

The background of the slide features a large, faint watermark of the Louisiana State Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "CONFIDENCE" in 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  
*Jefferson Terrace Elementary***

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

**Submission Date: *June 9, 2009***

# Jefferson Terrace Elementary

Pre-K-Grade 5

9902 Cal Road

Baton Rouge, LA 70809

Debra Adebutu, Principal

225.293.3210

dadebutu@ebrschools.org

Check where applicable:

- Louisiana Approved School  
 Charter School  
 Alternative School  
 School in School Improvement  
 School with Comprehensive School Reform Program  
 Title I School       Schoolwide       Targeted Assistance  
 Member of Southern Association of Colleges and Schools  
 LINCS  
 Distinguished Educator  
 Reading First School  
 Grant Application

Name of Grant: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

## TABLE OF CONTENTS

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

<b>DATA PORTFOLIO .....</b>	<b>1</b>
<b>DISTRICT ASSURANCE.....</b>	<b>2</b>
<b>ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN .....</b>	<b>4</b>
<b>MISSION STATEMENT .....</b>	<b>7</b>
<b>FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES .....</b>	<b>8</b>
<b>SCHOOL POLICIES AND PARTNERSHIPS .....</b>	<b>9</b>
<b>DATA TRIANGULATION .....</b>	<b>10</b>
<b>DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT .....</b>	<b>16</b>
<b>SCHOOL PERFORMANCE SCORE CHART .....</b>	<b>18</b>
<b>STRATEGY PLANNING WORKSHEET – GOAL 1 .....</b>	<b>19</b>
<b>STRATEGY PLANNING WORKSHEET – GOAL 2 .....</b>	<b>23</b>
<b>TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS .....</b>	<b>27</b>
<b>FEDERAL FUNDING .....</b>	<b>28, 29, 30</b>

## 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
Debra Adebutu	Principal
Janet Harris	Assistant Principal
Elizabeth Ritter	Reading Coach
Elizabeth McElwee	Instructional Strategist
Dan Carole	Community Partner
Eileen Munson	Teacher
William Boudreaux	Parent
Jennifer Basco	Parent
Dan Carole	Community Partner
Debbie Fontenot	Executive Secretary

## ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School:54

Date: May 21, 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.	Debra Adebutu	Interim Principal		
2.	Norma Alexander	Music Teacher		
3.	LaVerne Batiste	First Teacher		
4.	Jonna Beasley	LA 4 Pre-K Teacher Aide		
5.	Lisa Bennett	Art Teacher		
6.	Mary Blackwell	ESS Paraprofessional		
7.	Geralyn Broussard	First grade Teacher		
8.	Brenda Carter	Guidance Counselor		
9.	Shavette Christopher	ESS Paraprofessional		
10.	Brenda Cloy	Pre-K Teacher		
11.	Anthony Davis	TOR Moderator		
12.	Kaylon Easton	Fourth grade Teacher		
13.	Alice Efferson	First grade Teacher		
14.	Debbie Ellender	Fourth grade Teacher		
15.	Sharon Faust	Fifth grade Teacher		
16.	Ellen Floyd	Fourth grade Teacher		
17.	Ashley Ponder Foy	Third grade Teacher		
18.	Eloisa Gamet	Kindergarten Teacher		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
<b>19.</b>	Holly Gascon	Fifth grade Teacher		
<b>20.</b>	Ashley Gibson	ESS Paraprofessional		
<b>21.</b>	Linda Goodson	Third grade Teacher		
<b>22.</b>	Hilda Grimes	Kindergarten Teacher		
<b>23.</b>	Katrice Hall	Third grade Teacher		
<b>24.</b>	Janet Harris	Interim Assistant Principal		
<b>25.</b>	Jennifer Howard	Fifth gradeTeacher		
<b>26.</b>	Deborah Hutchin	Speech Therapist		
<b>27.</b>	Nannette James	ESS Paraprofessional		
<b>28.</b>	Glenda Johnson	Title I – Teacher Aide		
<b>29.</b>	Dawn Knight	Pre – K Teacher		
<b>30.</b>	Toni Laborde	Second grade Teacher		
<b>31.</b>	Mariyln Martell	Kindergarten Teacher		
<b>32.</b>	Elizabeth McElwee	Title I - Teacher		
<b>33.</b>	Janet McKnight	ESS Teacher		
<b>34.</b>	Kristi McNeal	Kindergarten Teacher		
<b>35.</b>	Margaret Miller	Pre-K Teacher		
<b>36.</b>	Christie Moll	P.E. Teacher		
<b>37.</b>	Kendra Moore	Second grade Teacher		
<b>38.</b>	Eileen Munson	Second grade Teacher		
<b>39.</b>	Carole O'Connor	LA 4 Teacher Aide		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
<b>40.</b>	Elizabeth Ritter	Reading Coach		
<b>41.</b>	Helen Robinson	Second grade Teacher		
<b>42.</b>	Christine Satawa	Librarian		
<b>43.</b>	Delva Shivers	LA 4 Teacher Aide		
<b>44.</b>	Nerelyn Soreta	ESS International Teacher		
<b>45.</b>	Ashley Spottsville	ESS Paraprofessional		
<b>46.</b>	Gail Sternberg	First grade Teacher		
<b>47.</b>	Ruth Theriot	ESS Teacher		
<b>48.</b>	Sidonie Trahan	Kindergarten Teacher		
<b>49.</b>	Linda Vallet	Fourth grade Teacher		
<b>50.</b>	Kathleen Walding	Third grade Teacher		
<b>51.</b>	Stacy Wells	ESS Paraprofessional		
<b>52.</b>	Anya Yacone	ESS Teacher		
<b>53.</b>	Felecity Young	Fourth grade Teacher		

## MISSION STATEMENT

**We will prepare students to be successful.**

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

Name	Title/Occupation
Debra Adebutu	Principal
Janet Harris	Assistant Principal
Christie Satawa	Librarian
Trey Boudreaux	Parent
Elizabeth Ritter	Teacher
Debra Fontenot	Secretary
Dan Carroll	Community Partner
Sharon Richard	Teacher
Jennifer Basco	Parent
Kendra Moore	Teacher

## FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

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

Program List: (including during- and after-school programs)	Currently Using (Mark with an X)	No. of Years	Proposed Program (Mark with an X)	Deleted Program (Mark with an X)
Career to Work				
Extended Day Program				
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership				
Pre-School Program	x	<u>7</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): <ul style="list-style-type: none"> <li>•</li> </ul>
List the Distance Learning (i.e., web-based, satellite) courses provided for your students: <ul style="list-style-type: none"> <li>•</li> </ul>

## SCHOOL POLICIES AND PARTNERSHIPS

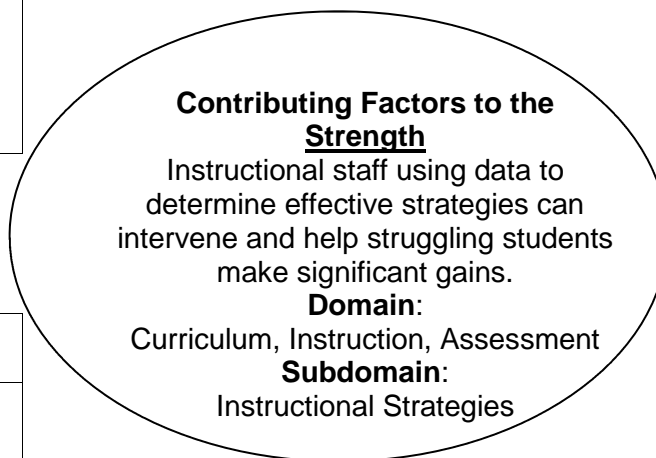
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	08/07	x
Family Involvement Policy	§ 1903/741 and § 1118/Title I	08/07	x
Security Procedures (metal detectors,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

<b>School Partnerships</b> (Type the name of each partner in the space provided)	
University	
Technical Institute	
Feeder School(s)	Woodlawn Middle School
Community	First Baptist Church (Perkins Road)
Business/Industry	Blue Cross-Blue Shield of LA-Albertson's Grocery Store
Private Grants	
Other	Character First

## DATA TRIANGULATION

<b>Supporting Source #1</b>
Instrument: DIBELS
Data Type: Cognitive
Findings: In Oral Reading Fluency, the % of third grade students scoring AT RISK decreased from 34% in Fall, 2007 to 19% in Spring, 2008

<b>Supporting Source #2</b>
Instrument: CRT Analysis
Data Type: Cognitive
Findings: In ELA, third grade students increased % proficient from 27% to 44% on iLEAP in Spring 2008



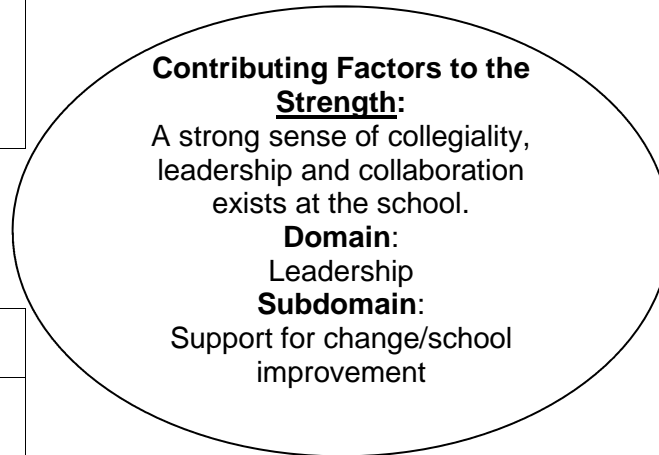
<b>Supporting Source #3</b>
Instrument: CRT Analysis
Data Type: Cognitive
Findings: In science, third grade students improved % proficient from 33% in 2007 to 60% in 2008 on iLEAP

<b>Supporting Source #4</b>
Instrument: Classroom Observations
Data Type: Contextual
Findings: Quality Support Team (QST) indicated in winter and spring visits that the reading program was fully implemented and small group instruction was observed throughout the classrooms with centers (work stations) being implemented

## DATA TRIANGULATION

<b>Supporting Source #1</b>
Instrument: Exit Survey
Data Type: Behavioral
Findings: Quality Support Team (QST) during Feb., 2009 visit stated in commendations that there was observed outstanding leadership with administration and faculty.

<b>Supporting Source #2</b>
Instrument: Teacher Survey
Data Type: Behavioral
Findings: Quality Support Team (QST) results indicate that teachers scored 3.36 for : Administrators willingly provide assistance to improve instructional practices 3.21 for : My school has safety procedures and resources, to create a secure environment. 3.03/4.0 for: Professional development activities are regularly evaluated by the school faculty.



<b>Supporting Source #3</b>
Instrument: Questionnaire
Data Type: Attitudinal
Findings: Faculty and staff were asked to respond to an survey informa,l What Worked this Year/What Needs to be Changed data sheet at a regular staff development session on Jan. 5, 2009. Staff indicated a great deal of satisfaction with the leadership team, particularly the Asst. Principal, Reading Coach and Instructional Specialist.

<b>Supporting Source #4</b>
Instrument: Teacher Survey
Data Type: Teacher Focus Group
Findings: 75% of teachers agree that the school climate is positive.

## DATA TRIANGULATION

<b>Supporting Source #1</b>
Instrument: Surveys
Data Type: Contextual
Findings: Quality Support Team (QST) during winter and spring, 2008- 2009 visits commended the positive school environment and the use of increasing positive interactions between students and teachers.

<b>Supporting Source #2</b>
Instrument: Student Focus Group
Data Type: Attitudinal
Findings: During Spring, 2009 with QST (Quality Support Team), students reported that the qualities they liked best about their teachers were: does a good job teaching reading, math, and science, believe they will be successful, help when they have problems, and treats me with respect.

**Contributing Factors to the Strength:**  
 Students, teachers and volunteers are friendly and respectful.

**Domain:**  
 School Climate

**Subdomain:**  
 Other climate

<b>Supporting Source #3</b>
Instrument: Parent Survey
Data Type: Attitudinal
Findings: On the Fall, 2008 parent survey conducted at Open House, the results indicate that the highest (3.50+/4.0) were in the areas: The school staff treats me with courtesy when I call or visit. I feel welcome when I visit the school. I can reach my child's teachers easily to discuss my child's school progress.

<b>Supporting Source #4</b>
Instrument: LEAP
Data Type: Contextual
Findings: In Social Studies, fourth grade students increase in the number of students scoring within the proficient range by 13%. Scoring 32% in the 2007-2008 SY, to 45% in the 2008-2009 SY.

## DATA TRIANGULATION

<b>Supporting Source #1</b>
Instrument: Trend Data Analysis Data Type: Cognitive Findings: 3 <sup>rd</sup> & Fourth grade students area of weakness according to the 2008 SPR, indicate weaknesses in the area of ELA, writing, constructed responses. Average percent correct in both grade-levels was 34%, average points scored 2.7 of 8.

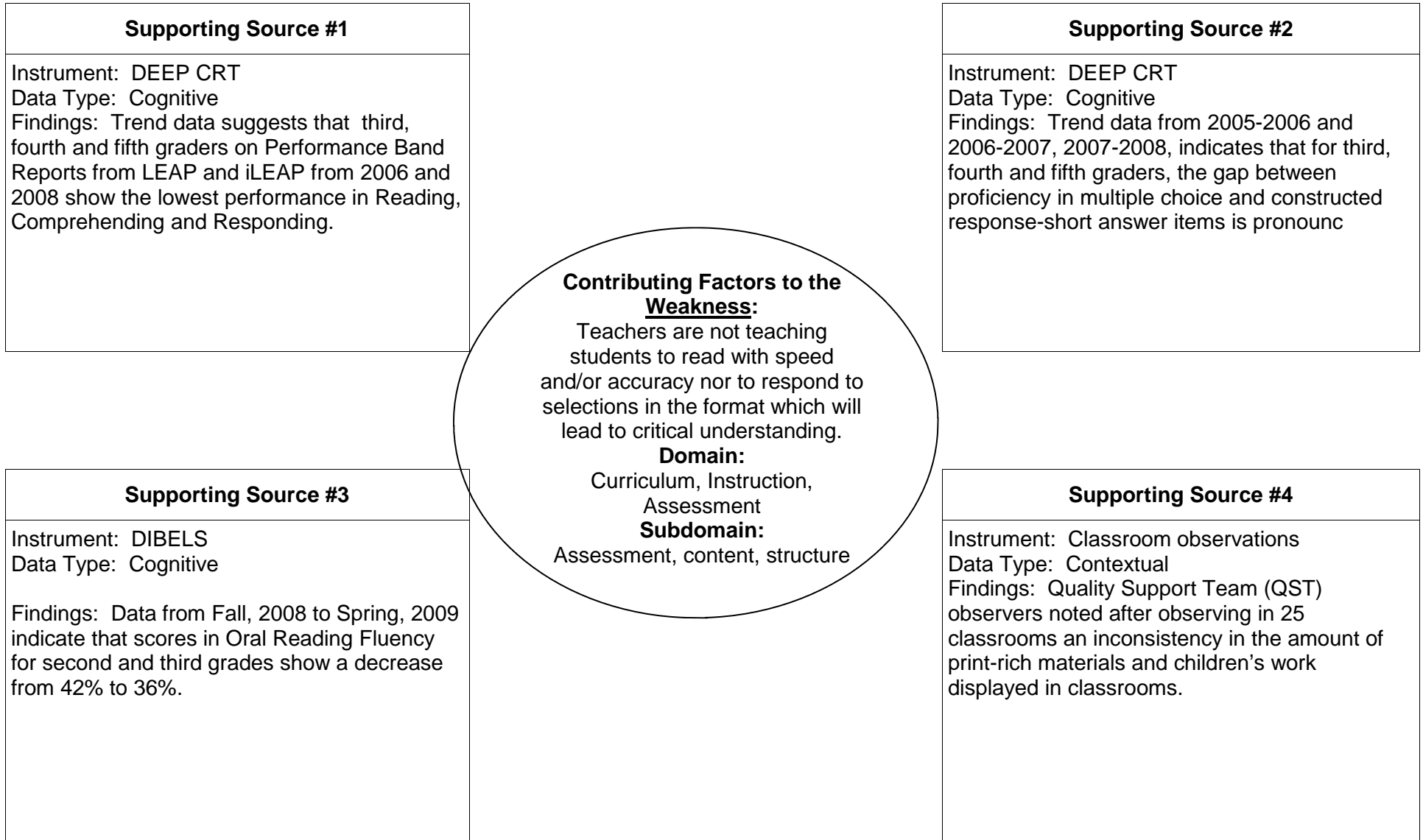
<b>Supporting Source #2</b>
Instrument: Principal's Report Card-Subgroup Report Data Type: Cognitive Findings: Findings indicate that 85.7% of Students with Disabilities scored below proficiency in ELA as opposed to 51.5% of non-disabled peers and 68.8% of Males scored below proficiency as opposed to 40.2% of Females on LEAP and iLEAP in ELA in Spring, 2007-2008.

**Contributing Factors to the Weakness:**  
 Lack of differentiated instruction that does not meet individual student needs in the areas of ELA & Math.  
**Domain:**  
 Curriculum, Instruction, Assessment  
**Subdomain:**  
 Instructional strategies

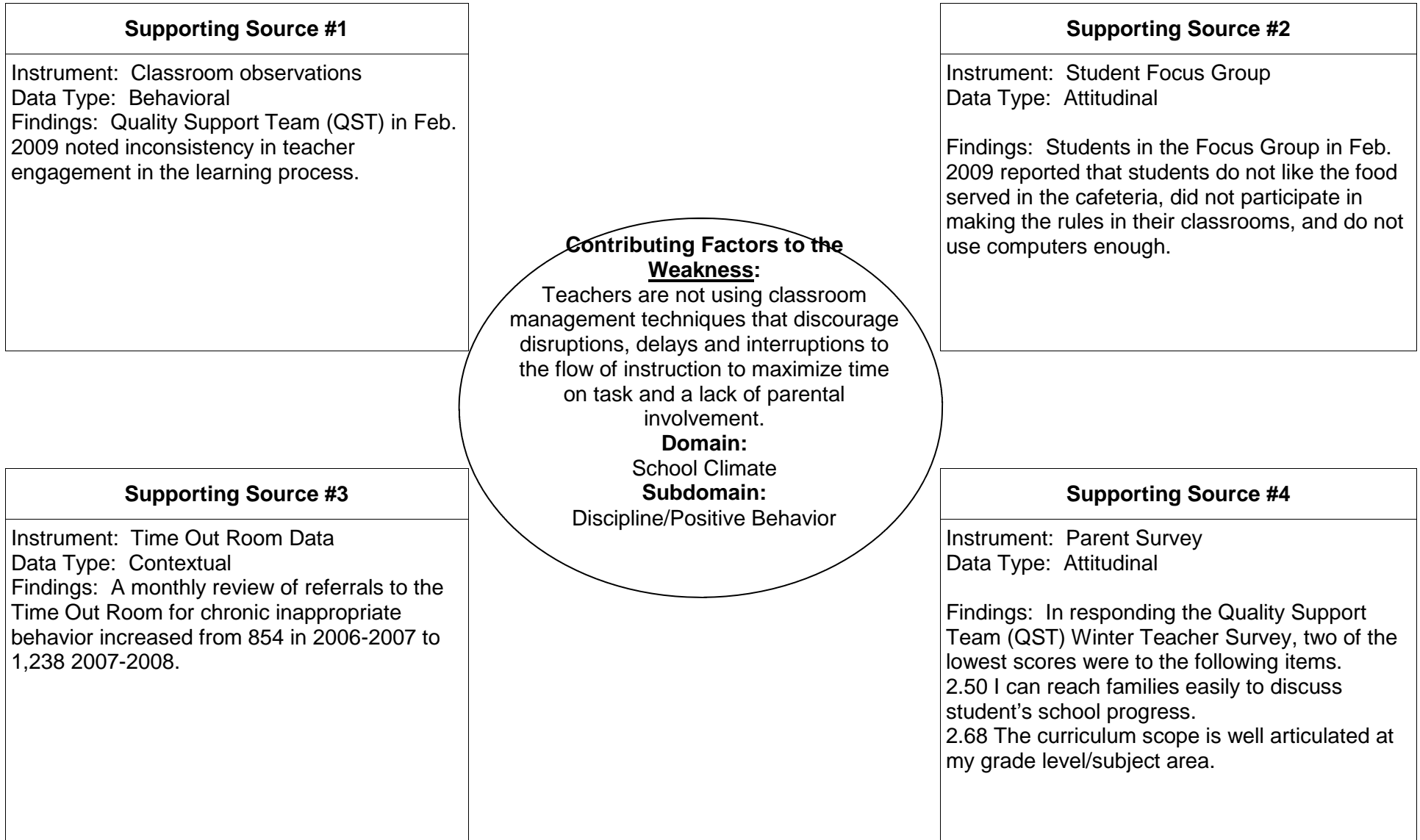
<b>Supporting Source #3</b>
Instrument: DASH Reports Data Type: Behavioral Findings: Principal's walk-through reports indicate more than 70% of teachers using whole-group instruction.

<b>Supporting Source #4</b>
Instrument: Principal's Report Card-Subgroup Report Data Type: Cognitive Findings: Findings indicate that in 2007, 75% of Students with Disabilities scored below proficiency in Math as opposed to 49% of non-disabled peers and 56.0% of Males scored below proficiency in Math as opposed to 47% of Females on LEAP and iLEAP.

## 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. Fourth grade reading improvement	LEAP test data
2. Third grade social studies improvement	iLEAP test data
3. Math achievement 5 <sup>th</sup> grade	iLEAP test data
4. Fully implemented reading program	QST
5. Collegial relationships of faculty/staff	QST

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

WEAKNESSES	DATA SOURCE
1. Subgroups Students with Disabilities and boys lagging well behind peers	Principal School Report Card
2. Low achievement in Reading, Comprehending and Responding	LEAP Performance Band Report
3. Weak performance on constructed response/short answer	LEAP Performance Band Report
4. Lack of priority for supplying a print-rich environment	QST
5. Weak classroom management practices to manage behavior	QST
6. Oral Reading Fluency improvement lagging	DIBELS

**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:

<b>CONTRIBUTING FACTORS TO THE STRENGTHS</b>	<b>DATA SOURCE</b>
1. Staff uses data to determine strategies that reach students	QST
2. Small group instruction effective in resolving deficits in ELA	DIBELS
3. Strong administrative and leadership team	QST Teacher Survey
4. Polite, respectful students	QST Environmental Survey
5. Supportive community members: parents, volunteers, partners	QST Parent Survey

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

<b>CONTRIBUTING FACTORS TO THE WEAKNESSES</b>	<b>DATA SOURCE</b>
1. Lack of classroom management techniques to encourage compliance	Time Out Room data
2. Lack of strategies that resolve weakness in Oral Reading Fluency	DIBELS
3. Spend more time and effort in reading comprehension and responding in constructed response and short answer	LEAP Performance Band Data
4. Lack of parental involvement	QST-Parent Survey
5. Lack of focus on Students with Disabilities and Male students	Principal School Report Card

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

## 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>2005</u> : <u>70.4</u>	School Growth SPS <u>2005</u> : <u>79.7</u>	School GT <u>2005</u> : <u>4.0</u>
School Baseline SPS <u>2006</u> : <u>77.9</u>	School Growth SPS <u>2006</u> : <u>83.5</u>	School GT <u>2007</u> : <u>4.9</u>
School Baseline SPS <u>2007</u> : <u>77.7</u>	School Growth SPS <u>2007</u> : <u>70.4</u>	School GT <u>2007</u> : <u>6.1</u>
School Baseline		

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

**GOAL 1:** Increase Student Achievement in Reading/English Language Arts and parental involvement at all grade levels.

**Objective(s):**

- 3<sup>rd</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from 44 in 2008 to 53.3 in 2009.
- 4<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on LEAP in English/language arts from 46 in 2008 to 55.0 in 2009.
- 5<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from 50 in 2008 to 58.3 in 2009.

**SCIENTIFICALLY BASED RESEARCH STRATEGY:** Data-Driven Decision Making/

**Bibliographic Notation:**

- Black, S. (1996). Redefining the teacher's role. *The Executive Educator* (March). 23-26. EJ 519 765.
- Brederson, P. (March 1989). 'Redefining leadership and the roles of school principals: Responses to changes in the professional worklife of teachers. ED 304782. Paper presented at the annual meeting of the American Educational Research Meeting, 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.
- Calhoun, Emily F. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Constantino, Steven, M. (2000). "Engaging All Families; Creating a Positive School Culture by Putting Research into Practice." Rowman & Littlefield Education, Lanham, Maryland.
- 

**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.

'*Engaging All Families*,' provides a summary of research that supports the foundation upon which the practitioner's tools are crafted. Readers are given the necessary resources to assess their current level of family engagement and the ideas, strategies, and procedures to implement a wide variety of family engagement programs.

**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?** Using data from benchmark and district/state assessments will lead us to differentiate instruction for all students. Joyce Epstein's six types of parental involvement address a significant need for our student population. The model was introduced in a population similar to ours.

**Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:** Students with disabilities and LEP students' needs will be addressed by ongoing monitoring for success in response to strategies. Engaging families provides strategies for all students.

**If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:** The subgroups identified in the data analysis as high need were special needs students and boys. These two groups will benefit from the data being reviewed and strategies developed to overcome deficit.

**Procedures for Evaluating the Goal, Objective(s) and Strategy:** The regular periodic assessments (DIBELS, Edusoft, MacMillan/McGraw Hill) will determine if the use of data has improved student achievement. Parents, teachers and students will be administered a needs assessment in August and May. Pre-Post assessments to analyze the impact of strategies used to encourage family participation.

**ACTION PLAN – GOAL 1**

<b>SAP Indicator</b>	<b>Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></b>	<b>Funding Sources</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation (Observable Change)</b>	<b>Procedures for Evaluating Indicator 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)
2. 2	**On August 4, 2009, teachers Grades K – 5 will attend a 5 hour in-service to read, discuss and plan strategies to implement new technology. Patty Fraser from technology will conduct the in-service to help teachers better use active boards, and LCD projectors purchased. Teachers will also discuss small group instruction using the How-to-guide Managing Small Groups from the Treasures Reading Series.	Title 1	100	\$700.00 5 hr. In-service: \$25.00 Per Hour= \$100.00 Per teacher	Evaluation of the 5 hour session will indicate the success of the in service. Teachers will implement the strategies. Observations will reflect the use of the strategies	The principal and reading coach will observe during regular walk- throughs and formal observations, small group instruction during the Reading Block and monitor for use of the management strategies and implementation of technology in the classroom.
1. 1	*Follow up evaluation of the use of effective strategies in managing small groups will be conducted during grade level meetings. At this time teachers will take a technology survey to assess effectiveness of implementation.				Individual placement cards will be used to group students for more effective instructional groups. Charts indicating student progression.	The principal, reading coach, and instructional strategist will meet and discuss the groups formed based on the data from assessments. Monitoring progress will be done on an ongoing basis during collaborative team meetings.
.1	### From August 5, 2009-May-2010. Librarian and teachers will set goals for the implementation of AR. Ms. Harris will do a presentation on “Family Engagement.” Introducing the school Family Resource Center.	Local School Funds	600	\$1,000.00	Teachers will post goals and participate in school celebrations for successful students.	The librarian will monitor and report to the principal the reading goals of each student and help set up celebration and distribution of incentives

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 Indicator of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
2. 3	*During September staff development, teachers will read and summarize the book, <i>What Great Teachers Do Differently</i> , Todd Whittaker.	Title 1	600	\$700.00	Teachers will implement strategies learned in the book to increase student achievement.	The principal will monitor the implementation of strategies learned by walk-throughs, and observations. A rubric will be developed to give feedback to teachers on strategies learned.
2. 2	**Teachers will meet to share feedback during collaborative planning on how strategies from the book are working for them.				Teachers will a rubric and share strategies being used from the reading selection.	The principal and reading coach will monitor implementation through walk-throughs and observations.
1. 1	***Teachers will develop, administer and analyze students' common writing samples and bring them to regular planning meetings to determine which writer strategies need to be strengthened in order to improve constructed responses.	Title 1	100 200	8 subs per month Sept. Oct. Nov. Jan. Feb. Apr. \$2000.00	Teachers will be able to follow student progress in responding to a common writer's prompt in preparation for statewide testing.	Teachers will record the student's response to the common writing assignment using a rubric developed by teachers during grade level and brainstorm ways to improve student shared answer responses and constructed responses.
3. 3	###Teachers will assign according to reading level to a volunteer tutor through the Everybody Reads Program sponsored by VIPS	VIPS		\$100.00	Students will improve their oral reading fluency and other DIBELS components by reading more.	Principal and reading coach will monitor DIBELS scores of intensive students so progress in all areas of fluency. Progression chart will be posted in the collaborative planning area.
3. 2	In Nov. a Family Literacy Night to showcase students' (grades 1-5) oral reading fluency achievement through the use of Reader's Theater selections.	Title 1	600	\$300.00	Students and families will complete a brief survey of the event.	Principal and reading coach will plan, implement and evaluate the family's participation in Literacy Family Night by sharing survey results with faculty and staff.

\* 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 through the use of technology in the classroom.

**Objective(s):**

- 3<sup>rd</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 46 in 2008 to 55.0 in 2009.
- 4<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from 49 in 2008 to 57.5 in 2009.
- 5<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 35 in 2008 to 45.8 in 2009.

**SCIENTIFICALLY BASED RESEARCH STRATEGY:** (Derived from the contributing factors) - 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 annual meeting of the American Educational Research Association, San Francisco, CA.
- Brederson, P. (March 1989). 'Redefining leadership and the roles of school principals: Responses to changes in the professional worklife of teachers. ED 304782. Paper presented at the annual meeting of the American Educational Research Meeting, 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.
- Calhoun, 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.
- Kepner, Henry S., Jr., ed. (1986). "Computers in the Classroom," Washington, D.C., National Education Association.
- Pflaum, William, (2004). *The Technology Fix: The Promise of the Reality of Computers in Our Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

**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.

Computers in the classroom to enhance math instruction through the use of technology-examining key issues in the use of computers in instruction, focuses on the varied use across disciplines. The research examined computer only a tool for education, not as a solution to all educational problems.

**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?** Using data from benchmark and district/state assessments will lead us to differentiate instruction for all students.

Using technology in the area of Math as a focus to increase math computation, constructed responses, and critical thinking skills will lead to increase student achievement in the area of Math. The research was conducted in schools across the United States, some with similar populations and needs.

**Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:** Students with disabilities and LEP students' needs will be addressed by ongoing monitoring for success in response to strategies.

**If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:** The subgroups identified in the data analysis as high need were special needs students and boys. These two groups will benefit from the data being reviewed and strategies developed to overcome deficit.

**Procedures for Evaluating the Goal, Objective(s) and Strategy:** The regular periodic assessments (Summative assessments will be used such as, MacMillan/McGraw Hill Reading Assessments and LEAP/iLEAP data.) will determine if the use of data has improved student achievement.

## ACTION PLAN – GOAL 2

SAP Indicator	<b>Activity(ies)</b> 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)	<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)
1.1	*During in-service on Tuesday, August 5 <sup>th</sup> , 2009, teachers Grades 1-5 will participate in a shared vision activity. Teachers will set goals and objectives for the school year.	Local School funds	600	\$200.00	Evaluation of the 5 hour session will indicate the success of the in service. Teachers will implement the strategies. Observations will reflect the use of the strategies.	The principal, assistant principal and instructional strategist will observe during regular walk throughs and formal observations, small group instruction during instruction and monitor for use of the management strategies
3.1	*The Instructional Strategist will facilitate an in-service for teachers in Sept., 2009 to implement a strategy to master number facts as grade appropriate with activities, prizes, and rewards for students who master or improve their mastery of number facts. Students will be encouraged to involve their families by utilizing Scott Foresman website.	Local school funds	600	\$500.00	Teachers will display charts of student math fact mastery and supply names of masterful students for publishing in the school newsletter.	Timed math tests will support the improvement of students in math fact mastery. Principal and instructional strategist will monitor competition and math improvement.
1.1	###Teachers will attend PD workshops, throughout the school year on the use of technology in the classroom. ERO technology courses will be required at least six hours by all teachers. Teachers will present during the February staff development to share skills developed. New technology will be purchased for the 2009-2010 school year. Active boards, projectors, TVs, etc....	Title 1	600	13,800.00	Lesson plans will verify the use of technology in the area of Math to enhance student achievement.	The principal and instructional strategist will monitor the lesson and use of technology through daily walk-throughs.

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)
1.1	Teachers will share math activities that build skills in the number and number relation strand and increase student abilities to use math data to draw models and write constructed responses on a daily basis using manipulatives and varied materials such as <u>Read it, Solve It, Draw It</u> during weekly collaborative planning meetings, emphasizing students with disabilities and males.	Title 1	600	\$500.00	Lesson plans, minutes of collaborative team meetings and student products	The principal and instructional strategist will monitor lessons for activities that require students to draw, model, create and write in constructed responses format the answers. Regular walk throughs will document the change in instruction.
1.1	**Teachers Grade K-5 will prepare a grade specific project involving all students in the class to share with other students at their grade level during school hours and at a Family Math Night scheduled in Feb. 16, 2010 to highlight student achievement in math particularly in the area of numbers and number relations.	Local school funds	600	\$100.	Programs and pictures will document the grade level projects as well as Family Night sign in sheets	The principal instructional strategist will assist teachers in collecting, developing and producing grade level projects to be shared during school hours and at Family Math Night as well as maintain pictures, logs, and documentation of each activity.
2.2	Teachers (grades K-5) will attend in-services throughout the school year at early dismissal professional development on differentiating instruction strategies using <u>Applying Differentiation Strategies</u> by Wendy Conklin to help teachers meet students' needs particularly in the area of classroom management.			\$400.	Teachers will use different strategies during instruction to meet students' needs. Student behavior interventions needed will decrease	Principal, guidance counselor and TOR moderator will monitor Time Out Room referrals, in and out of school suspensions and expulsions to determine the effectiveness of classroom management improvements.

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

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

## TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Funding Sources	Title I	Magnet	PI	FSI	Other						Total
100 Salaries	96,386.80										96,386.80
200 Benefits	28,672.28										28,672.28
300 Purchased Professional Services											
400 Purchased Property	9,300.00										9,300.00
500 Other Purchased Services											
600 Materials & Supplies	16,444.92		3,058.79								19,503.71
Indirect Costs (if applicable)											
700 Property	14,950.00										14,950.00
800 Other Objects											
900 Other Uses of Funds											
<b>Total</b>	<b>165,754</b>		<b>3,058.79</b>								<b>168,812.79</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 (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

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

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

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

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

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