal will attend ASCD & NAESP national conferences focusing on <u>RTI and differentiated instructional strategies</u> for all students. Upon return, the principal will redeliver learned strategies to instructional coaches, guidance counselor, dean, classroom teachers, paraprofessionals and ancillary staff at the April, 2010 early release professional development day <u>and provide additional follow up at weekly collaborative planning and coaching sessions.</u> | Title I | 500 | \$5,000.00 | Teachers will implement differentiated activities & technology into daily classroom instruction. Students will be engaged in activities that are differentiated. Student scores will indicate increased achievement levels. | Principal and Reading Coach will conduct bi- monthly walk-through to ensure effective implementation. <u>Principal and reading coach will review walkthroughs, observations and lesson plans as well as student data (ie. Work samples, progress monitoring, DIBELS, and benchmark assessments) to assess strategy implementation and effect upon student achievement each quarter. Data will be used to identify teachers and students in need of additional support</u> |

| 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>Implementation:</u> From October, 2009- May, 2010, teachers, paraprofessionals and ancillary staff will implement technology and other differentiated instructional strategies into daily classroom instruction and <u>interventions</u> for all students in grades K-5.</p> | <p>Title I SW</p> <p>Title I FSI</p> <p>Title I SW</p> <p>Title I SW</p> | <p>600</p> <p>600</p> <p>100 200</p> <p>400</p> | <p>\$27,950.75 (duplicated amt)</p> <p>\$17,603.00 (duplicated amt)</p> <p>\$18,500.00 (salary + benefits) duplicated amt)</p> <p>\$5,000.00 (duplicated amt)</p> | <p>Teachers will implement differentiated activities & technology into daily classroom instruction.</p> <p>Students will be engaged in activities that are differentiated.</p> <p>Student scores will indicate increased achievement levels.</p> | <p>Principal and Reading Coach will conduct bi- monthly walk-through to ensure effective implementation.</p> <p>Principal and Reading Coach will review lesson plans for learned strategies and provide feedback to teachers <u>in collaborative coaching sessions.</u></p> <p><u>Principal and reading coach will review walkthroughs, observations and lesson plans as well as student data (ie. Work samples, progress monitoring, DIBELS, and benchmark assessments) to assess strategy implementation and effect upon student achievement each quarter. Data will be used to identify teachers and students in need of additional support</u></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><u>Family Involvement:</u> *<u>In September, 2009, the reading coach, instructional specialist, principal and lead teachers will collaborate to plan for the modeling and coaching sessions on differentiated instruction within the RTI framework for parents to occur at the upcoming family night.</u></p> <p>** In October of 2009, the faculty and staff will host a dedicated Family Literacy Night for students of grades Pre-K-5. This event will <u>model</u> several instructional strategies including differentiated instruction and technology applications <u>and coach parents on how to better assist their children.</u> Handout packets and resources via website will be made available for parents who can not attend. Parents will be notified via newsletters, NTI message, flyers, and school marquee of upcoming family involvement events.</p> | <p>Title I PI</p> <p>Title I PI-ARRA</p> <p>Title I SW</p> | <p>600</p> <p>600</p> <p>400</p> | <p>\$1,806.08 (duplicated amt)</p> <p>\$2,903.07 (duplicated amt)</p> <p>\$5,000.00 (duplicated amt)</p> | <p>Parents will assist students with homework assignments.</p> <p>Student scores will increase.</p> | <p>The principal will collect sign-in sheets, the agenda, evaluation forms, pictures, and sample work activities. A Family Literacy Night Portfolio will be created. The Reading Coach will maintain the portfolio, collecting returned take-home packets.</p> <p><u>The principal and reading coach will review above data as well as student work to plan future family involvement activities, assess strategy implementation and effect upon student achievement.</u></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>** During February of 2010 the Leap Specialist/ Office of Academic Accountability, Principal, 4th grade teachers will conduct a LEAP Parent Meeting to all parents of students in grade 4 <u>to coach them on useful strategies to better assist their children.</u> <u>Handout packets and resources via website will be made available for parents who can not attend. Parents will be notified via newsletters, NTI message, flyers, and school marquee of upcoming family involvement events.</u></p> | No Cost | | | <p>Parents will assist students with homework assignments.</p> <p>Student scores will increase.</p> | <p>The principal will collect sign-in sheets, the agenda, evaluation forms, pictures, and sample work activities. A Family Literacy Night Portfolio will be created. The Reading Coach will maintain the portfolio, collecting returned take-home packets.</p> <p><u>The principal and reading coach will review above data as well as student work to plan future family involvement activities, assess strategy implementation and effect upon student achievement.</u></p> |

* 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 27% in 2009 to 34% in 2010.
- 4th Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from 39% in 2009 to 45% in 2010.
- 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 24% in 2009 to 31% in 2010.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Job Embedded Professional Development; Data Driven Decision Making

Bibliographic Notation: Job-Embedded Professional Development Bibliographic Notation:

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Guskey, T. (1996, June). *Staff Development and the Process of Teacher Change*. Educational Researcher, 15(5)5-12.

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Nolan, K. (2000). *Looking at Student Work: Improving Practice by Closing in*. Providence, R.I: Annenberg Institute for School Reform.

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VA: ASCD.

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Sparks, D. (1999, Summer). *Try on Strategies to Get a Good Fit: An Interview with Susan Loucks-Horsley*. Journal Of Staff Development. 20(3), 56-60.

www.nscd.org/library/jsd/loucks-horsley203.html

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Brederson, P. (March 1989). *'Redefining leadership and the roles school principals: Responses to changes in the professional worklife of teachers*. ED 304 782. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Boudett, Kathryn Parker, et al., eds. *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. 2005

Calhounm Emily F. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson,.J. H. (May 1996). Data-Driven School Improvement. *QSSC Bulletin Series*. Eugene; OR: Oregon School Study Council, 38 pages.

WestEd. (2000). *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development*. San Francisco: Author. Web/WestEd.org/online_pubs/modellPD/welcome.shtml

Data Driven Decision Making Bibliographic Notation:

Black, S. (1996). Redefining the teacher's role. *The Executive Educator* (March). 23-26. EJ 519 765.

Blum, R., Yap, K., & Butler, J. (1992). *Onward to excellence impact study*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Brederson, P. (March 1989). *'Redefining leadership and the roles school principals: Responses to changes in the professional worklife of teachers*. ED 304 782. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Boudett, Kathryn Parker, et al., eds. *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. 2005

Calhounm Emily F. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson,.J. H. (May 1996). Data-Driven School Improvement. *QSSC Bulletin Series*. Eugene; OR: Oregon School Study Council, 38 pages.

Brief Summary of Research: Job-Embedded Professional Development

Professional development that is conducted during the hours of an educator's work day is described as job-embedded professional development. This concept is derived from fairly recent research which 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 *7776 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). Katharine Nolan (2000) discovered seven qualities that have proven effective in improving the quality of teacher assignments and student work, and a particular approach to examining student work is advocated by Lois Easton (2002).

Susan Loucks-Horsley (1999) promotes the use of several learning strategies for teachers which, she argues, is coincidental to the progress

of designing staff development. Leaders must ask themselves which strategies "make sense to use at what particular time with that particular set of teachers for a particular set of outcomes."

There are pitfalls, of course. Michael Fullan (2001) defines perhaps the most common of all—fragmentation/coherence. Powerful professional development must pursue only one of two student [earning goals, and there must be alignment between those goals and teacher training. Goals also provide a meaningful purpose for teamwork and goal-oriented units, says Schmoker (1996). Moreover, teachers find it difficult to sustain a sense of passion for their time and effort if they are unable to see real growth. This will not occur, explains Tom Guskey, if focus is diffused (1986). *Bringing All Students to High Standards*, the 2000 report of the National Education Goals Panel, links sustained professional development directly to student achievement. So too does *How Teaching Matters: Bringing the Classroom Back into Discussions of Teacher Quality* (Wellington. 2000)

Brief Summary of Research: Data Driven Decision Making

Data Driven Decision Making is the process of gathering student data - academic performance, attendance, demographics, and other information - which aids administrators, teachers, and parents in accurately assessing student learning. With this information, adjustments to teaching styles or curricula can be made resulting in measurable improvements. Also, students encountering difficulty can be identified and helped earlier than is currently possible. The concept of Data Driven Decision Making stresses continuous improvement as data is collected for a well-defined set of objectives on an ongoing basis, so that subsequent action plans can be designed to address these objectives.

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 Data Driven instruction is to focus on providing more effective instructional strategies by encouraging earlier intervention for at risk students. The research has demonstrated through a number of studies that Data Driven instruction can benefit all students from all pbopulations 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: Job-embedded professional development offers teachers the opportunity to adapt their teaching styles to the needs of diverse learners, including students with disabilities and LEP students. Data used to plan instruction is both group and individual, thus, the needs of students with disabilities as well as all other subgroups will be addressed.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Assessment data are used to appropriately plan for instruction to meet individual needs of all students within various subgroups within the confines of the intended curriculum to ensure effective learning for all. Assessment data shall consist of all appropriate curriculum to address the needs of all subgroups.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Results of Edusoft Survey Mathematics Assessment in August, November and January will be used. Data from assessments will be continuously monitored by charting results for individual learners on a data board. Instructional Coach log of weekly activities, collaborative meetings, delivery of job-embedded professional development, modeling and observation of teachers. Spring 2009 and Spring 2010 I-LEAP and LEAP Mathematics results will be compared.

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) |
|---------------|---|-----------------|-------------|------|--|--|
| | <p><u>Initial PD:</u> * During June & July, 2009, Math Consultants and District Level coordinators & trainers will provide <u>modeling and coaching sessions</u> to provide teachers, math coaches and administrator on the implementation of the math core and <u>instructional strategies for data driven decision making.</u></p> <p>* In August 2009 (during professional development work days), math coach, instructional specialist and / or principal will provide a <u>coaching during vertical collaborative sessions</u> on data driven decision making to include a review of previous years' data on benchmark assessments, LEAP and iLEAP assessments <u>to classroom teachers, guidance counselor, paraprofessionals and ancillary staff.</u></p> | No Cost | | | <p>Teachers will develop an organizational structure for the – 60 Minute Math Block based on the components of the new math initiative.</p> <p>Teachers will organize activities to use data driven decision making.</p> | <p>Principal will collect agendas and sign-ins from the training sessions. Principal will review lesson plans on a weekly basis to monitor incorporation of reading components.</p> <p><u>Principal and reading coach will review training documentation as well as lesson plans to assess strategy implementation and impact upon student achievement each quarter. Data will also be used to plan future follow up PD and coaching sessions.</u></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) |
|---------------|---|---|---|--|---|--|
| | <u>Follow Up:</u> *** From September 2009 to May 2010, the Math Coach will facilitate bi-monthly grade level <u>collaborative planning and coaching / modeling sessions (common planning times during the school day)</u> to assist <u>classroom</u> teachers, support staff, and paraprofessionals in the implementation of the district math initiative and <u>data driven decision making</u> . | Title I SW | 100 200 | \$3,000.00 (subs + benefits) (duplicated amt) | Teachers will use data to modify and differentiate instruction and create intervention groups that will increase student achievement in the area of math. | Principal and Math Coach will conduct bi- monthly walk-through to ensure effective implementation of the new math programs. Feedback will be given to teachers during <u>weekly collaborative planning and coaching sessions</u> . <u>Data will also be used to plan for additional support to identified teachers and students.</u> |
| | <u>Implementation:</u> From August, 2009 – May, 2010, teachers, paraprofessionals, and math coach will implement data driven decision making for all K-5 students into daily classroom instruction. Targeted interventions will occur during the school day as well as after school for students needing interventions. | Title I SW FSI Title I SW FSI FSI | 600 600 400 100 200 100 200 | \$27,950.75 (duplicated amt) \$17,603.00 (duplicated amt) \$5,000.00 (duplicated amt) \$1,575.00 (p1ara salaries + benefits) (duplicated amt) \$15,000.00 (tutoring + benefits) (duplicated amt) | Teachers will use data to modify and differentiate instruction and create intervention groups that will increase student achievement in the area of math. Student scores will indicate increased achievement in areas of math. | Principal and math coach will review data including benchmark assessment results and intervention group rosters <u>to evaluate strategy effectiveness and impact upon student achievement each quarter</u> . <u>Data will also be used to plan for additional support to identified teachers and students</u> |

| 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>Family Involvement:</u> *<u>In December 2009, the math coach, instructional specialist, principal and lead math teachers will collaborate to plan for a modeling and coaching session for parents on data driven decision making within the new math core.</u></p> <p>** In January 2010, the math coach and faculty and staff will host a dedicated Family Math Night for parents and guardians of students of grades Pre-K-5. This event will <u>model</u> several instructional strategies utilized used in the school's math core. <u>A math data overview will be provided along with coaching relative to strategies related to data driven decision making.</u> Handout packets and resources via website will be made available for parents who can not attend. Prior to the event, parents and community will be notified via newsletters, NTI message, flyers, and school marquee of this and other upcoming family involvement events.</p> | <p>Title I PI</p> <p>Title I PI-ARRA</p> <p>Title I SW</p> | <p>600</p> <p>600</p> <p>400</p> | <p>\$1,806.08 (duplicated amt)</p> <p>\$2,903.07 (duplicated amt)</p> <p>\$5,000.00 (duplicated amt)</p> | <p>Parents will assist students with homework assignments using various math strategies.</p> <p>Student scores will indicate increased achievement in areas of math.</p> | <p>The principal will collect sign-in sheets, the agenda, evaluation forms, pictures, and sample work activities. A Family Math Night Portfolio will be created. The Math Coach will maintain the portfolio, collecting returned take-home packets.</p> <p><u>The principal and the math coach will review the data from the activity as well as student data (ie work samples and benchmark assessments) to assess strategy implementation and impact on student work. Data will also be used to plan for future family involvement activities.</u></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) |
|---------------|--|-----------------------|-----------------------|--|--|---|
| | <u>Initial PD:</u> *In September, 2009 Writing Consultant will provide initial modeling and coaching to teachers, paraprofessionals administrator, guidance counselor and other ancillary staff during K-5 cross grade level collaborative sessions (during the school day) the writing process and using rubrics to evaluate writing in all content areas. <u>A review of pervious years' writing data will be incorporated into these sessions.</u> | Title I SW FSI | 300 100 200 | \$22,500.00 <small>(duplicated amt)</small> \$12,000.00 <small>(stipends + benefits duplicated amt)</small> | Teachers will incorporate writing strategies into lesson plans across content areas. Teachers will model the writing process in classroom instruction. Teachers will use rubrics to evaluate writing and analyze student work. | Principal will collect agendas and sign-ins from the training sessions. Principal will review lesson plans on a weekly basis to monitor incorporation writing and provide feedback to teachers <u>in weekly collaborative planning and coaching sessions. Feedback will also be used to plan for follow up and coaching sessions.</u> |
| | <u>Follow Up:</u> *From October 2009 – April 2010, Writing consultants will provide quarterly follow up sessions (during the school day) for principal, classroom teachers, students, paraprofessionals and other ancillary staff on the writing process. <u>Additional Consultant follow up will come in the form of data review, classroom observations, model lessons and modeling/ coaching sessions during collaborative / grade level planning meetings for principal, classroom teachers, paraprofessionals, ancillary staff and students.</u> | Title I SW FSI | 300 100 200 | \$22,500.00 <small>(duplicated amt)</small> \$12,000.00 <small>(stipends + benefits duplicated amt)</small> | Teachers will implement writing process into instruction. Students will use writing strategies across content areas. Student scores will increase in areas of math & writing. | Principal and Math Coach will conduct bi- monthly walk-through to ensure effective implementation <u>and to provide feedback to teachers in weekly collaborative planning and coaching sessions.</u> <u>Principal and reading coach will review walkthroughs, observations and lesson plans as well as student data (ie. Work samples, progress monitoring, DIBELS, and benchmark assessments) to assess strategy implementation and effect upon student achievement each quarter. Data will also be used to plan for additional support to identified teachers and students</u> |

| 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) |
|---------------|---|---|---------------------------|---|---|---|
| | <u>Implementation:</u> From October, 2009- May, 2010, teachers, paraprofessionals and ancillary staff will <u>use data to drive instruction for the implementation</u> of learned writing strategies into daily classroom instruction for students in grades 3-5.. | Title I SW Title I FSI Title I SW | 600 600 400 | \$27,950.75 <small>(duplicated amt)</small> \$17,603.00 <small>(duplicated amt)</small> \$5,000.00 <small>(duplicated amt)</small> | Teachers will implement writing process into instruction. Students will use writing strategies across content areas. Student scores will increase in areas of math & writing. | Principal and Math Coach will conduct bi- monthly walk-through to ensure effective implementation <u>and to provide feedback to teachers in weekly collaborative planning and coaching sessions. Data will also be used to plan for additional support to identified teachers and students</u> <u>Principal and reading coach will review walkthroughs, observations and lesson plans as well as student data (ie. Work samples, progress monitoring, DIBELS, and benchmark assessments) to assess strategy implementation and effect upon student achievement each quarter.</u> |

| 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>Family Involvement:</u> * In October 2009, the principal, instructional specialist and lead science teachers will collaborate to review writing data and to plan for a modeling and coaching session on writing strategies. ** In November of 2009, the faculty and staff will host a dedicated family math / science night for parents and guardians of students of grades Pre-K-5. This event will model several instructional strategies including the writing process in the core content areas. Handout packets and resources via website will be made available for parents who can not attend. Prior to the event, parents and community will be notified via newsletters, NTI message, flyers, and school marquee of this and other upcoming family involvement events.</p> | <p>Title I PI</p> <p>Title I PI-ARRA</p> <p>Title I SW</p> | <p>600</p> <p>600</p> <p>400</p> | <p>\$1,806.08 (duplicated amt)</p> <p>\$2,903.07 (duplicated amt)</p> <p>\$5,000.00 (duplicated amt)</p> | <p>Parents will assist students with homework assignments using writing strategies.</p> <p>Student scores will increase in areas of math & writing.</p> | <p>The principal will collect sign-in sheets, the agenda, evaluation forms, pictures, and sample work activities. A Family Math Night Portfolio will be created. The Math Coach will maintain the portfolio, collecting returned take-home packets.</p> <p><u>The principal and math coach will review above documents as well as student data (ie. Work samples and benchmark assessments) to plan for future activities and to assess strategy implementation and impact upon student achievement each quarter.</u></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><u>Follow Up:</u> *From August 2009 through May 2010 district content trainers will provide monthly follow up <u>modeling and coaching sessions (common planning times during school day)</u> in core content area specific <u>district level grade level collaborative meetings</u> focusing on differentiated instruction activities. Lead teachers at selected grade levels will attend and re-deliver to during <u>weekly collaborative planning and coaching sessions.</u></p> | Title I SW | 100 200 | \$3,000.00 (subs + benefits) (duplicated amt) | <p>Teachers will implement differentiated activities into daily classroom instruction.</p> <p>Students will be engaged in activities that are differentiated.</p> <p>Student scores will indicate increased achievement levels.</p> | <p>Principal and Math Coach will conduct bi- monthly walk-through to ensure effective <u>implementation and provide feedback to teachers in weekly collaborative planning and coaching sessions.</u></p> <p>Principal and reading coach will <u>review walkthroughs, observations and lesson plans as well as student data (ie. Work samples, progress monitoring, DIBELS, and benchmark assessments) to assess strategy implementation and effect upon student achievement each quarter. Data will also be used to plan for additional support to identified teachers and students</u></p> |
| | <p><u>Follow Up:</u> * In April, 2010, three teachers will attend the NCTM conference to learn strategies <u>related to data driven decision making</u> and differentiated instruction for all students in the area of mathematics. Upon their return, the teachers will <u>redeliver through lesson modeling and instructional coaching</u> to other teachers, <u>paraprofessionals, ancillary staff and administrators during weekly collaborative planning and coaching sessions (during the school day).</u></p> | Title I | 500 | \$7,500.00 | <p>Teachers will implement differentiated activities & technology into daily classroom instruction.</p> <p>Students will be engaged in activities that are differentiated.</p> <p>Student scores will indicate increased achievement levels.</p> | <p>Principal and Math Coach will conduct bi- monthly walk-through to ensure effective implementation and provide feedback to teachers in weekly collaborative planning.</p> <p>Principal and Math Coach will review lesson plans for learned strategies and provide feedback to teachers <u>in weekly collaborative planning sessions. Data will also be used to plan for additional support to identified teachers and students</u></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><u>Implementation:</u> From October, 2009- May, 2010, teachers, paraprofessionals and ancillary staff will <u>use data to driven instruction as they implement technology and other differentiated instructional strategies into daily classroom instruction for students in grades K-5..</u></p> | <p>Title I SW</p> <p>Title I FSI</p> <p>Title I SW</p> <p>Title I SW</p> | <p>600</p> <p>600</p> <p>100 200</p> <p>400</p> | <p>\$27,950.75 (duplicated amt)</p> <p>\$17,603.00 (duplicated amt)</p> <p>\$18,500.00 (salary + benefits) duplicated amt)</p> <p>\$5,000.00 (duplicated amt)</p> | <p>Teachers will implement differentiated activities & technology into daily classroom instruction.</p> <p>Students will be engaged in activities that are differentiated.</p> <p>Student scores will indicate increased achievement levels.</p> | <p>Principal and Math Coach will conduct bi- monthly walk-through to ensure effective implementation <u>and provide feedback on weekly basis during collaborative planning and coaching sessions.</u></p> <p>Principal and Math Coach will review lesson plans for learned strategies <u>and provide feedback to teachers on a weekly basis during collaborate e planning and coaching sessions.</u></p> <p>Principal and reading coach will <u>review walkthroughs, observations and lesson plans as well as student data (ie. Work samples and benchmark assessments) to assess strategy implementation and effect upon student achievement each quarter. Data will also be used to plan for additional support to identified teachers and students</u></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><u>Family Involvement:</u> * <u>In December of 2009, the math coach, instructional specialist, principal and lead teachers will collaborate to review data and to plan for modeling and coaching session for parents on differentiated strategies.</u> ** In January of 2010, the faculty and staff will host a dedicated Family Math Night for students and parents in conjunction with the Math Olympics activities of grades Pre-K-5. This event will <u>model</u> several instructional strategies including differentiated instruction and technology applications across content areas. Handout packets and resources via website will be made available for parents who can not attend. Parents will be notified via newsletters, NTI message, flyers, and school marquee of upcoming family involvement events.</p> | <p>Title I PI</p> <p>Title I PI-ARRA</p> <p>Title I SW</p> | <p>600</p> <p>600</p> <p>400</p> | <p>\$1,806.08 (duplicated amt)</p> <p>\$2,903.07 (duplicated amt)</p> <p>\$5,000.00 (duplicated amt)</p> | <p>Parents will assist students with homework assignments.</p> <p>Student scores will increase in all content areas.</p> | <p>The principal will collect sign-in sheets, the agenda, evaluation forms, pictures, and sample work activities. A Family Math Night Portfolio will be created. The Math Coach will maintain the portfolio, collecting returned take-home packets.</p> <p><u>The principal and math coach will review above documents as well as student work and benchmark assessment data to plan for future activities, and to assess strategy effectiveness each quarter.</u></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>** During February of 2010 the Leap Specialist/ Office of Academic Accountability, Principal, 4th grade teachers will conduct a LEAP Parent Meeting to all parents of students in grade 4. <u>Handout packets and resources via website will be made available for parents who can not attend. Parents will be notified via newsletters, NTI message, flyers, and school marquee of upcoming family involvement events.</u></p> | No Cost | | | <p>Parents will assist students with homework assignments.</p> <p>Student scores will increase in all content areas.</p> | <p>The principal will collect sign-in sheets, the agenda, evaluation forms, pictures, and sample work activities. A Family Math Night Portfolio will be created. The Math Coach will maintain the portfolio, collecting returned take-home packets.</p> <p><u>The principal and math coach will review above documents as well as student work and benchmark assessment data to plan for future activities, and to assess strategy effectiveness each quarter.</u></p> |

* 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 | PI | PI - ARRA | FSI | Other | | | | | | Total |
|-------------------------------------|-------------------|-----------------|-----------------|------------------|----------|--|--|--|--|--|-------------------|
| 100 Salaries | 58,500 | 0 | 0 | 28,575.00 | 0 | | | | | | 87,075 |
| 200 Benefits | 28,016.25 | 0 | 0 | 5,141.59 | 0 | | | | | | 33,157.84 |
| 300 Purchased Professional Services | 0 | 0 | 0 | 28,500 | 0 | | | | | | 28,500 |
| 400 Purchased Property | 5000 | 0 | 0 | 0 | 0 | | | | | | 5,000 |
| 500 Other Purchased Services | 12,500 | 0 | 0 | 0 | 0 | | | | | | 12,500 |
| 600 Materials & Supplies | 27,950.75 | 1,806.08 | 2,903.07 | 17,603.84 | 0 | | | | | | 50,263.74 |
| Indirect Costs (if applicable) | 0 | 0 | 0 | 8,831.57 | 0 | | | | | | 8,831.57 |
| 700 Property | 0 | 0 | 0 | 0 | 0 | | | | | | 0 |
| 800 Other Objects | 0 | 0 | 0 | 0 | 0 | | | | | | 0 |
| 900 Other Uses of Funds | 0 | 0 | 0 | 0 | 0 | | | | | | 0 |
| Total | 131,967.00 | 1,806.08 | 2,903.07 | 88,652.00 | 0 | | | | | | 225,328.15 |

*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) | |
|---|-------------------|
| Projected Expenditures | |
| SIP Expenditures* | 216,496.58 |
| Non SIP Expenditures (list) | |
| Indirect Costs | 8,831.57 |
| | |
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| | |
| Total Title I, Part A, Expenditures | 225,328.15 |

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

| Title I, Part F, Expenditures (CSRP) | |
|---|--|
| 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 | |
|------------------------------|--|
| 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 | |
|------------------------------------|--|
| Projected Expenditures | |
| SIP Expenditures* | |
| Non SIP Expenditures (list) | |
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| | |
| Total K-3 Initiative Expenditures | |

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