



# SITE

## School Improvement Training and Evaluation



# Rubric for the Evaluation of School Improvement Plans Summary Report

**School Name**      **Greenville Elementary School**

**LEA**   **East Baton Rouge Parish School System**

**Site Code**      **017041**

**LEA**   **Initial Reporting Official Robert Stockwell, CAO**  
**Resubmission Reporting Official Herman Brister, CAO**

**Evaluator Name**   **Paula Johnson**

**Date**   **Initial Submission - June 1, 2008**  
**Resubmission - August 22, 2008**

⑩ **Acceptable**

⑩ **Not Acceptable**

<p>•</p>
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The background of the page 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 "UNIVERSITY OF LOUISIANA" 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 *Greenville Elementary***

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

**Submission Date: *Wednesday, May 28, 2008***

***Resubmission Date: August 22, 2008***

## **Greenville Elementary School SIP 2008-2009 Narrative**

The Greenville Elementary School Improvement Team, Shendricka Brunson-Green, Reading Coach, Dawn Hayward, Dean of Students, Torry Chapman, Math Coach, Mande Taylor, Teacher, Evaline McIntyre, Paraprofessional, and Diane Hunt, Parent, met with Kandiest Brock, Principal on August 13, 2008. Team members were made aware that the School Improvement Plan was to be revised to include the items identified in the School Improvement Rubric. The information added to the plan includes timelines and specific dates for professional development for teachers and staff, as well as follow-up and assessment of activities.

Sources used for the needs assessment of the SIP are: Criterion Reference Test results, district Quality Support Team data (Parent, student, teacher, School Environment and Exit surveys, and classroom observations), the Instructional Strategies report form the Synesi group, and the Scholastic Audit results from JBHM. The Scholastic Audit information sources include the following: Parent, student, staff questionnaires, administrative interviews, classroom observations, school environment rating, professional growth opportunities and a review of school documents.

The data includes behavioral, attitudinal, and contextual data. Data sources consist of Greenville's School data portfolio, school report card, LEAP and I-Leap results, Edusoft Benchmark Assessments, and district attendance and dropout data. The cognitive data gathered from the Trend Data Analysis gave allowed us to identify the overall strengths and weaknesses of our students. Instructional goals will be formulated from this data and used to plan for instruction and interventions.

# Greenville Elementary

Pre-K – 5<sup>th</sup> Grade

1645 North Foster Drive

Baton Rouge, LA

Kandiest Brock

225-357-0139

kbrock@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*

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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.

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Superintendent's signature (blue ink)

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Principal's signature (blue ink)

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Assistant Superintendent's signature (blue ink)

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Chair, School Improvement Team (blue ink)

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District Assistance or School Support Team Leader (blue ink)

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District Assistance or School Support Team Member (blue ink)

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District Assistance or School Support Team Members (blue ink)

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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
Kandiest Brock	Principal
Dawn Hayward	Dean
Mande Taylor	Teacher
Shedrika Brunson-Green	Reading Coach
Jennit Jones	Teacher
Torry Chapman	Math Coach
Kendal Fealing	TOR Moderator
Debra	Parent
Misti Holmes	Teacher
Stephen Lassard	Exxon Mobil Volunteer Coordinator

## ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 44

Date: May 28, 2008

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.	Arrington, Kendra	First Grade Teacher		05/23/2008
2.	Barber, Britani	Instructional Aide		05/23/2008
3.	Barber, Sonjay	Instructional Aide		05/23/2008
4.	Bernard, Tequilla	PreK Teacher		05/23/2008
5.	Brown, Lisa	Paraprofessional - ESS		05/23/2008
6.	Brown, Subrania	PreK Aide		05/23/2008
7.	Brunson-Green Shedrika	Reading Coach		05/23/2008
8.	Bush, Brittany	Fifth Grade Teacher		05/23/2008
9.	Collins, Linda	Special Ed. Resource		05/23/2008
10	Collins, Mona	Principal		05/23/2008
11	Decuir, Charlotte	TANF PreK Instructional Aide		05/23/2008
12	Dudley, LaTyra	Instructional Aide		05/23/2008
13	Early, Melissa	Instructional Aide		05/23/2008
14	Fealing, Kendal	Time Out Room Moderator		05/23/2008
15	Glover, Keisha	Title I PreK Teacher		05/23/2008
16	Griffin, Cathy	Kindergarten Teacher		05/23/2008
17	Jackson, Joyce	Sp. Ed Teacher - Lower		05/23/2008
18	Jones, Jennit	8 G PreK Teacher		05/23/2008

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
19	Kaigler, Dawn	Third Grade Teacher		05/23/2008
20	Kemp, Brenda	Fourth Grade Teacher		05/23/2008
21	Latimore, Lanetha	Second Grade Teacher		05/23/2008
22	London-Lane, Ernestine	Sp. Ed. Instructional Aide		05/23/2008
23	Lowe, Cynthia	Read 180 Teacher		05/23/2008
24	Madatic, Elaine	Spec. Ed. Speech Therapist		05/23/2008
25	Magee, Telisa	Second Grade Teacher		05/23/2008
26	May, Tiffany	Fourth Grade Teacher		05/23/2008
27	McClinton, Alice	Fifth Grade Teacher		05/23/2008
28	Naul, Cheryl	PreK Teacher		05/23/2008
29	Nelson, Keva	PreK Aide		05/23/2008
30	Orgeron, Lois	PreK Teacher		05/23/2008
31	Palmer, Wanda	Kindergarten Teacher		05/23/2008
32	Poplar-Joseph, Rosheen	First Grade Teacher		05/23/2008
33	Revish, Dedra	Executive School Secretary		05/27/2008
34	Scott, Lisa	Third Grade Teacher		05/23/2008
35	Sellers, Melanie	PreK Aide		05/23/2008
36	Simmons, Videria	Kindergarten Teacher		05/23/2008
37	Tate, Kathy	P.E. Teacher		05/23/2008
38	Thomas, Candice	Fourth Grade Teacher		05/23/2008
39	Thomas, Dedra	Instructional Aide		05/23/2008

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
<b>40</b>	Waller, Jather	Best PreK Instructional Aide		05/23/2008
<b>41</b>	Washington, Willie	Instructional Aide		05/23/2008
<b>42</b>	Weathers, Wilma	Sp. Ed. Teacher - Upper		05/23/2008
<b>43</b>	Whitley, Renee	Speech Therapist		05/23/2008
<b>44</b>	Williams, Andree	Second Grade Teacher		05/23/2008

## MISSION STATEMENT

**At Greenville, We Believe All Will Achieve, All Will Succeed.**

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

Name	Title/Occupation
Mona Collins	Principal
Dedra Revish	Executive School Secretary
Alzetta Hubbard	Instructional Support Specialist
Elaine Madatic	Speech Therapist
Misty Roubique	Special Education Resource
Janet Stevens	Special Education Gifted Resource
Bobbie Robertson	Title I Supervisor
Gypsye Bryan	Title I Supervisor
Shelia Plummer	Parent
Lynn Delahaye	Region II

## 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>12</u>		
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership	X	<u>12</u>		
Pre-School Program	X	<u>6</u>		
School-to-Work				
The Strategic Instruction Model (SIM)				
Other:				

List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):

- Sylvan of Baton Rouge
- St. Paul's Community Outreach Foundation, Inc.
- Training Connections, Inc.
- Fully Devoted of Developer of Children (FDDOC) Big Buddy
- Gaining Academic Progress (GAP)
- Education Station
- A to Z In-Home Tutoring
- Club Z In-Home Tutoring

List the Distance Learning (i.e., web-based, satellite) courses provided for your students:

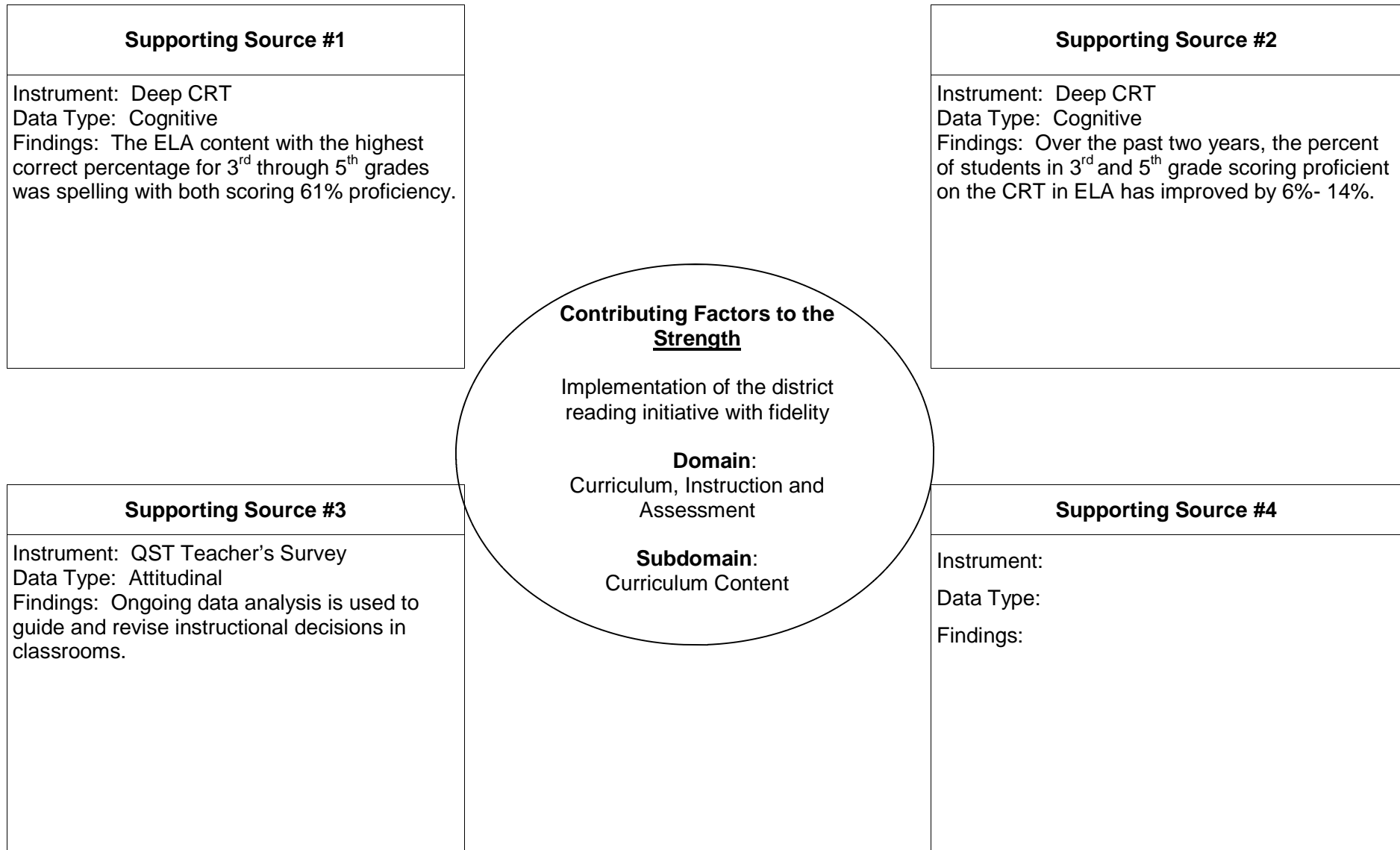
- NA

## SCHOOL POLICIES AND PARTNERSHIPS

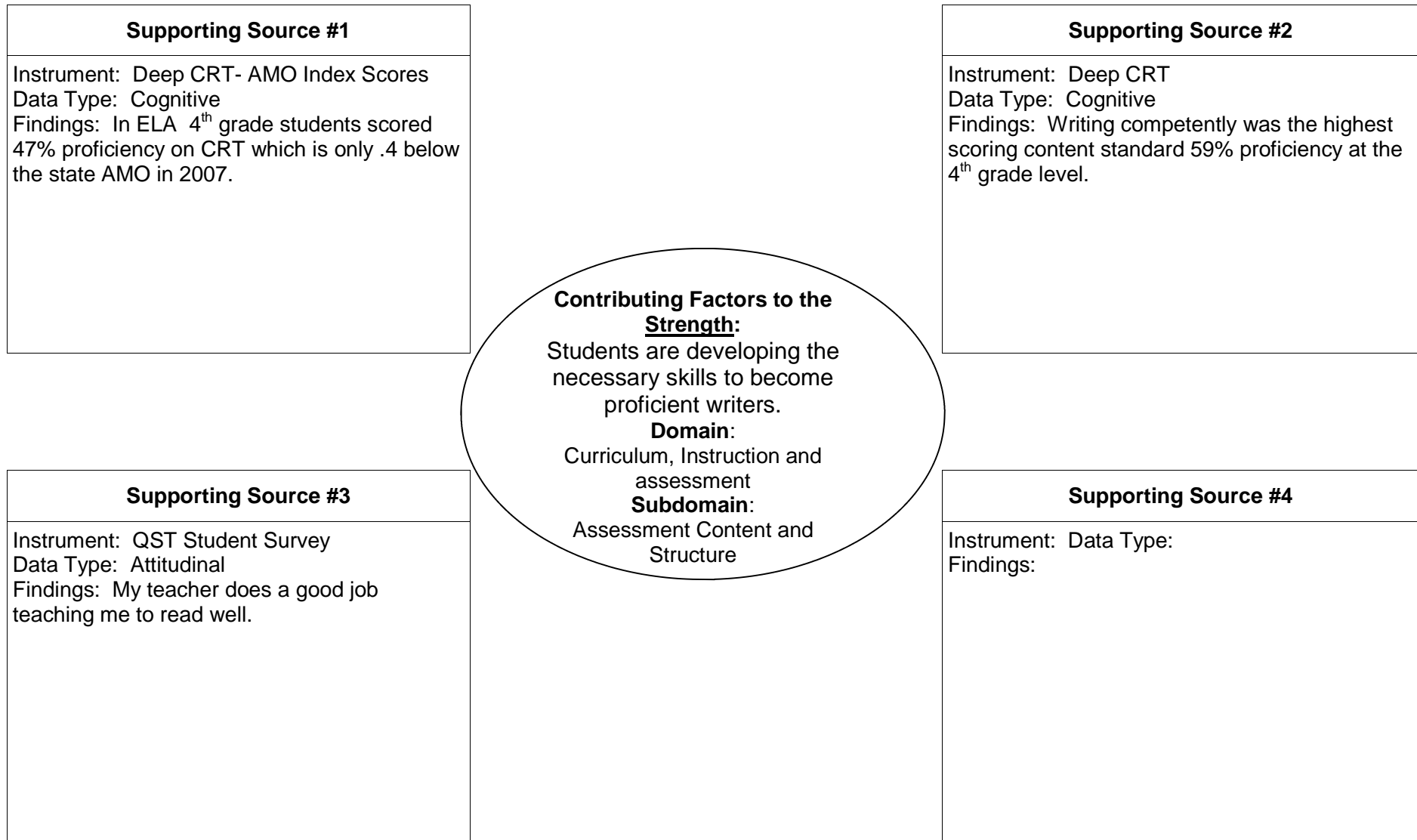
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741		Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I		Yes
Security Procedures (metal detectors, etc.)	§ 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

<b>School Partnerships</b> (Type the name of each partner in the space provided)	
University	
Technical Institute	
Feeder School(s)	
Community	
Business/Industry	ExxonMobile
Private Grants	
Other	Academic Distinction Fund (ADF)

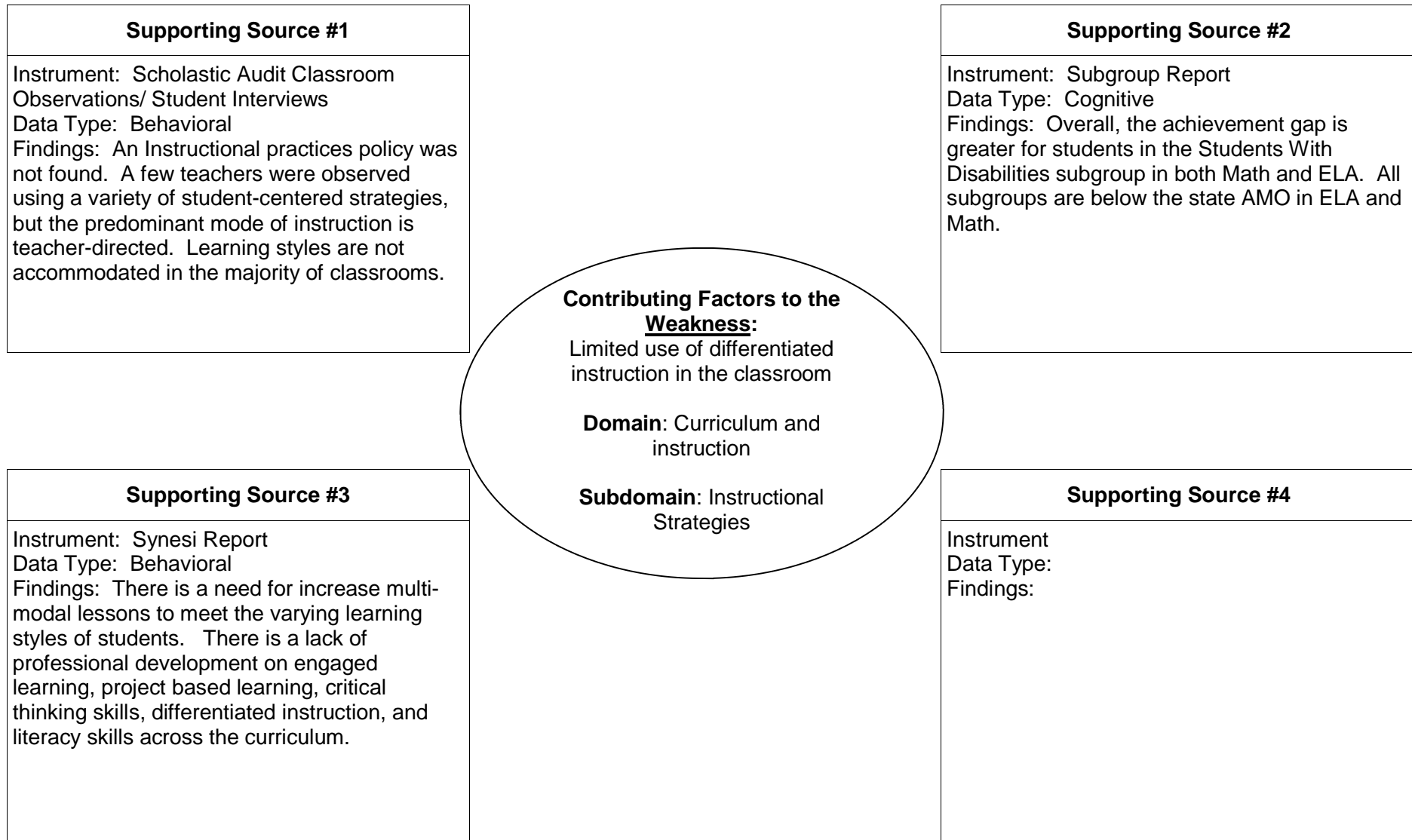
## DATA TRIANGULATION



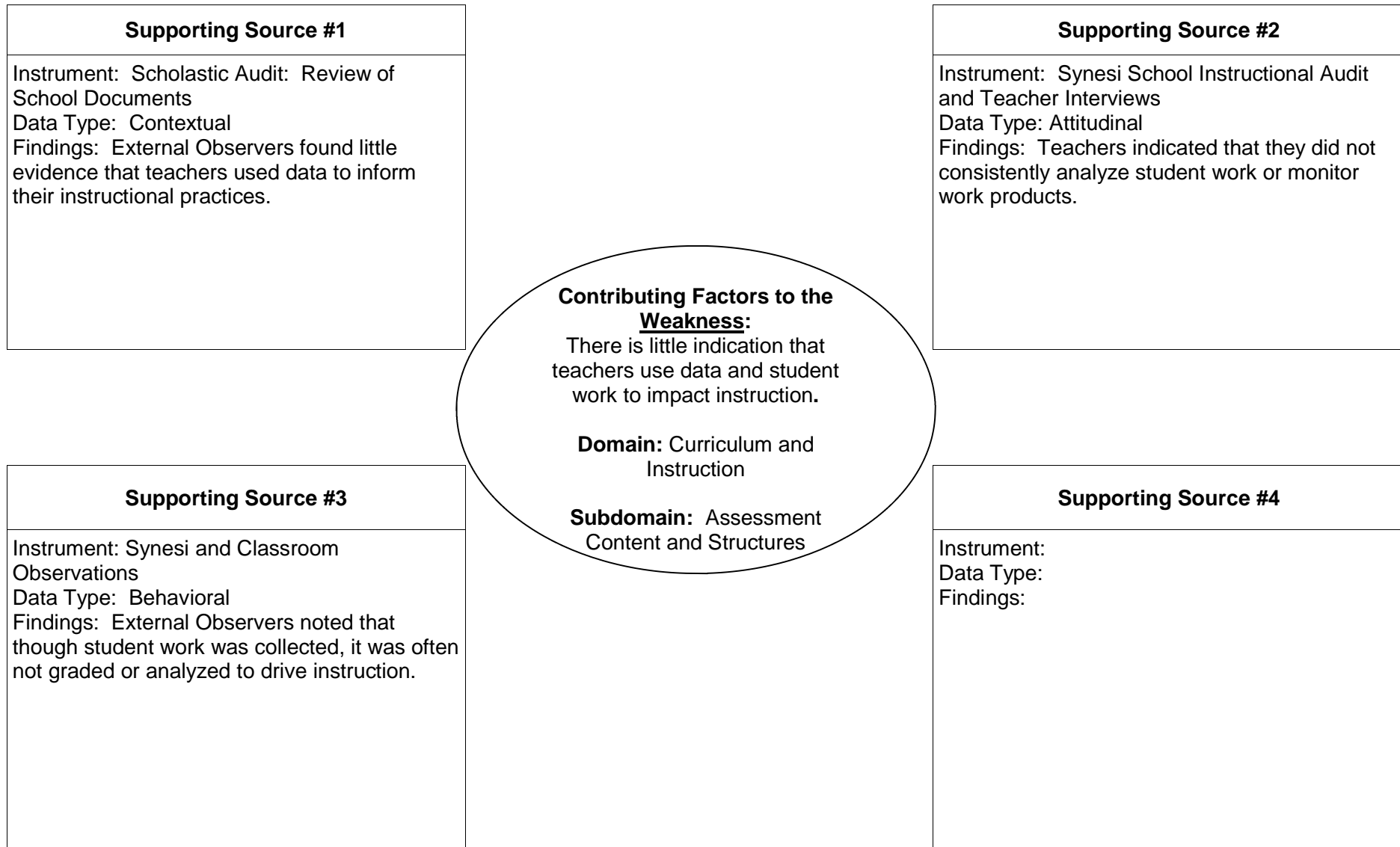
## DATA TRIANGULATION



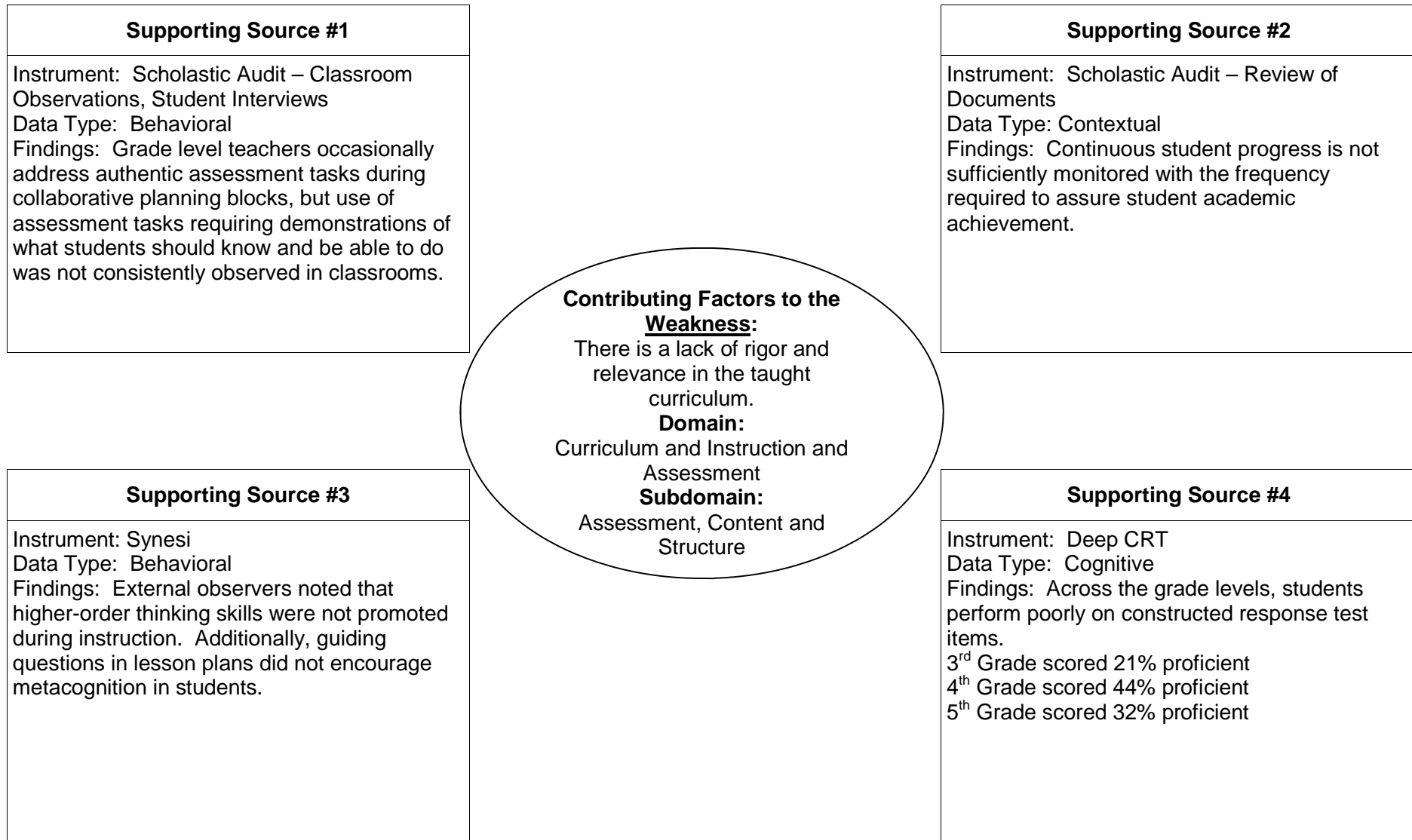
## DATA TRIANGULATION



## 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. The percent of students scoring basic and above on the CRT over the past two years in ELA on 3 <sup>rd</sup> -5 <sup>th</sup> grade levels have improved by 6%- 14%.	Deep CRT
2. 4 <sup>th</sup> grade has the highest index score across the board.	Deep CRT
3.	
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. 4th Grade Math 24.0% Proficient	LEAP
2. 3 <sup>rd</sup> Grade ELA, over the past 2 years has remained 25.0% Proficient.	NRT
3. Whole School Subgroups Math 27.9% Proficient	Subgroup Report
4. All subgroups are below the state AMO in ELA and Math	Subgroup Report
5. Science is the weakest content area for the whole school for the past 2 years	Subgroup Report
5.6. Students with disabilities has the greatest gap in Math 16.3%	Subgroup Report

**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. Implementation of the district's reading initiative with fidelity.	Deep CRT, QST Teachers' Survey
2. Students are developing the necessary skills to become proficient writers.	Deep CTR-AMO Index Scores, Deep CRT, QST Student 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. Limited use of Differentiated Instruction in the classroom	Scholastic Audit, QST Classroom Observation, QST Student Interviews, Subgroup Report, Synesi Report
2. Lack of Deep Curriculum Alignment	Scholastic Audit-Classroom 2.1a and 1.1f, Subgroup Report
3. There is a lack of Authentic Assessment and a lack of alignment with the curriculum.	Scholastic Audit Classroom Observation, QSR Student interviews, QST Teacher Survey, Deep CRT
4.	
5.	

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

# SUMMARY OF NEEDS ASSESSMENT DATA SOURCES

*The following list addresses the Needs Assessment in Section 1 of the School Improvement Plan.*

- Scholastic Audit – Audit conducted for Academically Unacceptable Schools (AUS) by the Louisiana Department of Education (LDE) that includes:
  - Classroom Observations
  - Review of Cognitive Data and School Documents
  - Administrator and Teacher Interviews
  - Staff, Student, and Parent Questionnaires
  - School Environment Rating
  - JBHM Consultants – hired by the LDE to provide professional development, leadership, and instructional support based on scholastic audit findings
  
- Quality Support Team (QST) – Visits conducted throughout the school year by the East Baton Rouge Parish Public School system. The teams are composed of school administrators and central office staff. The visits include:
  - Administrator Interviews (Survey)
  - Student and Teacher Focus Groups
  - School Environment Survey
  - Classroom Walkthroughs/Observations
  - Parent, Student, and Teacher Surveys
  
- Synesi Reports – Audits conducted by Synesi, an external consultant contracted by the East Baton Rouge Parish Public School System to perform instructional audits similar in nature to the Scholastic Audit process. After initial audits, they will provide a minimal of 75 days of support in the areas of reading, leadership, and data driven decision making.
  
- ICLE – International Center for Leadership in Education
  
- Southern Association of Colleges and Schools (SACS)
  
- Positive Behavior Support (PBS) – Behavior management program with reporting protocols
  
- Attendance Data
  
- Dropout Data
  
- Graduation Index

# COGNITIVE DATA SOURCES

- Louisiana Educational Assessment Program (LEAP) – State-mandated assessment for grades 4, 8, 10, and 11 in English Language Arts, Mathematics, Science, and Social Studies.
- Integrated LEAP (iLEAP) – State-mandated assessment for grades 3, 5, 6, and 7 in English Language Arts, Mathematics, Science, and Social Studies. Grade 9 is tested in English Language Arts and Mathematics.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – State-mandated in grades 1 – 3.
  
- Developing Skills Checklist (DSC) – State-mandated Kindergarten screening instrument
- Benchmark Assessment Program – East Baton Rouge Parish Public School System uses locally developed pre, post, and unit assessments that are scanned into the Edusoft system. Reports include Item Analysis, Class Reports, Multiple Measures, and Performance Band Reports.
- PLAN – State-mandated, pre-ACT assessment for Grade 10 in English, Mathematics, Reading, and Science
- EXPLORE – State-mandated, pre-ACT assessment for Grade 8 in English, Mathematics, Reading, and Science
- American College Testing (ACT) - assessment of English, Mathematics, Reading, and Science for middle and high school students
- PSAT and SAT – assessment of English, Mathematics, Reading, and Science for middle and high school students
- Advanced Placement Testing (AP) – High school students test to receive college credit for high school
- End-of-course Tests – State-mandated assessment for high school credit courses

## SCHOOL PERFORMANCE SCORE CHART

<b>Baseline SPS</b> (Enter year and enter score)	<b>Growth SPS</b> (Enter year and enter score)	<b>Growth Target</b> (Enter year and enter target)
School Baseline SPS <u>2004-05</u> : <u>53.6</u>	School Growth SPS <u>2004-05</u> : <u>60.3</u>	School GT <u>2004-05</u> : <u>6.1</u>
School Baseline SPS <u>2005-06</u> : <u>58.1</u>	School Growth SPS: 2005-06 <u>51.8</u>	School GT <u>2005-06</u> : 7.6
School Baseline SPS <u>2006-07</u> : <u>52.3</u>	School Growth SPS <u>2006-07</u> : <u>55.1</u>	School GT <u>2006-07</u> : <u>8.5</u>

**Use Principal's Report Card:** [www.louisianaschools.net/lde/pair/1989.asp](http://www.louisianaschools.net/lde/pair/1989.asp)

## STRATEGY PLANNING WORKSHEET – GOAL 1

<p><b>GOAL 1:</b> Increase Student Achievement in Reading/English Language Arts</p>
<p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from <u>32%</u> in 2008 to 43.3% in 2009.</li> <li>• 4<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on LEAP in English/language arts from <u>54%</u> in 2008 to 61.7% in 2009.</li> <li>• 5<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from <u>46%</u> in 2008 to 55.0% in 2009.</li> </ul>
<p><b>SCIENTIFICALLY BASED RESEARCH STRATEGY:</b> (Derived from the contributing factors) – Data Driven Decision Making</p>
<p><b>Bibliographic Notation: Bibliographic Notation: LDE Initiatives Best Practices:</b> Black, S. (1996). Redefining the teacher's role. <i>The Executive Educator</i> (March). 23-26. EJ 519 765.</p> <p>Blum, R., Yap, K., &amp; Butler, J. (1992). <i>Onward to excellence impact study</i>. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.</p> <p>Brederson, P. (March 1989). <i>'Redefining leadership and the roles school principals: Responses to changes in the professional worklife of teachers</i>. ED 304 782. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.</p> <p>Boudett, Kathryn Parker, et aL., eds. <i>Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning</i>. 2005</p> <p>Calhounm Emily F. (1994). <i>How to use action research in the self-renewing school</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Johnson, J. H. (May 1996). Data-Driven School Improvement. <i>QSSC Bulletin Series</i>. Eugene; OR: Oregon School Study Council, 38 pages</p>
<p><b>Brief Summary of Research:</b> 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</p>

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.

**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-related testing along with Individual Education Plans for exceptional students. Resource teachers and Exceptional Student Service teachers shall work in collaboration with content teachers 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:** Studies have shown that decisions based on deep analysis of data provides accurate direction for instruction and targeted intervention that meets diverse student need.

**Procedures for Evaluating the Goal, Objective(s) and Strategy:**

Compare ELA test scores in Grades 3-5 for 2004 to 2009 Spring results. Expected change: Approximately 10% increase in scores. Trend data will also be analyzed. The performance of students will be compared spring 2004 to spring 2009. Greenville's student performance will also be compared to other students' performance in the district and state.



<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	<b>Funding Sources</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>*On August 4, 2008, Synesi will provide professional development for the principal, teachers, and ancillaries.</p> <p>***From August 4, 2008 to December 9, 2008, 3 consultants from Synesi will provide bi-weekly support to the staff (teachers, paraprofessionals, interventionist and Reading Coach) on the implementation of the new reading core and the use of data to plan for instruction.</p>	No Cost	No Cost	No Cost	Teachers will use strategies from the Rigor and Relevance framework to implement the strategies from the new reading core.	Principal and Leadership team will conduct weekly walkthroughs, review lesson plans and student work samples for correct implementation of strategies.
<p>***From August 11, 2008 through May 22, 2009 the Reading Coach and District content trainers will provide bi-monthly professional development training to teachers, ancillary, and paraprofessionals on the new Reading Core from Macmillan Treasures.</p> <p>From August 11, 2008 through May 22, 2009 will provide core classroom reading instruction using the new Reading Core from Macmillan Treasures</p>	FSI  Title I  FSI	100 200  100 200  100 200	\$45,000.00 \$14,032.50  \$49,570.00 \$26,848.24  \$33,726.00 \$18,020.99	Teachers will design and implement instruction based on Benchmark Assessment Data.  Teachers will incorporate instructional strategies to be used in conjunction with the reading core into their daily lessons.	Each grading period teachers will examine Progress Reports to determine the percentage of students passing and failing. This information will be used to determine next steps for students.  At the end of each grading period, parents will be contacted to confer about student performance.

<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	<b>Funding Sources</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>*/ ## In June and July, the district will provide professional development on PBIS to the principal, TOR moderator, Dean, two teachers, and the reading and math coaches.</p> <p>##From August 4, 2008 to May 2009, Principal, School level staff, consultant, school based team will implement the EBRPSS Positive Behavior Intervention Support System (PBIS)</p> <p>##From August 5, 2008 to May 2009, the PBIS team will host activities bimonthly to incorporate PBIS.</p>	<p>No Cost</p>	<p>No Cost</p>	<p>No Cost</p>	<p>School based teams will guide the PBIS system and lead in the development of student management procedures.</p>	<p>Principal/Dean and TOR Moderator will generate monthly discipline data reports to assess the effectiveness of the interventions.</p> <p>Monthly review of Discipline Data by the principal, leadership team, teachers, ancillary, and paraprofessionals.</p>

<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	<b>Funding Sources</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>***From August 4, 2008 to December 2008, Principal, Region II Service Center Staff, and Synesi, will establish a collaborative and inclusive Professional Development Team to identify the needs of the teachers and to create a comprehensive plan to address those needs throughout the year.</p> <p>*Professional Development will be developed by the principal, Synesi, district content trainers, Region II based on the needs of the principal, teachers, ancillary, and paraprofessionals.</p>	No Cost	No Cost	No Cost	Teachers will utilize the information obtained from professional development to plan for instruction and interventions.	<p>The principal and leadership team will review and evaluate each Professional Development opportunity and keep a log of meetings.</p> <p>A professional development calendar will be created and revisited bimonthly based data gathered from walkthroughs.</p>
<p>***From August 2008 to May 2009, teachers will review data collected from the DIBELS (August, January and April) and Benchmark Assessments.</p>	No Cost	No Cost	No Cost	Each teacher will graph the results of unit assessments and compare trends and share results with students.	Performance data will be collected following the scoring of the Benchmark Assessments and posted on data walls.

<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	<b>Funding Sources</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>*In July of 2008, professional development was given to principals, teachers, and reading coaches by an SDE consultant.</p> <p>*In August 2008, the content trainers will conduct training for all teachers on how to implement 4 square writing into their daily writing activities in ELA, Science, and Social Studies.</p> <p>*From August 18, 2008, to May 2009, teachers will bring writing samples to grade level meetings weekly to discuss the incorporation of 4 square, identify strengths and weaknesses, and next steps for identified weaknesses.</p>	FSI – Lit	100 200	\$5,280.00 \$942.87	<p>Teachers will incorporate writing strategies into their daily activities.</p> <p>Students will produce written work in a variety of forms.</p> <p>Colored folders will be used to collect student writing samples and organize student work.</p> <p>Students will appropriately address audience and use correct writing style in well-organized compositions in class.</p>	<p>Student progress will be monitored and measured by reviewing an individual portfolio for each student which includes samples of their writing using the 4 Square method.</p> <p>The Dean and Reading Coach will conduct weekly walkthroughs and review lesson plans to check the implementation of writing strategies.</p> <p>Student writing will be analyzed at grade level to indicate areas of strength and weakness.</p>

<b>Activity(ies)</b> <b>Include Persons Responsible,</b> <b>Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	<b>Funding Sources</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>*In October 2008, January 2009 and March 2009, the district content trainers will provide follow-up training for 4 square writing in 3 half day sessions.</p> <p>From August 18, 2008, to May 2009, teachers will bring writing samples to grade level meetings weekly to discuss the incorporation of 4 square, identify strengths and weaknesses, and next steps for identified weaknesses.</p>	FSI	100 200	\$750.00 \$27.38	<p>Teachers will incorporate writing strategies into their daily activities.</p> <p>Students will produce written work in a variety of forms.</p> <p>Students will appropriately address audience and use correct writing style in well-organized compositions in class.</p>	<p>Student progress will be monitored and measured by reviewing an individual portfolio for each student which includes samples of their writing using the 4 Square methods.</p> <p>Teachers will provide feedback for students on a weekly basis.</p> <p>The Dean of Instruction and Reading Coach will conduct weekly walkthroughs and review lesson plans to check the implementation of writing strategies.</p>
<p>***###From September 9, 2008 to May 2009, the Librarian, Principal, teachers, reading coach, ancillary, and paraprofessionals will encourage recreational and enrichment reading by establishing a school-wide comprehensive reading incentive program.</p>	FSI  Title I	600  600	\$958.91  \$1758.35	<p>Librarian/Teachers will implement Accelerated Reading program to increase the number of books checked out by the students.</p>	<p>The librarian will keep a record of the number of books checked out by the students and the test scores on the Accelerated Reader data base.</p>

<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	<b>Funding Sources</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>**In the Fall 2008, the classroom teachers will host a Family Literacy Night to discuss reading strategies used in the classroom and strategies that can be used at home.</p> <p>**A newsletter listing reading strategies, a free book, and a note from their child will be sent home the day of Family Literacy night to accommodate those parents who cannot attend.</p> <p>**2 PACE messages will be sent out to all parents informing them of Family Literacy night and listing two strategies they can use at home to encourage literacy.</p>				<p>Parents will complete bimonthly home packets reinforcing the reading strategies used in the classroom and return them from school.</p>	<p>Principal, Dean of Instruction and Reading Coach will collect parent sign-in sheets and present parent/student rewards for completed packets. Packets will be reviewed during parent conferences.</p>
<p>***On August 11, during the 90 minute collaborative planning session, the principal presented to all staff (Quadrant of the new BLOOMS taxonomy) from the: <u>Rigor and Relevance Framework</u>.</p> <p>Lesson plans, model lessons and weekly walkthroughs will be discussed weekly at the grade level 90 minute collaborative planning sessions with teachers, ancillary, reading coach, and paraprofessionals.</p>				<p>Teachers will use the framework from "Rigor and Relevance" to increase higher order thinking questioning and activities to raise student engagement.</p>	<p>Principal and Leadership team will conduct weekly walkthroughs, review lesson plans and student work samples for correct implementation of strategies.</p>

<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	<b>Funding Sources</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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)
*Principal, Math coach, Reading coach, Dean, and Librarian, will conduct bimonthly 90 minute sessions to teachers, paraprofessionals, interventionist on the Rigor and Relevance Framework (Brain Research, Developing, Assessments, Vocabulary, and Curriculum Alignment).				Teachers will use the framework from “Rigor and Relevance” to increase higher order thinking questioning and activities to raise student engagement.	Principal and Leadership team will conduct weekly walkthroughs, review lesson plans and student work samples for correct implementation of strategies.
*In October and November 2008, Cathy St. Romain from the State Department of Education and Tresa Webre, Director of Elementary Schools in St. Charles Parish will conduct staff development workshops on the Rigor and Relevance Framework.				Teachers will use the framework from “Rigor and Relevance” to increase higher order thinking questioning and activities to raise student engagement.	Teacher sign-in sheet and completed professional development evaluations will be collected to determine needs for future staff developments and lesson planning.  Principal and Leadership team will conduct weekly walkthroughs, review lesson plans and student work samples for correct implementation of strategies.

<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	<b>Funding Sources</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>On September 8, 2008, the school with assistance from the District staff will pre-test students in grades 3-5 to determine individual and small group academic needs.</p> <p>After school tutoring groups will be set up based on the need of the students.</p>				<p>School will post evidence of activities and data in the form of (video, photographs, rewards for reaching targets, etc.) on a data wall in the parent center and/or collaborative planning meeting room.</p> <p>Teachers and parents will use test data to set goals, outline the specific tutoring agenda, and communicate the results to teachers, parents, reading coach, and the leadership team.</p>	<p>Completed parent applications returned on or before September 3, 2008.</p> <p>Pre and post test data.</p> <p>Monthly review of data and student rosters.</p>
<p>*On September 17, 2008, the school and District staff will facilitate training to all staff on how to implement the activities associated with the tutoring program.</p>				<p>Teachers will extend their use of BLOOMS in their instructional delivery. Students will show evidence of increased mastery of skill based assessments.</p>	<p>Staff Development Sign-in sheets and evaluations</p> <p>Principal and leadership team will check lesson plans to see documentation of BLOOMS Rigor and Relevance strategies into their instructional delivery and the use of constructed response items.</p>

<b>Activity(ies)</b> <b>Include Persons Responsible,</b> <b>Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	<b>Funding Sources</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>From September 8, 2008 to January 9, 2009, the school and District staff will provide tutoring to students taking the i-LEAP and LEAP, emphasizing the use of higher order thinking skills and constructed response assessments.</p> <p>Interventions will be modified, intensified and adjusted based on the individual data collected on each child bi monthly.</p>	Title I	100 200	\$10,800.00 \$1,927.80	Teachers will post their data on a data wall in the collaborative planning room.	Data and student rosters will be reviewed and analyzed to assess student growth.
<p>**On January 13, 2009, the Principal, Guidance Counselor, Dean and the 3<sup>rd</sup> – 5<sup>th</sup> grade teachers will host a Pre-LEAP parent meeting to discuss ELA and Social Studies strategies used in the classroom and strategies that can be used at home.</p> <p>**Parents will be contacted via the PACE calling system, newsletter, flyer, and by invitation to attend. A work packet will be sent home the day of with students filled with information on the LEAP and I-LEAP to all parents.</p>	PI PI	600 500	\$722.37 \$800.00 (duplicated amount)	Parents will collaborate with teachers to reinforce the use of reading strategies on homework assignments through parent conferences and monthly tutoring reports.	Parent sign-in sheets and parent/teacher conference forms will be used to measure collaboration among parents and teachers in October 2008 and May 2009.

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*In the Spring 2009, the principal, two teachers and the reading coach will attend the IRA Convention for an update on the latest research based reading strategies.	Title I	500	\$13,000.00 (duplicated amount)	Teachers will use these updated reading strategies in their instructional delivery.	Principal will conduct walkthroughs to ensure the updated strategies are being incorporated in the teacher's lessons.
*On March 25, 2009, the teachers that attended the IRA Convention will redeliver to all staff the information acquired at the convention.	Title I	500	\$13,000.00 (duplicated amount)	Teachers will use these updated reading strategies in their instructional delivery.	Principal will conduct walkthroughs to ensure the updated strategies are being incorporated in the teacher's lessons.
##From August 2008 to May 2009, the clerk and paraprofessionals will create a monthly newsletter to be sent home with students that will include: academic tips, current events, school calendar, and school news.	PI	500	\$800.00 (duplicated amount)	.	Parent sign-in sheets and Volunteers in Public Schools (VIPS) sign-in sheets  Newsletters will be kept on file in the school office.  Parents will attend quarterly brown bag luncheons with the Guidance Counselor

- \* 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):**

- 3<sup>rd</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 24% in 2008 to 36.7% in 2009.
- 4<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from 54% in 2008 to 61.7% in 2009.
- 5<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 41% in 2008 to 50.8% in 2009.

**SCIENTIFICALLY BASED RESEARCH STRATEGY:** (Derived from the contributing factors) - - Data Driven Decision Making

**Bibliographic Notation: Bibliographic Notation: LDE Initiatives Best Practices:** 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:** 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.

**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-related testing along with Individual Education Plans for exceptional students. Resource teachers and Exceptional Student Service teachers shall work in collaboration with content teachers 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:**

Studies have shown that decisions based on deep analysis of data provides accurate direction for instruction and targeted intervention that meets diverse student need.

**Procedures for Evaluating the Goal, Objective(s) and Strategy:**

Compare Math test scores in Grades 3-5 for 2004 to 2009 Spring results. Expected change: Approximately 10% increase in scores. Trend data will also be analyzed. The performance of students will be compared spring 2004 to spring 2009. Greenville's student performance will also be compared to other student's performance in the district and state.

**ACTION PLAN – GOAL 2**

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>*In August 2008, Region II and Synesi will present initial professional development defining Data Driven Decision Making.</p> <p>The data collected from evaluations, walkthroughs, and 90 minute grade level planning sessions will be used by the principal, Synesi, and Region II to develop professional developments for September 2008 through May 2009.</p> <p>*From September 2008 to October 2008, Region II will work with teachers at grade level planning meeting on Rigor and Relevance in Math.</p>	No Cost		No Cost	<p>Teachers will create a graph to detail their understanding of Data Driven Decision Making</p> <p>Teachers will create tiered groups based on DIBELS Data presentation</p>	<p>Teachers will complete evaluations and chart what they know and want to know about Data Driven Decision Making. Evaluation results will be summarized to plan additional follow-up professional development.</p>
	<p>After initial Benchmark testing in math, in August 2008, the Math Coach will assist grade levels teams weekly at 90 minute grade level meetings with disaggregating math Benchmark assessment data.</p>				<p>Teachers will use data from the Benchmark assessments and chart student growth on a data wall.</p>	<p>The Math Coach will conduct weekly walkthroughs, review lesson plans for evidence and correct implementation of the math curriculum and Calendar Math.</p>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>*The Math Coach and Dean will facilitate weekly 90 minute grade level meetings with teams (teachers, paraprofessionals, interventionist, and ancillary staff) to introduce research-based Math Strategies and collaborative planning to assess the strengths and weaknesses of instruction, as well as, model lessons for effective use of manipulatives and the proper implementation of the math curriculum and Calendar Math.</p> <p>From August 18, 2008 to May 2009, weekly walkthrough data and model lesson follow-up will be discussed at grade level meetings.</p>			No Cost	<p>Teachers' lessons will be hands on, differentiated, and student centered.</p> <p>Teachers' classrooms will be arranged to be conducive with the implementation of the math curriculum.</p>	Principal/Dean of Instruction and Math Coach will conduct weekly walkthroughs, grade level /collaborative planning meetings to review teacher lesson plans for evidence and implementation of targeted strategies.
	From September 2008 to May 2009 Grade level teams (teachers, paraprofessionals, interventionist, and ancillary staff) will meet weekly in 90 minute collaborative sessions with the Math Coach in order to identify research based strategies.	Title I	100 200	\$2,400.00 \$428.40	<p>Students will meet Grade Level Expectations and engage in hands-on learning experiences.</p> <p>Interventions will be provided for identified students.</p>	Student performance will be measured using Benchmark Assessments. Data will be put on the data wall.

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>*In September 2008, November 2008 and January 2009, the principal, Dean and math coach will facilitate three 90 minute collaborative planning days that will target Math Strategies necessary to the full implementation of the math curriculum. The Math Coach and Dean will assist teachers, ancillary, and paraprofessionals with the identification of students in need of interventions and the students with disabilities.</p> <p>*The Principal, Dean, and Math Coach will plan weekly collaborative planning based on walkthroughs, weekly lesson plans and follow-up after model lessons.</p>	No Cost		No Cost	Teachers will plan for differentiated instruction and indicate at grade levels Rigor and Relevance strategies being used to address instruction.	Principal/Dean of Instruction teachers and Math Coach will conduct weekly walkthroughs, review lesson plans and student work samples to assess effective implementation of targeted math strategies.

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>*From September 2008 to May 2009, in 2/45 minute daily planning sessions the Math Coach and Dean of Instruction will meet in collaborative sessions with teachers, paraprofessionals and interventionist to introduce research based math strategies.</p> <p>The Principal, Dean, and Math Coach will plan weekly collaborative planning based on walkthroughs, weekly lesson plans and follow-up after model lessons.</p>				<p>Teachers will use data from the Benchmark assessments and chart student growth on a data wall.</p> <p>Students will meet Grade Level Expectations and engage in hands-on learning experiences.</p>	<p>Principal/Dean of Instruction and Math Coach will conduct weekly walkthroughs, grade level/collaborative planning meetings to review teacher lesson plans for evidence and implementation of targeted strategies.</p>
	<p>*In September 2008, all paraprofessionals will be trained by the math coach on how to assist teachers with interventions.</p> <p>From September 08-May 09, paraprofessionals will be assigned to grade levels PreK-5. They will assist teachers with interventions and small group instruction.</p> <p>From September 2008 to May 2009, the Principal, math coach and Dean will meet weekly with paraprofessionals.</p>	<p>FSI</p> <p>Title I</p> <p>FSI</p> <p>Title I</p>	<p>100 200</p> <p>100 200</p> <p>100 200</p> <p>400</p>	<p>\$45,000.00 \$14,032.50 (duplicated amount)</p> <p>\$49,570.00 \$26,848.24 (duplicated amount)</p> <p>\$33,726.00 \$18,020.99 (duplicated amount)</p> <p>\$2280.00</p>	<p>Teachers and paraprofessionals will design interventions and implement individual instruction based on Benchmark Assessments, and Developmental Skills Checklist.</p>	<p>Principal, Math Coach, Dean of Instruction teachers and paraprofessionals will meet weekly to discuss student performance, interventions, and progress monitoring. Gathered information will be used to differentiate instruction and incorporate the "Rigor and Relevance Framework",</p> <p>Student performance will be measured using Benchmark Assessments and data will be put on data wall.</p>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>**On March 17, 2009, the school and/or District staff, the classroom teachers, paraprofessionals, ancillary and math coach will host a family Math night to discuss math strategies used in the classroom and strategies that can be used at home.</p> <p>**A newsletter listing math strategies, a free book, and a note from their child will be sent home the day of Math night to accommodate those parents who cannot attend.</p> <p>**2 PACE messages will be sent out to all parents informing them of Math night and listing two strategies they can use at home to encourage math.</p>	Title I	500	\$700.00	Parents will complete bimonthly home packets reinforcing the math strategies used in the classroom.	Parent sign-in sheets and parent student centered projects will be used to measure collaboration among parents and teachers.

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>On September 8, 2008, the school and/or District staff will pre-test students in grades 3-5 to determine individual and small group academic needs.</p> <p>After school tutoring groups will be set up based on the need of the students</p>				<p>Teachers will post evidence of activities and data in the form of (video, photographs, rewards for reaching targets, etc.) on a data wall in the parent center and/or collaborative planning meeting room.</p> <p>Teachers, and parents, will use test data to set goals, outline the specific tutoring agenda, and communicate the results to teachers, parents, reading coach, and the leadership team.</p>	<p>Completed parent applications returned on or before September 3, 2008.</p> <p>Pre and post test data.</p> <p>Monthly review of data and student rosters.</p>
	<p>*On September 17, 2008, the school and/or District staff will facilitate training to all staff on how to implement the activities associated with the tutoring program.</p> <p>Interventions will be modified, intensified and adjusted based on the individual data collected on each child bi monthly.</p>				<p>Teachers will extend their use of BLOOMS in their instructional delivery. Students will show evidence of increased mastery of skill based assessments.</p>	<p>Staff Development Sign-in sheets and evaluations</p> <p>Principal and leadership team will check lesson plans to see documentation of BLOOMS Rigor and Relevance strategies into their instructional delivery and the use of constructed response items.</p>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (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>From September 8, 2008 to January 9, 2009, teachers will provide tutoring to students taking the I-LEAP and LEAP, emphasizing the use of higher order thinking skills and constructed response assessments.</p> <p>Interventions will be modified, intensified and adjusted based on the individual data collected on each child bi monthly.</p> <p>**Parents will be contacted via the PACE calling system, newsletter, flyer, and by invitation to attend. A work packet will be sent home the day of with students filled with information on the LEAP and I-LEAP to all parents.</p>	Title I	100 200	\$10,800.00 \$1,927.80	Teachers will post their data on a data wall in the collaborative planning room.	Data and student rosters will be reviewed and analyzed to assess student growth.
	*On November 6-7, 2008, the Principal, Math coach, K-2 teacher, and 3-5 teachers will attend the National Council of Teachers of Mathematics convention.	Title I	500	\$13,000.00 (duplicated amount)	The teachers, paraprofessionals, and interventionist will use math strategies in their instructional delivery.	Principal/Math Coach and leadership team will check lesson plans to see documentation of math strategies into their instructional delivery and the use of constructed response items.

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)
	*The Principal, Math Coach, and teachers will present information obtained at conference during the November 19 <sup>th</sup> Professional Development Session				The teachers, paraprofessionals, and interventionist will use math strategies in their instructional delivery.	Math Coach will meet with teachers weekly to model and implement math activities learned to enhance instruction.
	**From August 2008 to May 2009, the clerk and paraprofessionals will create a monthly newsletter to be sent home with students that will include: academic tips, current events, school calendar, and school news.	Title I	500	\$700.00	.	Parent sign-in sheets and Volunteers in Public Schools (VIPS) sign-in sheets
		Title I	400	\$1,700.00		Newsletters will be kept on file in the school office.  Parents will attend quarterly brown bag luncheons with the Guidance Counselor

\* 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 SW	Magnet	PI	FSI	FSI – Literacy						Total
100 Salaries	\$62,770.00			79,476.00	25,743.00						\$167,989.00
200 Benefits	\$28,863.65			32,079.97	10,595.13						\$71,538.75
300 Purchased Professional Services											0
400 Purchased Property	\$7,960.00										\$7,960.00
500 Other Purchased Services	\$14,400.00		\$800.00		800.00						\$16,000.00
600 Materials & Supplies	\$1,758.35		\$722.37	958.91	7,650.33						\$11,089.96
Indirect Costs (if applicable)				13,092.13	5,211.54						\$18,303.66
700 Property											
800 Other Objects											
900 Other Uses of Funds											
<b>Total</b>	<b>115,752.00</b>		<b>1,522.37</b>	<b>125,607.00</b>	<b>50,000.00</b>						<b>\$292,881.37</b>

\*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 (CSR); 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

<b>Title I, Part A, Expenditures</b> (Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	274,376.59
Non SIP Expenditures (list)	
Indirect Cost	18,503.67
<b>Total Title I, Part A, Expenditures</b>	<b>\$292,880.26</b>

<b>Title I, Part B, Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
<b>Total Title I, Part B, Expenditures</b>	

<b>Title I, Part D, Expenditures</b> (Neglected or Delinquent)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	

<b>Title I, Part F, Expenditures (CSRP)</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	

Total Title I, Part D, Expenditures	
<b>Other Title I Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Other Title I Expenditures	

Total Title I, Part F, Expenditures	
<b>Title II Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title II Expenditures	

<b>Title IV Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title IV Expenditures	

<b>Title V Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title V Expenditures	

<b>K-3 Initiative Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total K-3 Initiative Expenditures	

<b>Other Funds</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (indicate source and expense)	
Total Other Funds, Expenditures	