

East Baton Rouge Parish Schools Strategic/Accountability Plan

School Improvement Plan for ★ Villa del Rey Elementary ★

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

Submission Date: *May, 2009*

Villa del Rey Elementary
Pre-kindergarten – Fifth Grade
9765 Cuyhanga Pkwy.
Baton Rouge, LA 70815
Mauretta Hurst
225-924-1606
mhurst@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 School wide Targeted Assistance
- Member of Southern Association of Colleges and Schools
- LINCS
- Distinguished Educator
- Reading First School
- Grant Application

Name of Grant: _____

Contact Person: _____

Phone: _____

E-mail: _____

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

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

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

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

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

TABLE OF CONTENTS

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

DATA PORTFOLIO	1
DISTRICT ASSURANCE.....	2
ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN	4
MISSION STATEMENT	7
FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES	9
SCHOOL POLICIES AND PARTNERSHIPS	10
DATA TRIANGULATION	11
DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT	16
SCHOOL PERFORMANCE SCORE CHART	18
STRATEGY PLANNING WORKSHEET – GOAL 1	19
STRATEGY PLANNING WORKSHEET – GOAL 2	29
TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS	35
FEDERAL FUNDING.....	36

DATA PORTFOLIO

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

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

DISTRICT ASSURANCE

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

Superintendent's signature (blue ink)

Principal's signature (blue ink)

Assistant Superintendent's signature (blue ink)

Chair, School Improvement Team (blue ink)

District Assistance or School Support Team Leader (blue ink)

District Assistance or School Support Team Member (blue ink)

District Assistance or School Support Team Members (blue ink)

District Assistance or School Support Team Members (blue ink)

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

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Mauretta Hurst	Principal
Jacquelyn Huggins	Math Coach
Tana Boudreaux	Reading Coach
Susan Brown	Math Interventionist
December Johnson	Third Grade Teacher
Kimberly Milton	Fourth Grade Teacher
Hope Lenoir	Fourth Grade Teacher
Mackenzie Price	Fifth Grade Teacher

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 51

Date: May , 2009

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

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
1.	Mauretta Hurst	Principal		
2.	Dianna Hammond	Pre-kindergarten Teacher		
3.	Michelle Grantham	Pre-kindergarten Teacher		
4.	Ashley Freiberg Brost	Kindergarten Teacher		
5.	Sue Caballero	Kindergarten Teacher		
6.	Maria Cristina Baet	Kindergarten Teacher		
7.	Caroline Tolentino	Kindergarten Teacher		
8.	Barbara Favre	First grade Teacher		
9.	Patricia Mims	First Grade Teacher		
10.	Christina Jaffar	First Grade Teacher		
11.	Inez Deason	First Grade Teacher		
12.	Luzviminda Emelo	First Grade Teacher		
13.	Patricia King	Second Grade Teacher		
14.	Cynthia Cooley	Second Grade Teacher		
15.	Constance Carroll	Second Grade Teacher		
16.	Audrey Ray	Second Grade Teacher		
17.	Lucia Snedigar	Third Grade Teacher		
18.	Connie Hebert	Third Grade Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19.	December Johnson	Third Grade Teacher		
20.	Amanda Deivert	Third Grade Teacher		
21.	Emily Hesse	Fourth Grade Teacher		
22.	Hope Lenoir	Fourth Grade Teacher		
23.	Kimberly Milton	Fourth Grade Teacher		
24.	Brenda Wilson	Fourth Grade Teacher		
25.	Linda Ladner	Fourth Grade Teacher		
26.	Mackenzie Price	Fifth Grade Teacher		
27.	Stephanie V. Mitchell	Fifth Grade Teacher		
28.	Gwen Dickson	Dean of Students		
29.	Tana Boudreaux	Reading Coach		
30.	Jacquelyn Huggins	Math Coach		
31.	Ken Davis	Physical Education		
32.	Nannette Briggs	Physical Education		
33.	Mary Mock Simoneaux	Art Teacher		
34.	Susan Brown	Math Interventionist		
35.	Ellen Bander	Librarian		
36.	Kim Hausey	Music		
37.	Sherine Stelly	Reading Interventionist		
38.	Michelle Wagner	Speech		
39.	Mary Stewart	TOR Coordinator		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
40.	Veronica Brown	Resource Teacher		
41.	Reina Cenir	Resource Teacher		
42.	Cheryl Crain	Paraprofessional		
43.	Linda Drewery	Paraprofessional		
44.	Duane Holmes	Paraprofessional		
45.	Jeanie Jonas	APE Teacher		
46.	Debbie Jones	Exceptional Teacher		
47.	Alva McCrory	Resource Teacher		
48.	Joseph Mack	Paraprofessional		
49.	Olla Roan	Teacher		
50.	Patti Stiles	Administrative Secretary		
51.	Niechelle Horton Jackson	Clerk		
52.	Debrah Gabrielle	Guidance Counselor		
53.	Jennell Watson	Paraprofessional		
54.	Karen Myers	Paraprofessional		

MISSION STATEMENT

All Students attending Villa del Rey Elementary which is in the East Baton Rouge School System will graduate with the knowledge, skills and necessary values to become active and successful members of a dynamic learning community.

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

Name	Title/Occupation
D. Hammond	Pre-kindergarten Teacher
M. Grantham	Pre-Kindergarten Teacher
A. Freiberg	Kindergarten Teacher
S. Caballero	Kindergarten Teacher
B. Favre	1 st Grade Teacher
I. Deason	1 st Grade Teacher
P. Mims	1 st Grade Teacher
C. Jaffar	1 st Grade Teacher
A. Ray	2nd Grade Teacher
C. Cooley	2 nd Grade Teacher
P. King	2 nd Grade Teacher
C. Carroll	2 nd Grade Teacher
D. Johnson	2 nd Grade Teacher
L. Snedigar	2nd Grade Teacher
C. Hebert	3 rd Grade Teacher
K. Milton	4 th Grade Teacher
B. Wilson	4 th Grade Teacher
H. Lenior	4 th Grade Teacher

E. Hesse	4 th Grade Teacher
L. Ladner	4 th Grade Teacher
M. Price	5 th Grade Teacher
S. Van Skiver Mitchell	5 th Grade Teacher
V. Brown	Resource Special Ed.
R. Cenir	Resource Special Education Teacher
A. McCrory	Autistic Teacher
O. Roan	Self-contained Special Education
D. Knatt Jones	Emotional Disturbed
Gwen Dickson	Dean of Students

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 (4 th Grade (LEAP and Big Buddy)	X	<u>8</u>		
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership	X			
Pre-School Program	X	8 years	X	
School-to-Work				
The Strategic Instruction Model (SIM)				
Other: School wide Positive Behavior Intervention and Support	X	4 years	X	
DIBELS	X	5 years	X	
DARE	X	6 years	X	

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

SCHOOL POLICIES AND PARTNERSHIPS

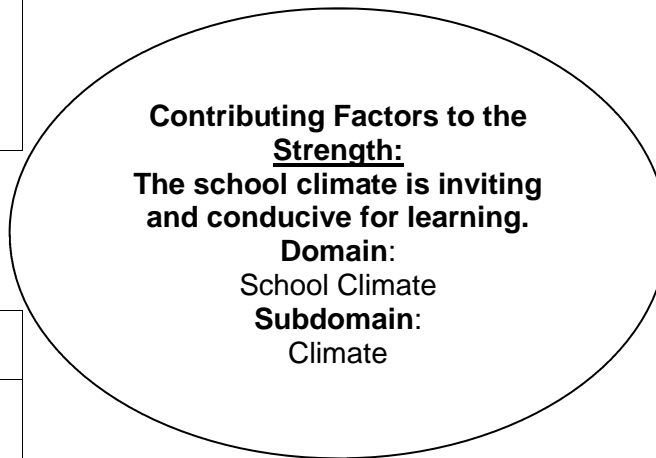
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	August 2007	yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	August 2007	yes
Security Procedures (metal detectors, etc.)	§ 339/741	August 2007	yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	August 2007	yes
Student Code of Conduct	§ 1115/741	August 2007	yes
Crisis Management (emergency/evacuation plan)	§ 339/741	August 2007	yes

School Partnerships (Type the name of each partner in the space provided)	
University	Louisiana State University/ Southern University/ University of Southeastern Louisiana
Technical Institute	
Feeder School(s)	Broadmoor Middle-Park Forest Middle
Community	VIPS, Maranatha Church, Broadmoor Presbyterian, The Dunham School
Business/Industry	The Mall at Cortana – Norman Landry
	Walgreens (Florida and Sherwood)
	CVS (Florida and Sherwood)
Private Grants	Big Buddy
Other	Exxon – Worker Volunteer Program

DATA TRIANGULATION

Supporting Source #1
Instrument: QST Teacher Team Survey Data Type: Attitudinal Data Findings: External observations yield that 88% have an orderly classroom conducive to learning.

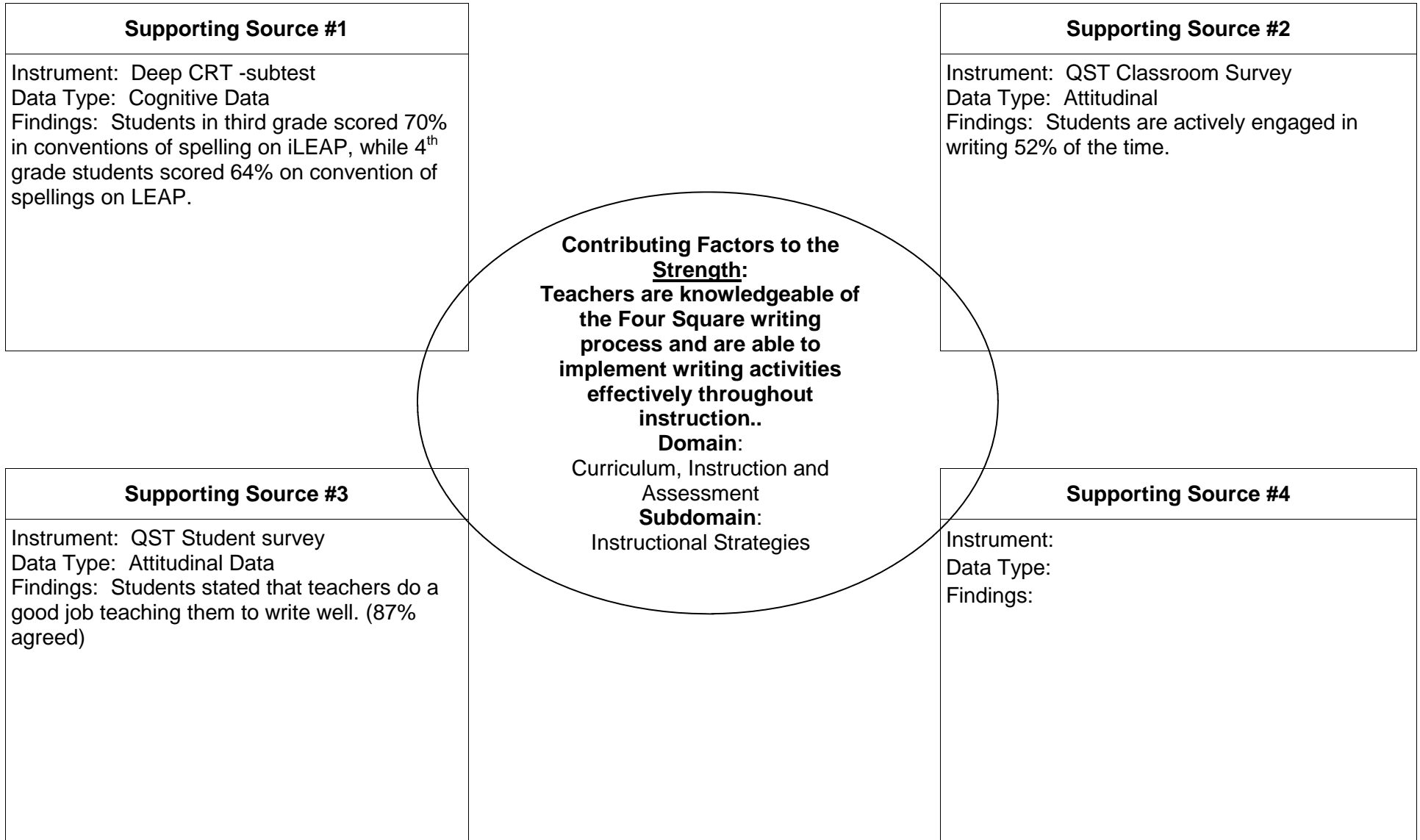
Supporting Source #2
Instrument: QST student survey Data Type: Attitudinal Data Findings: 90% students stated that their families feel welcome at their school.



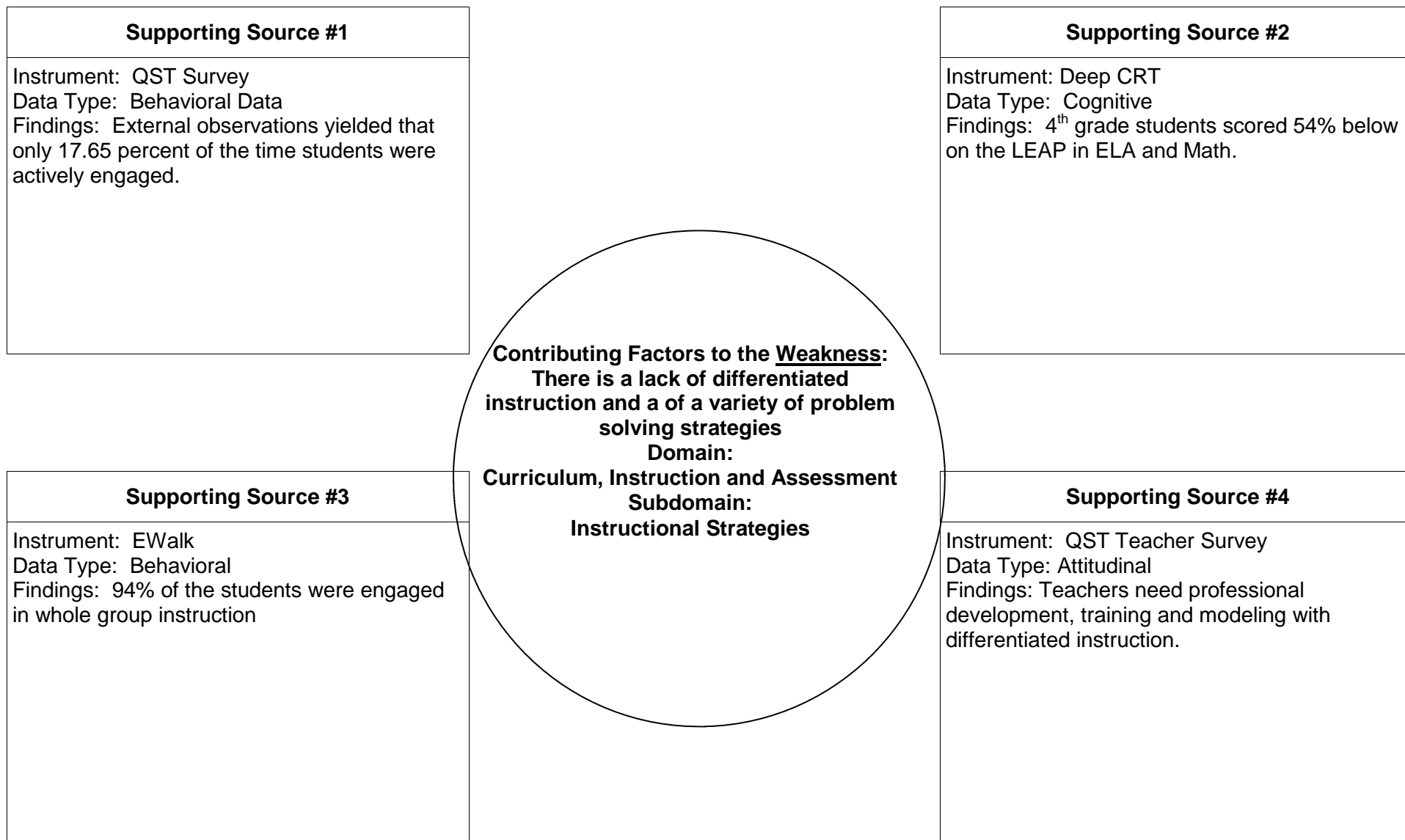
Supporting Source #3
Instrument: EWalk Data Type: Behavioral Findings: During observations 58% of teachers had control/discipline in the classroom.

Supporting Source #4
Instrument: Data Type: Findings:

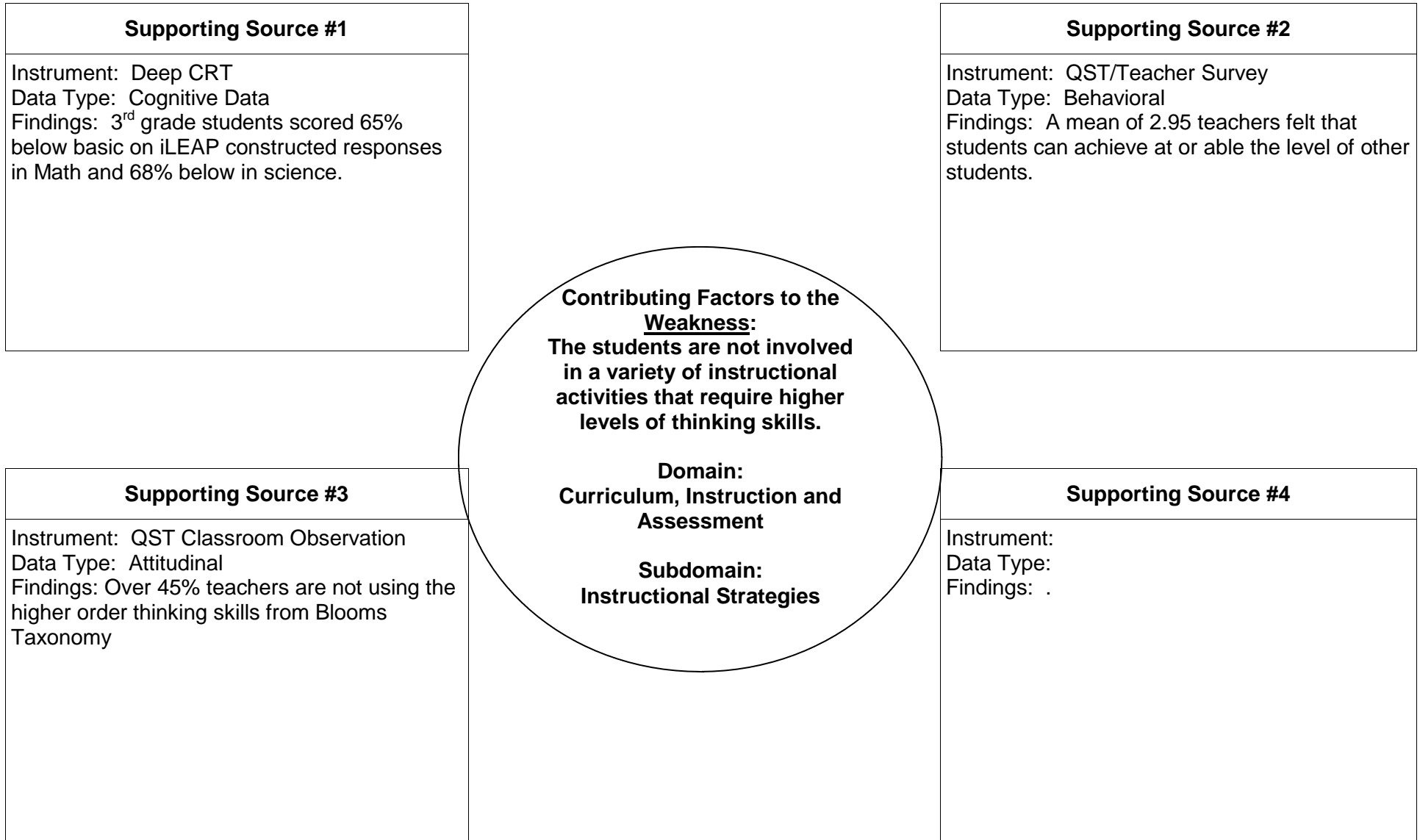
DATA TRIANGULATION



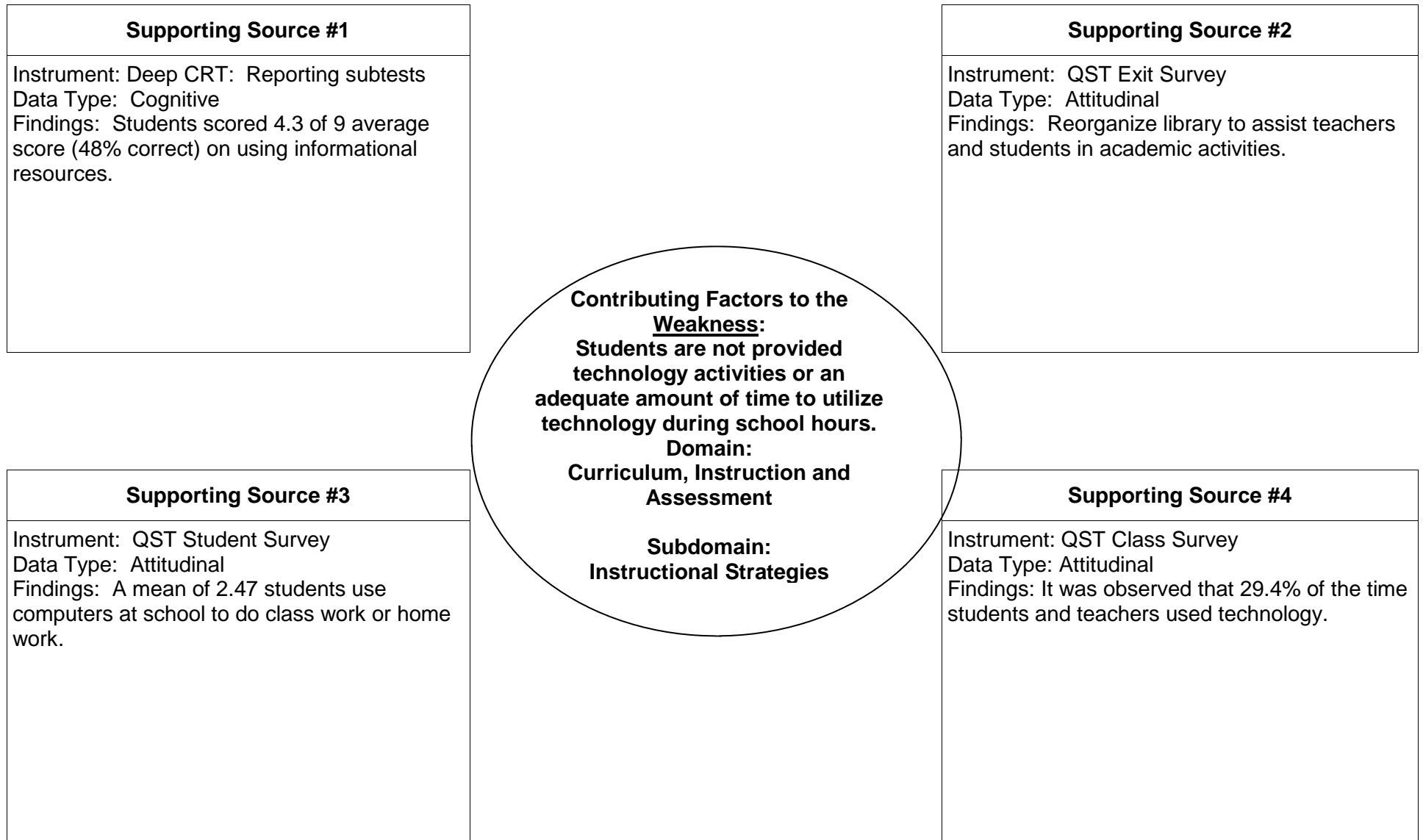
DATA TRIANGULATION



DATA TRIANGULATION



DATA TRIANGULATION



DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part 1:

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP. This data should reflect findings on *Step10* 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. 3 rd grade subgroup of regular education students scored 70% conventions of spelling on iLEAP.	iLEAP subgroup data
2. 4 th grade students of regular education students scored 64% conventions of spelling on LEAP	LEAP subgroup data
3. 5 th grade subgroup of black students scored 73% proficiency in Geometry	iLEAP subgroup data
4. 4 th grade ED students scored as well as the whole school (43% proficient) in Mathematics.	LEAP Subgroup report
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. There is an achievement gap between the SWD subgroup and other subgroups across all grade level and content areas.	iLEAP and LEAP subgroup data
2. ELA 3 rd and 4 th grade whole school is less than 50% proficient (3 rd grade 61%, 4 th grade 54%)	iLEAP and LEAP subgroup data
3.	
4.	
5.	

The identified weaknesses will lead to the goals.

Part 2:

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

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

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. Conventions of writing and spelling are used in all classrooms	Teacher survey
2. The school climate is inviting and conducive for learning	QST 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	QST Classroom Survey
2. Limited proficiencies in higher order thinking skills	QST survey, Deep CRT
3. Limited use of engaging activities	EWalk, QST survey
4. Limited proficiency in the use of technology	EWalk, QST Survey
5. Limited use of proficiencies in reading, comprehension and responding.	Deep CRT, EWalk, QST exit survey

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

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Enter year and enter score)	Growth SPS (Enter year and enter score)	Growth Target (Enter year and enter target)
School Baseline SPS <u>2006-2007</u> : <u>68.3</u>	School Growth SPS <u>2006-2007</u> : <u>65.8</u>	School GT <u>2006-2007</u> : <u>6.7</u>
School Baseline SPS <u>2005-2006</u> : <u>71.2</u>	School Growth SPS <u>2005-2006</u> : <u>68.8</u>	School GT <u>2005-2006</u> : <u>5.6</u>
School Baseline SPS <u>2004-2005</u> : <u>67.5</u>	School Growth SPS <u>2004-2005</u> : <u>67.0</u>	School GT <u>2004-2005</u> : <u>5.1</u>

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

STRATEGY PLANNING WORKSHEET – GOAL 1

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

Objective(s): Increase the percentage of students scoring Proficient in English/language arts from 79% in 2009 to 81% in 2010 for 5th grade, from 67% in 2009 to 69% in 2010 for 3rd grade, from 79% in 2009 to 81% in 2010. (Include all testing grades)

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Job-Embedded Professional Development and Data Driven.

Bibliographic Notation: Easton, L.B. (2002, March). *How the Tuning Protocol Works*. *Educational Leadership*, 59(6), 28-30.

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

Learning First Alliance. (2000) *Every Child Reading: A Professional Developmental Guide*. Washington, D.C.: Author.

www.learningfirst.org/readingguide.html

National Education Goals Panel. (2000, Dec.). *Bringing All Students to High Standards*. *NEGP Monthly*.

www.negp.gov/issues/issu/monthly/1200.pdf

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

Schmoker, M. (1996). *Results: The Key to Continuous School Improvement* Alexandria, VA: ASCD.

Sparks, D. *Designing Powerful Professional Development for Teachers and Principals*. JVSDC, 2002.

<http://www.nsd.org/Hbrary/book/sparksbook.pdf>

Sparks, D. (1999, Spring). *Assessment Without Victims: An Interview with Rick Stiggins*. *Journal of Staff Development*, 20(2), 54-56.

www.nscd.org/library/isd/stiggins203.html

Sparks, D. (1999, Summer). *Try on Strategies to Get a Good Fit: An Interview with Susan Loucks-Horsley*. *Journal Of Staff Development*, 20(3), 56-60. www.nscd.org/library/isd/louck5-horslev203.html

WestEd. (2000). *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development* San Francisco: Author.

http://Web/WestEd.org/online_pubs/modellPD/welcome.shtml

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

Malcolm Knowles, in his book *7776 Adult Learner: A Neglected Species*, makes several assumptions about adults which are all addressed with properly conducted job-embedded professional development. Teachers are problem-centered and learn best, he states, when self-directed. They also use past experiences to understand new information and are willing to learn when it is considered important to them.

Mike Schmoker, for instance, argues that data should first be examined in order to determine which staff development initiative should be used to target a school's student achievement goals (1996). The study of student work, for example, can result in the collection of such data

that reveal student strengths and weaknesses. Rick Stiggins advises that this, along with effective monitoring of student progress, is crucial. (Sparks, 1999). Katharine Nolan (2000) discovered seven qualities that have proven effective in improving the quality of teacher assignments and student work, and a particular approach to examining student work is advocated by Lois Easton (2002).

Susan Loucks-Horsley (1999) promotes the use of several learning strategies for teachers which, she argues, are coincidental to the progress of designing staff development. Leaders must ask themselves which strategies "make sense to use at what particular time with that particular set of teachers for a particular set of outcomes."

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

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? Teachers and administrators worked together to understand precisely what students were expected to know and be able to do. Then they planned instruction to ensure that students would have an excellent chance to learn what was expected of them. Likewise, a 1999 study for the Education Trust found that hundreds of poor and minority schools are succeeding with exceptional numbers of students by teaching to assessed standards and by continuously learning and refining better ways to teach these standards. At the majority of these schools, teachers meet with colleagues regularly to discuss and how to teach them (Barth et al. 1999).

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Collaborative teams are formed to include resource, inclusion and/or ESL teachers. Initial and follow-up training will occur for teachers to collaborate and focus on analyzing data and planning instruction based on the results.

Assessment data are used to appropriately plan for instruction to meet individual needs of all students within the confines of the intended curriculum to ensure effective learning for all. Assessment data shall consist of all appropriate curriculum-related testing along with individual educational plans for exceptional students (SWD) and/or limited English proficient. All teachers will work in collaboration to differentiate instruction.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Research supports the use of data to make instructional decisions across different subgroups. Student work and achievement data will be used to allocate time and intervention strategies.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Benchmark pre and post test, teacher made tests, data boards to continually see progress being made, Instructional coaches logs of activities; collaborative planning, modeling and observation followed by delivery of job embedded professional development. iLEAP and LEAP scores, DIBEL results beginning in September 2009 to April 2010.

ACTION PLAN – GOAL 1

SAP Indicator *****	Activity(ies) Include Persons Responsible, Timeline, and Target Audience Note: Activities indicated should address all children, including subgroups.	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)
------------------------------------	--	----------------------------	------------------------	-------------	--	--

SAP Indicator *****	Activity(ies) Include Persons Responsible, Timeline, and Target Audience Note: Activities indicated should address all children, including subgroups.	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)
1.1 3.1 5.1 *****	<p>###Initial PD: ** In June, July 2009 Reading Curriculum Dept. will give initial training for all new instructional staff and refresher training for returning instructional staff on the new McGraw-Hill Treasures reading program for K-5th grades. All K-5 teachers will be trained throughout the year on the new reading series Treasures. Reading materials will be ordered.</p> <p>Implementation: Teachers will plan and use the reading program with fidelity.</p> <p>***Follow up: Teachers will collaborate as grade levels to implement the reading series. Reading coach will provide extra support for teachers by modeling and demonstrating lessons, conferencing, observing and giving feedback.</p> <p>Vertical Planning will be held in September, 2009, November, 2009, January 2010, and April, 2010.</p> <p>Teachers, coach and principal will also attend reading conferences and share learned knowledge.</p> <p>**Parental Involvement: Beginning August 2009 and ending May 2010, parents will receive a monthly Home and School Connection newsletter to inform them of reading and writing strategies being used in the classroom. Parents will also be informed about the reading program during open house and literacy</p>	EBRPSS		22	<p>Teachers will become more knowledgeable about the Treasures Reading program and plan more effective to meet individual needs of their students. Student work/performance will improve.</p> <p>Increase parental involvement.</p>	<p>Principal and coach will conduct daily walk-through and review teacher lesson plans for evidence of reading series implementation. Student progress will be monitored and measured continuously using DIBELS, reading series test, common assessment and Pre/post tests</p> <p>The principal, leadership team and teachers will review results, provide feedback and implement recommendations.</p> <p>Principal will administer a parent questionnaire in Fall 2009 and Winter/Spring 2010 to determine the effectiveness of the newsletter. Results will be posted in the May newsletter and the results will be kept on file.</p>
Louisiana	State Department of Education -					School Improvement Plan 09 -10

SAP Indicator *****	Activity(ies) Include Persons Responsible, Timeline, and Target Audience Note: Activities indicated should address all children, including subgroups.	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>###Initial PD: Beginning in August 2009, reading coach will train teachers on the QAR (Questions-Answer Relationships) strategies.</p> <p>***Implementation: Teachers will use QAR in the classroom on a daily basis.</p> <p>***Follow up: Workshops will be held throughout the school year to reinforce strategies. An additional teacher will reduce class size.</p> <p>**Parental Involvement: Parents will be informed about the QAR strategies during open house, literacy night and/or monthly newsletters. Reading and writing strategies used in the classroom will be presented.</p>				<p>Teachers will become more knowledgeable about the QAR strategy.</p> <p>Teachers will motivate students to increase skills in reading comprehension.</p>	<p>Teachers will use the following types of assessment to evaluate the use of the strategies Benchmark tests, Reading series tests, LEAP scores, iLEAP scores and DIBELS testing. The principal, leadership team and teachers will review results, provide feedback and implement recommendations.</p>

SAP Indicator *****	Activity(ies) Include Persons Responsible, Timeline, and Target Audience Note: Activities indicated should address all children, including subgroups.	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)
1.1 3.1 5.1 1.1 3.1	<p>###Initial PD: In August 2009, the librarian will facilitate initial training on the Accelerator Reading Program. From September 2009 to May 2010, 2009.</p> <p>###Implementation: All K – 5th grade teachers will implement the accelerated reader program beginning in August.</p> <p>###Follow up: Teachers will dedicate one morning a week for accelerator reading testing.</p> <p>###Parental Involvement: Parents will be invited to “Reading on the Lawn”. Parents and the community will be invited to read to children throughout the day. Continue with Real Men and Women Reading with a Purpose</p>			2500.00	<p>Teachers will encourage participation in the reading program.</p> <p>Student motivation will increase affecting reading achievement.</p> <p>Student’s interest in reading will be affected.</p> <p>Parental involvement will increase.</p>	<p>Teachers will use the following types of assessment to evaluate the use of Accelerated Reader, accelerated reader test scores, Benchmark tests, Reading series tests, LEAP scores, iLEAP scores and DIBELS testing.</p> <p>The principal, leadership team and teachers will review results, provide feedback and implement recommendations.</p> <p>Sign in sheets for parents, visitors and VIP’s will be available to keep records of parental involvement.</p>

SAP Indicator *****	Activity(ies) Include Persons Responsible, Timeline, and Target Audience Note: Activities indicated should address all children, including subgroups.	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
3.2 3.3 3.4	<p>*Initial PD: Teachers will attend content training meetings across the curriculum to assist them in preparing students for the LEAP and iLEAP test.</p> <p>***Implementation: Teachers will plan and implement strategies and techniques as related to the comprehensive curriculum.</p> <p>***Follow up: From October, 2008 to March 2009, LEAP and iLEAP small group tutoring will **</p> <p>Parental involvement: Four times per year the school will offer LEAP and iLEAP interactive meetings. These will be held to enable parents to become more knowledgeable about the test and their responsibilities to insure their student's success on the LEAP test.</p>				<p>Teachers will increase their knowledge and become more familiar the comprehensive curriculum.</p> <p>Students' achievement levels will increase.</p> <p>Increased parental involvement.</p>	<p>Lesson plans will be reviewed weekly by administrators to see if they are in line with the comprehensive curriculum.</p> <p>The teachers will administer common assessments, Benchmark test and EAGLE in order to determine students' progress.</p> <p>Teachers will analyze parent reflection forms to evaluate progress and effectiveness of the LEAP and iLEAP meeting. Principal will collect sign-in sheets to verify attendance. Non-participants will be encouraged to attend.</p>

SAP Indicator *****	Activity(ies) Include Persons Responsible, Timeline, and Target Audience Note: Activities indicated should address all children, including subgroups.	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
2.2 3.1 3.2 5.1	<p>##Initial PD: Beginning in August 2009, teachers and staff will be trained on the school wide positive behavior plan.</p> <p>##Implementation: Teachers and staff will consistently implement the school wide behavior plan. Rules and consequences will be consistently followed.</p> <p>##Follow up: Teachers will issue Tiger Bucks to students following the PBS plan. Tiger Bucks will be used to purchase free dress and items from the store.</p> <p>An awards day will be held each nine weeks to recognize students for their academic as well as behavior achievements.</p> <p>##Parental Involvement: Parents will be informed about the PBS plan for the school at open house and invited to nine weeks awards program.</p>				<p>Increase of student time on task. Increase in overall student learning. Decrease in classroom interruptions.</p> <p>Increase of student time on task. Decrease in unacceptable behavior. Increase in overall learning.</p>	<p>Decrease in student suspension will be reflected by the TOR logs, Suspension/Expulsion reports and weekly walk through. The principal, leadership team and teachers will review results, provide feedback and implement recommendations.</p>

SAP Indicator *****	Activity(ies) Include Persons Responsible, Timeline, and Target Audience Note: Activities indicated should address all children, including subgroups.	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
5.1	<p>*Initial PD: Beginning September 2009, ending in April 2010 the faculty will begin a book study, First Days of School by Harry Wong with CD</p> <p>***Implementation: Teachers on each grade level will present a chapter at each monthly Staff Development Meeting</p> <p>***Follow up: Teachers will collaborate and choose certain strategies to use school wide.</p> <p>***Parental Involvement: Parents will be informed about the teacher's book study and various strategies being utilized through the school newsletter.</p>				<p>Increase in the ability of teachers to maintain classroom management.</p> <p>Improvement in school climate.</p> <p>Increase parental involvement</p>	<p>A file will be maintained of agendas of each Staff Development and the administrators will conduct walkthroughs to assess teachers who are following through. The principal, leadership team and teachers will review results, provide feedback and implement recommendations.</p>

STRATEGY PLANNING WORKSHEET – GOAL 2

GOAL 2: Increase Student Achievement in Mathematics

Objective(s): Increase the percentage of students scoring Proficient in mathematics from 67% in 2009 to 70% in 2010 for 3rd grade, from 76% in 2009 to 78% in 2010 for 4th grade, from 84% in 2009 to 86% in 2010 for 5th grade. (Include all testing grades)

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Meaningful Engaged Learning

Bibliographic Notation: Alvermann, D. E. (2003). Seeing themselves as capable and engaged readers: Adolescents and re/mediated instruction. Naperville, IL: Learning Point Associates. Retrieved June 7, 2005. from http://www.ncrel.org/publications/sa/2002_01/balckford.htm
Blachowicz, C., Sogle, D. (2001). Reading comprehension: Strategies for independent learners. New York: Guilford Press.
Blackford, L. (2002). Secondary school reading. *The School Administrator*. 59(1). Retrieved June 7, 2005, from http://www.aasa.org/publications/sa/2002_01/balckford.htm
Boston Plan for Excellence. (2002). Introduction to CCL: Collaborative coaching & learning. Retrieved June 7, 2005, from <http://www.bpe.org/pubs/ccl/Getting&20Started&20CCL.pdf>
Boston Plan for Excellence. (2002). Work with schools 2002-2003. Retrieved June 7, 2005, from <http://www.bpe.org/lexl/workwithschools.aspx>
Ciesemier, K., Coughlin, E., & Williamson, J. (1997). Area One Learning Technology Hub: Engaged learning with technology. [Online]. Available: <http://www.lth1.k12.il.us/engaged>

Brief Summary of Research: Current research supports the role of engaged learning as important to student achievement. Students learn when they are highly involved in meaningful tasks. Student motivation is one aspect of MEL; however, motivation is more than a quality within students. Motivation is a quality that can be profoundly affected by the attitudes and actions of educators. The three models discussed below provide an overview of meaningful, engaged learning.

The work of Mike Muir of McMEL has identified a model for meaningful engaged learning focusing on four key components and nine essential elements. These components and essential elements are outlined below.

- Environment: Relationship and Rapport
 - > Student/Teacher Relationship - positive attitude, fun, sense of humor, physically and emotionally safe, belonging and respect
 - > Helping Students Succeed - high expectations, confidence in abilities
- Experience
 - > Hands-On - doing things, activities, experiential learning, learning = patterns from experience
 - > Learning Styles - multiple intelligences, differentiated instruction
- Motivation
 - > Interest - novelty, mystery, curiosity, "blood and guts," fantasy, driven by students' questions
 - > Autonomy - choices, decision-making, planning, designing, creating
 - > Avoid Rewards
- Meaning

- > Connections - to previous learning, relates to students' lives, the "Velcro mind"
- > Context - making personal meaning, real world work or audience, metaphors and mental frameworks, how used or useful

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? 1. Professional development that is conducted during the hours of an educator's work day is described as job-embedded professional development. This concept is derived from fairly recent research which includes that in order for professional development to be truly effective, it should be integrated into the established teaching schedule. Two studies in particular articulate and validate the importance of embedding training into the school day. *Every Child Reading: A Professional Development Guide* from the Learning First Alliance (2000) and *Teachers Who Learn, Kids Who Achieve: A Look At Schools with Model Professional Development*, a report of WestEd (2000). Malcolm Knowles, in his book *The Adult Learner: A Neglected Species*, makes several assumptions about adults which are all addressed with properly conducted job-embedded professional development. Teachers are problem-centered and learn best, he states, when self directed. They also use past experiences to understand new information and are willing to learn when it is considered important to them. Mike Schmoker, for instance, argues that data should first be examined in order to determine which staff development initiative should be used to target a school's student achievement goals (1996). The study of student work, for example, can result in the collection of such data that reveals student strengths and weaknesses. Rick Stiggins advises that this, along with effective monitoring of student progress, is crucial. (Sparks, 1999). Katherine Nolan (2000) discovered seven qualities that have proven effective in improving the quality of teacher assignments.

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

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Research has been shown to be effective in all areas due to the increase access to subject area. Groups are configured and reconfigured according to the purpose/skill of instruction. Students explore in order to discover concepts and apply skills. They observe and apply thinking processes and integrate what they've learned. A lot of hands on learning.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Benchmark pre and post tests, teacher made tests, data boards to continually see progress being made, instructional coaches logs of activities, collaborative planning, modeling and observation followed by delivery of job embedded professional development, iLEAP and LEAP scores, Calendar Math pre and post tests beginning in Sept. 2009 through April 2010.

ACTION PLAN – GOAL 2

SAP Indicator	<p>Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></p>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<p>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>
---------------	--	-----------------	-------------	------	--	--

SAP Indicator	<p align="center">Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></p>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<p align="center">Procedures for Evaluating Indicators of Implementation</p> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
5.1	<p>*Initial PD: In July of 2009 the EBRP Math Department will provide training for grade level lead teachers and math coaches on differentiated instruction/centers, data driven decisions, and common assessments.</p> <p>***Implementation: Beginning in August 2009 through May 2010, the Math Coach will model Best Practice math strategies in demonstration lessons monthly. Teachers and principal will attend math conferences and share learned knowledge. From October 2009 to April 2010, LEAP and iLEAP small group instruction will be facilitated by an interventionist..</p> <p>***Follow Up: Beginning in October 2009 through April 2010 K – 5 teachers and coach will attend EBRPS Math Department training each nine weeks on upcoming math curriculum content.</p> <p>Vertical Planning will be held in September, 2009, November, 2009, January 2010, and April, 2010.</p> <p>**Parental Involvement: Parents will be invited to a Math/Science Day and a Math Night.</p>				<p>Teachers will incorporate a variety of strategies in the implementation of effective problem solving and math lessons. Lead teachers and Math coach will redeliver information to other teachers.</p> <p>Increase parental involvement.</p>	<p>The principal, leadership team and teachers will conduct walkthroughs review results, provide feedback and implement recommendations.</p>
Louisiana State Department of Education - EBRPSS				32	School Improvement Plan 09 -10	

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)
1.1	<p>*Initial PD: In August 2009, teachers will review the process of Every Day Counts Math and organize kits. Students in grades K – 2 will be pre and post tested on the skills presented.</p> <p>***Implementation: Teachers in grades K – 5 will use strategies and techniques that involve higher order thinking skills. Skill will be presenting 15 to 20 minutes of math instruction daily.</p> <p>***Follow up: Beginning in Sept. 2009 through April 2010 the math coach and principal will monitor. “Best Practice” strategies and with teachers during weekly collaborative planning sessions level planning.</p> <p>**Parental Involvement: Parents will be informed about skills and strategies being utilized through school newsletters, math day and night and/or nine weeks conferences.</p>				<p>Teachers will effectively use a variety of strategies to increase student time on task in math instruction.</p> <p>Increase parental involvement.</p>	<p>The principal, leadership team and teachers will review results of pre and posttest, provide feedback and implement recommendations.</p> <p>Teachers and coaches will analyze data results and reflect on strategies used to assess student’s progress.</p> <p>People and leadership team will review sign in sheets and VIP log.</p>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
5.1	<p>*Initial PD: Beginning August 2009 through April 2010, teachers will receive training per nine weeks on upcoming comprehensive curriculum lessons integrating manipulatives.</p> <p>***Implementation: Beginning in August 2009 K – 5 Teachers and math coach will plan math lessons in accordance with the Comprehensive curriculum and provide differentiated instruction through small grouping, student engagement, and manipulatives.</p> <p>***Follow Up: Teachers will collaborative weekly using mathematical data to plan and improve instructional practices.</p> <p>**Parental Involvement: Parents will participate in games and math centered activities on math day and math night. Parents will be invited to an awards day held each nine weeks recognizing students for their math achievement.</p>				<p>Teachers will become more knowledgeable about the comprehensive curriculum.</p> <p>Parents will be become aware of the math skills students are learning. Parents will be able to assist students with homework.</p>	<p>The principal, leadership team and teachers will conduct walkthroughs, review results, provide feedback and implement recommendations by reviewing lesson plans and grade level logs.</p>

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

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

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Funding Sources	Title I	Magnet	PI	FSI	Other						Total
100 Salaries											
200 Benefits											
300 Purchased Professional Services											
400 Purchased Property											
500 Other Purchased Services											
600 Materials & Supplies											
Indirect Costs (if applicable)											
700 Property											
800 Other Objects											
900 Other Uses of Funds											
Total											

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

FEDERAL FUNDING

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

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

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

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

Total Title I, Part D, Expenditures	
Other Title I Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Other Title I Expenditures	

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

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

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

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

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