

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

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

Submission Date: *May 8, 2009*

Park Forest Elementary School

PK-5

10717 Elain Drive
Baton Rouge, LA 70814

Mary Jane Clark

225-272-0814

mclark@ebrschools.org

Check where applicable:

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

Name of Grant: _____

Contact Person: _____

Phone: _____

E-mail: _____

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

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

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

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

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

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DATA PORTFOLIO

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

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

DISTRICT ASSURANCE

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

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
Joyce Travis	Pre-K Teacher/Pre-K/K Grade Chair
Evangeline Hulbert	Reading Coach
Alexandra Faggi Horner	ESL Teacher
Gregory Bonvillain	5 th Grade Teacher/5 th Grade Chair
Candice Meyers	ESS Resource Teacher/Site Facilitator
Lisa Normand	3 rd Grade Teacher/3 rd Grade Chair
Brandy Payne	2 nd Grade Teacher/2 nd Grade Chair/Parent
Freddie Gibson	Parent
Mary Jane Clark	Principal
Meosha Gibson	4 th Grade Teacher/4 th Grade Chair/Parent
Amy Sylvester	Math Coach
Pamela Dunlap	Assistant Principal
Jennifer Wagner	1 st Grade Teacher/1 st Grade Chair
Candice Hernandez	Art Teacher/Ancillary Chair

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 44

Date: July 13, 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.	Armstrong, Karen	Guidance Counselor		
2.	August, Sadaira	ESS Self-Contained Teacher		
3.	Austin, Karen	5th Grade Teacher		
4.	Bell, Neldia	4 th Grade Teacher		
5.	Berthelot, Denise	3 rd Grade Teacher		
6.	Bonvillain, Gregory	5 th Grade Teacher		
7.	Brooks, Kevin	PE Teacher		
8.	Brown, Nicole	Music Teacher		
9.	Bruser, Stephanie	K Teacher		
10.	Cernich, Heather	4 th Grade Teacher		
11.	Clark, Mary Jane	Principal		
12.	Collier, Jearyl	ESS Paraeducator		
13.	Cook, Regina	Pre-K Teacher		
14.	Dauzat, Vickie	Time Out Moderator		
15.	Dunlap, Pamela	Assistant Principal		
16.	Dyer, Carolyn	ESS Paraeducator		
17.	Fleming, Helen	K Teacher		
18.	Fletcher, Stacy	3 rd Grade Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19.	Gibson, Meosha	4 th Grade Teacher		
20.	Gipson, Tommie	4 th Grade Teacher		
21.	Givens, April	1 st Grade Teacher		
22.	Givens, Carolyn	3 rd Grade Teacher		
23.	Grimes, Carolyn "Gigi"	APE Teacher		
24.	Hall, Larry	PE Teacher		
25.	Hardesty, Shirley	Pre-K Paraeducator		
26.	Horner, Alexandra Faggi	ESL Teacher		
27.	Horvath, Amanda	2nd Grade Teacher		
28.	Hulbert, Evangeline	Reading Coach		
29.	Jarrell, Shelia	Pre-K Teacher		
30.	Kelly, Mary Jo	Librarian		
31.	Latimore, Lanetha	2 nd Grade Teacher		
32.	Massey, Myra	4 th Grade Teacher		
33.	McCrary, Sarah	Reading Interventionist		
34.	Meyers, Candice	ESS Resource Teacher		
35.	Morrison, Shirley	K Teacher		
36.	Moss, Charlene	Speech Therapist		
37.	Nguyen, Thu	1 st Grade Teacher		
38.	Normand, Lisa	3 rd Grade Teacher		
39.	Payne, Brandy	2 nd Grade Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
40.	Poland, Sabrina	ESS Self-Contained Teacher		
41.	Spikes, Loris	ESS Paraeducator		
42.	Sylvester, Amy	Math Coach		
43.	Tabilin, Judy	3 rd Grade Teacher		
44.	Tran, Nikki	K Teacher		
45.	Tucker, Latrice	Pre-K Paraeducator		
46.	Wagner, Jennifer	1 st Grade Teacher		
47.	Washington, Deloris	1 st Grade Teacher		
48.	Wells, Trudy	ESL Teacher		
49.	Williams, Valerie	5 th Grade Teacher		
50.	Wilson-Lovey, Mildred	Computer Lab Paraeducator		

MISSION STATEMENT

Park Forest Elementary School's mission is to have all children reach their highest academic and social potential.

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

Name	Title/Occupation
Evangeline Hulbert	Reading Coach
Gregory Bonvillain	5 th Grade Teacher
Meosha Gibson	4 th Grade Teacher
Pamela Dunlap	Assistant Principal
Harold Williams	Support Staff
Mary Jane Clark	Principal
Pamela Lewis	Parent

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

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

Program List: (including during- and after-school programs)	Currently Using (Mark with an X)	No. of Years	Proposed Program (Mark with an X)	Deleted Program (Mark with an X)
Career to Work				
Extended Day Program	x	<u>7</u>		
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP				
LEAD TECH	x	<u>2</u>		
Math/Science Partnership				
Pre-School Program	x	<u>7</u>		
School-to-Work				
The Strategic Instruction Model (SIM)				
Other: DARE	x	<u>7+</u>		
ESL	x	<u>15</u>		

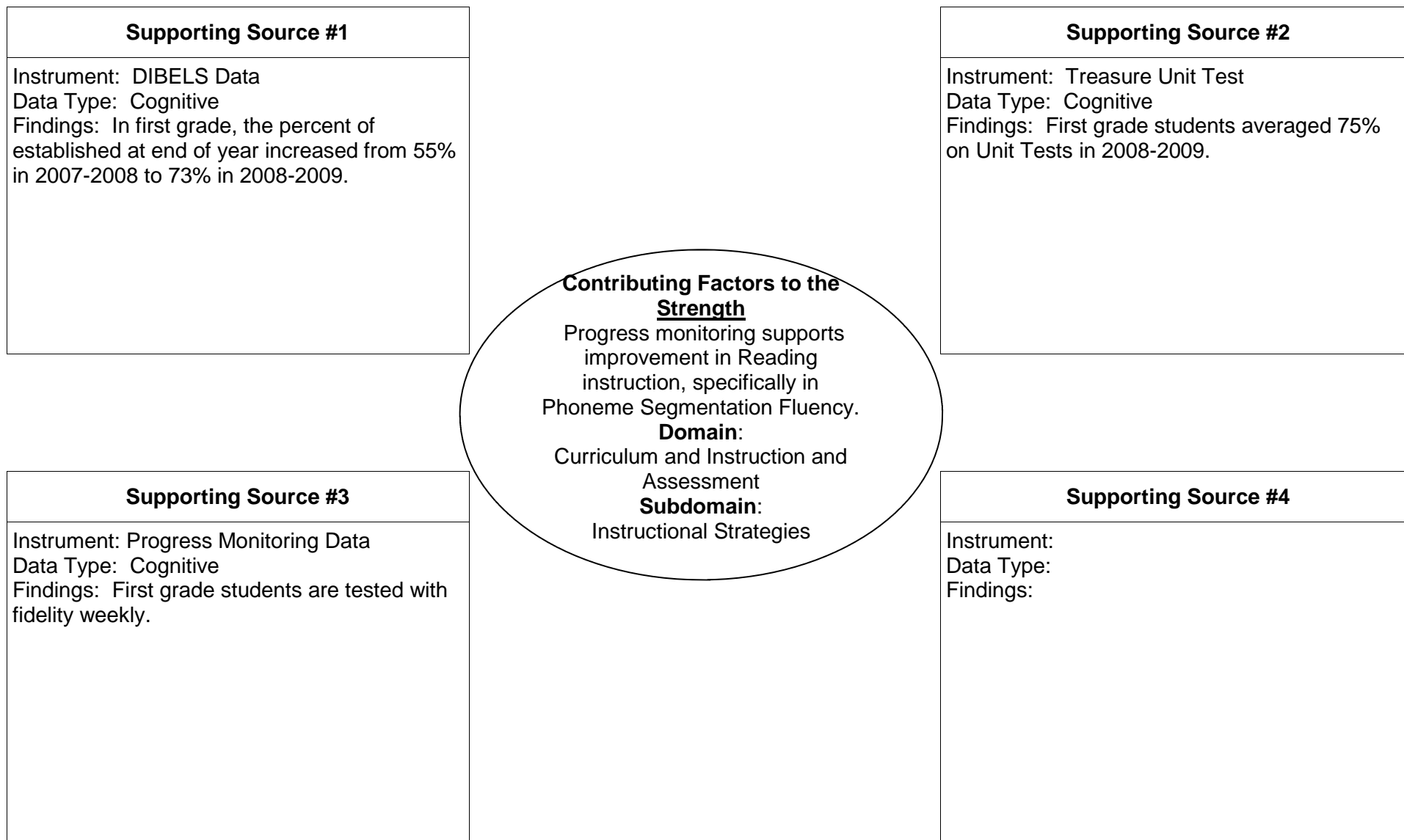
<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> • Click Here to Enter
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none">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

SCHOOL POLICIES AND PARTNERSHIPS

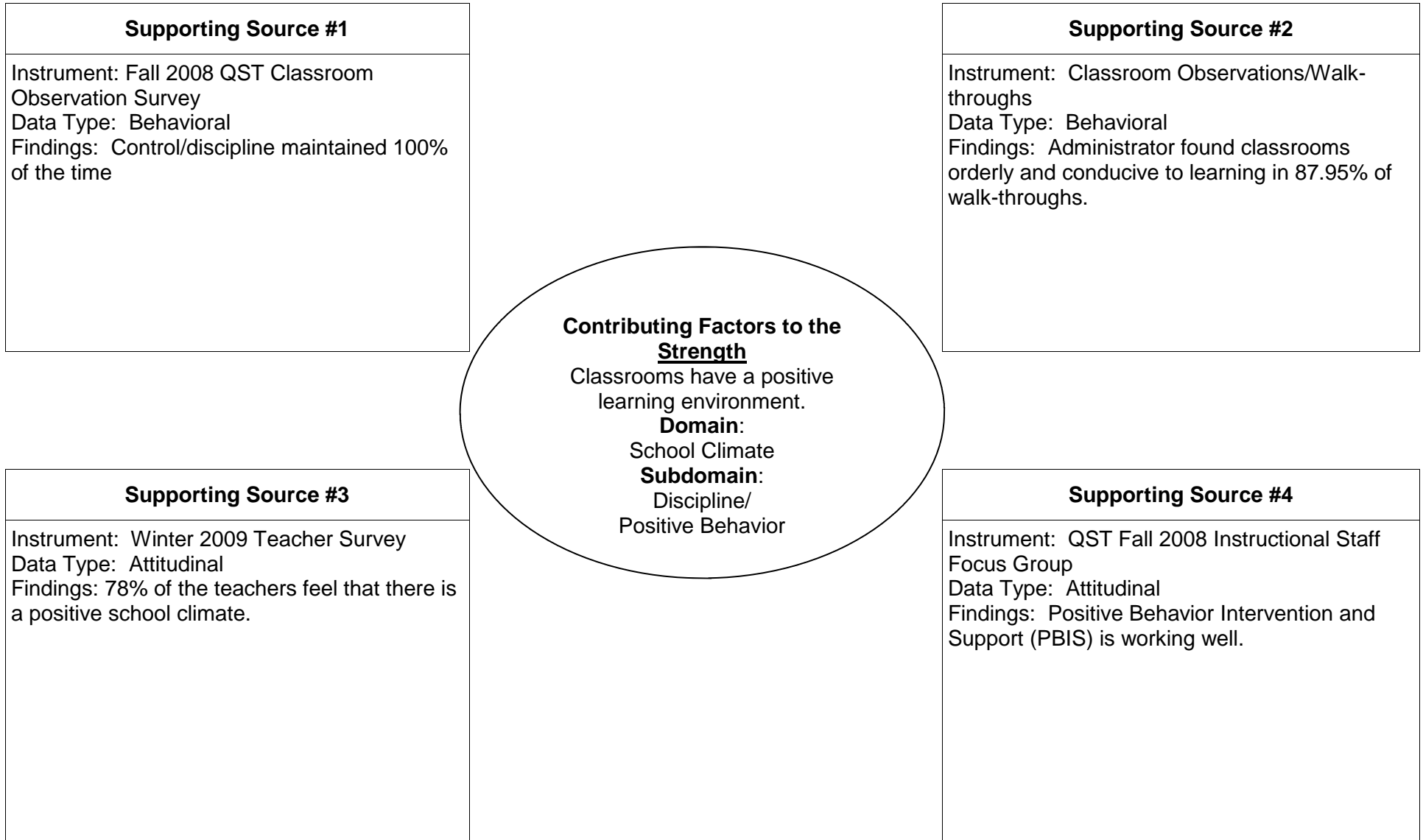
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	08/08	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	9/08	Yes
Security Procedures (metal detectors, etc.)	§ 339/741	8/08	Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	8/08	Yes
Student Code of Conduct	§ 1115/741	8/08	Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	8/08	Yes

School Partnerships (Type the name of each partner in the space provided)	
University	Southern University
Technical Institute	
Feeder School(s)	Park Forest Middle School
Community	Higher Ground Outreach Ministries Park Forest Baptist Church Park Forest Neighborhood Civic Association
Business/Industry	Piggly Wiggly
Private Grants	
Other	

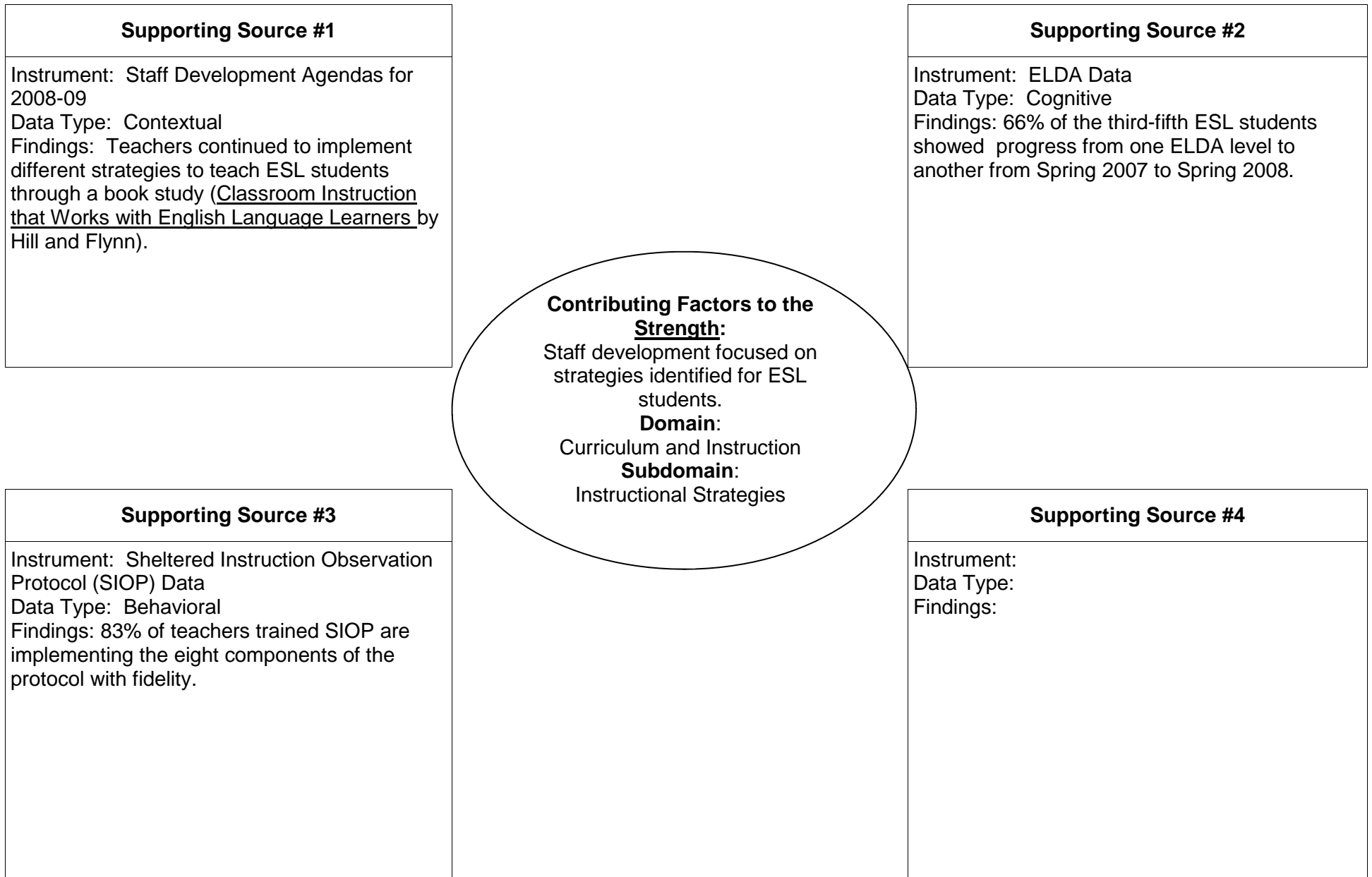
DATA TRIANGULATION



DATA TRIANGULATION



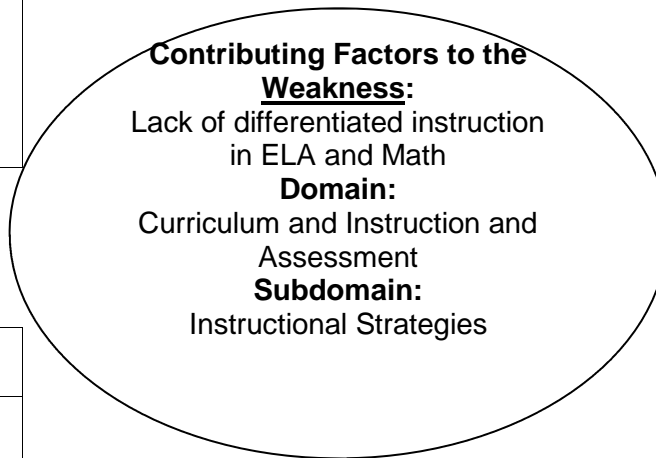
DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1
Instrument: LEAP/iLEAP Subgroup Report Data Type: Cognitive Findings: Hispanic students consistently scored lower in ELA than other subgroups: 2005-2006 – 18.8% 2006-2007 – 13.2% 2007-2008 – 20.70% And students with disabilities scored lower in Math than other subgroups: 2005-2006 – 8.7% 2006-2007 – 15.6% 2007-2008 – 8.3%

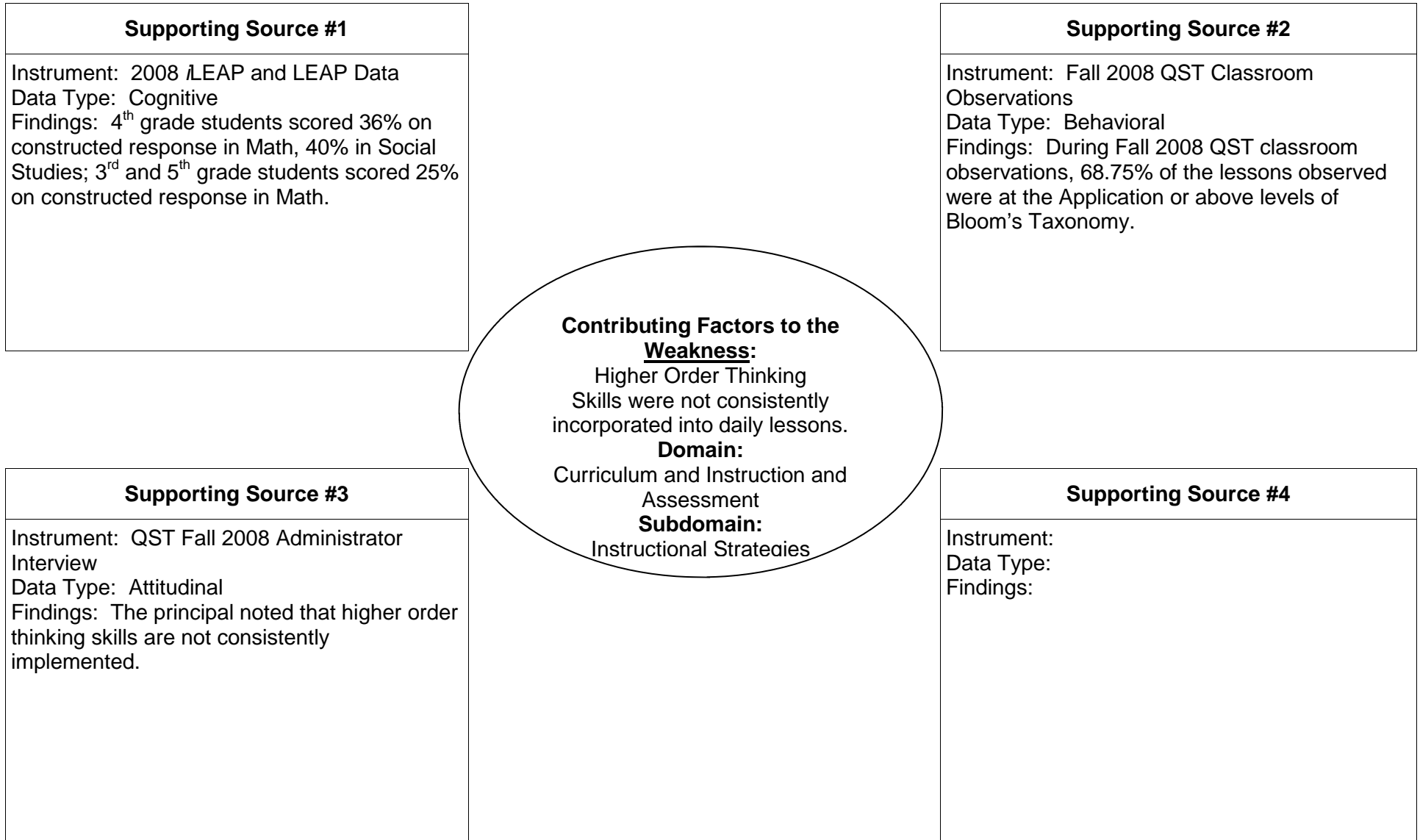
Supporting Source #2
Instrument: Principal's Walk-Throughs Data Type: Behavioral Findings: Whole group instruction was observed in 65% of walk-throughs during principal's walk-throughs.



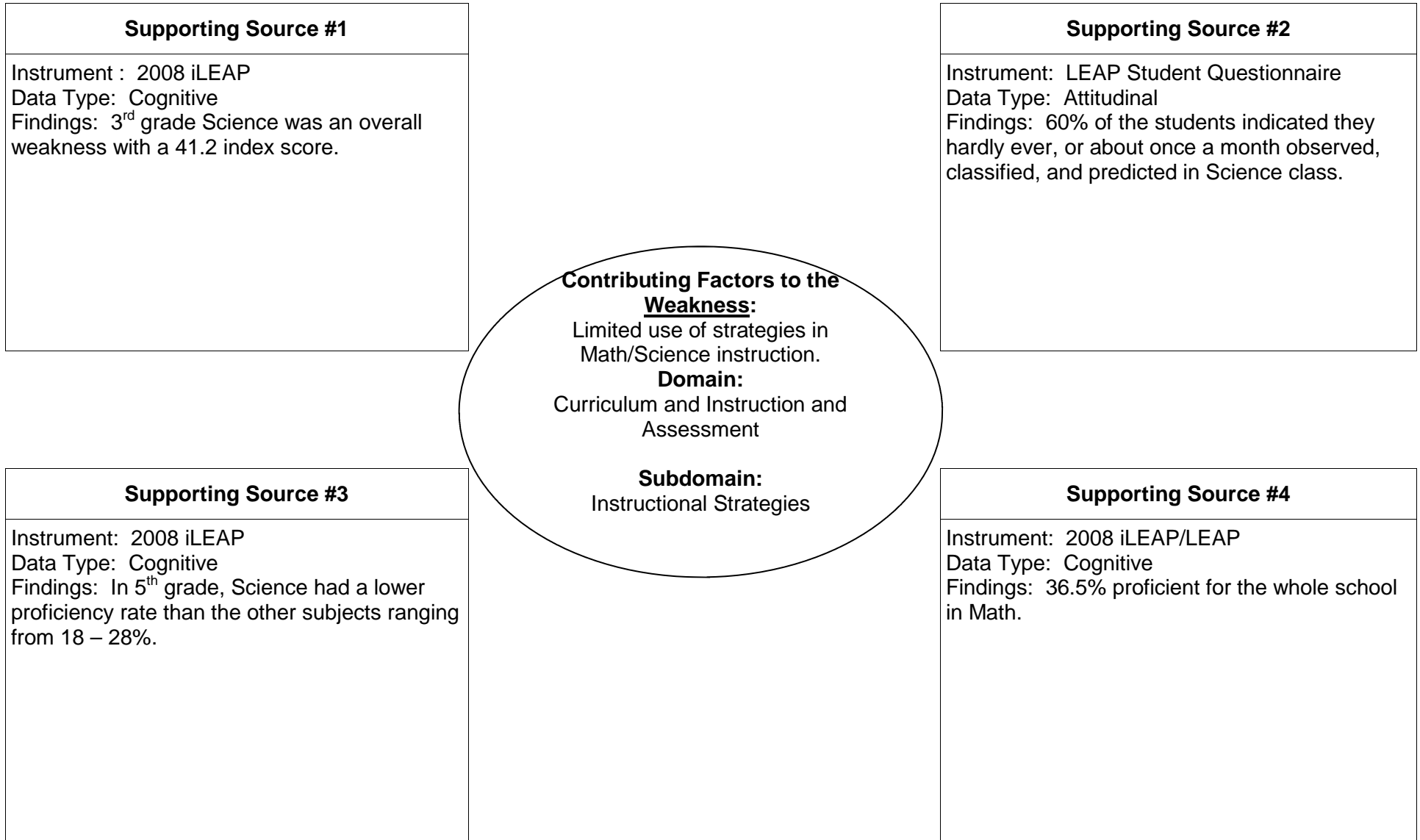
Supporting Source #3
Instrument: QST Fall 2008 Classroom Survey Data Type: Behavioral Findings: External observers noted that 68.75% of their observations were whole class instruction.

Supporting Source #4
Instrument: QST Winter 2009 Student Focus Group Data Type: Attitudinal Findings: Students stated they want more Science experiments and hands-on activities.

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. 1 st Grade established phonemic segmentation fluency increased by 25% from midyear 2008 to midyear 2009.	DIBELS Winter 2008 and Winter 2009
2. 5 th Grade ELA proficiency increased by 28%, Math by 22%, Science by 15%, Social Studies by 43%.	LEAP 2007 & 2008
3. School ELA Index 61.5	iLEAP / LEAP 2008
4.	
5.	

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

WEAKNESSES	DATA SOURCE
1. Hispanic subgroup ELA 20.7% proficient	Trend Data: Subgroup Report 2008
2. Hispanic subgroup Math 31.3% proficient	Trend Data: Subgroup Report 2008
3. 3 rd Grade Science Index Score 41.2	Trend Data: Index Score Report 2008
4. Whole school Math 36.5% proficient	Trend Data: Subgroup Report 2008
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. Classrooms have a positive learning environment.	QST Fall 2008 Classroom Observation Survey, QST Fall 2008 School Environment Survey, QST Fall 2008 Teacher Focus Group, and Principal's Walk-Throughs
2. Continuous progress monitoring resulted in an increase of Oral Reading Fluency	DIBELS data, Reading Coach Walk-Throughs, and Progress Monitoring Data
3. Staff Development training focused on strategies for ESL students.	Staff development agendas for 2008-2009, ELDA data, and Sheltered Instruction Observation Protocol (SIOP) data
4.	

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

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. Lack of differentiated instruction in ELA/Math	Principal walk-throughs, LEAP/iLEAP subgroups, Proficiency Report, QST Fall 2008 Classroom Observation Survey, and Winter 2009 Student Focus Group
2. Higher Order Thinking Skills were not consistently incorporated into daily lessons.	QST Fall 2008 Classroom Observation Survey, LEAP/iLEAP 2008, and QST Fall 2008 Administrator Interview
3. Limited use of hands-on strategies in Math/ Science instruction.	LEAP student questionnaire and iLEAP 2008

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

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Enter year and enter score)	Growth SPS (Enter year and enter score)	Growth Target (Enter year and enter target)
School Baseline SPS <u>05-07</u> : <u>61.4</u>	School Growth SPS <u>07-08</u> : _____	School GT <u>07-08</u> : <u>7.5</u>
School Baseline SPS <u>04-06</u> : <u>63.1</u>	School Growth SPS <u>06-07</u> : <u>59.6</u>	School GT <u>06-07</u> : <u>6.3</u>
School Baseline SPS <u>03-05</u> : <u>61.4</u>	School Growth SPS <u>05-06</u> : <u>70.1</u>	School GT <u>05-06</u> : <u>5.1</u>
School Baseline SPS <u>02-04</u> : <u>58.1</u>	School Growth SPS <u>04-05</u> : <u>65.9</u>	School GT <u>04-05</u> : <u>5.3</u>
School Baseline SPS <u>01-03</u> : <u>58.4</u>	School Growth SPS <u>03-04</u> : <u>56.5</u>	School GT <u>03-04</u> : <u>4.9</u>

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

STRATEGY PLANNING WORKSHEET – GOAL 1

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

Objective(s):

- 3rd Grade - Increase the iLEAP ELA Index Score from 43.8 in 2008 to 56.5 by 2009.
- 4th Grade - Increase the LEAP ELA Index Score from 68.9 in 2008 to 77.4 by 2009.
- 5th Grade - Increase the iLEAP ELA Index Score from 71.0 in 2008 to 79.2 by 2009.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – **JOB EMBEDDED PROFESSIONAL DEVELOPMENT**

Bibliographic Notation:

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

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

Learning First Alliance. (2000) *Every Child Reading: A Professional Development Guide*. Washington, D. C.: Author. www.learningfirst.org/readingguide.html

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

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*. NSDC, 2002. <http://www.nsd.org/library/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/jsd/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/jsd/loucks-horsley203.html

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

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 articulated and validate the importance of embedding training into the school day. *Every Child Reading: A Professional Development Guide* from the Learning First Alliance (2000) and *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development*, a report of WestEd (2000). Malcolm Knowles, in his book, *The Adult Learner: A Neglected Species*, makes several assumptions about adults which are all addressed with properly conducted job-embedded professional development. Teachers are problem-centered and learn best, he states, when self-directed. They also use past experiences to understand new information and are willing to learn when it is considered important to them. Mike Schmoker, for instance, argues that data should first be examined in order to determine which staff development initiative should be used to target a school's student achievement goals (1996). The study of student work, for example, can result in the collection of such data that reveal student strengths and weaknesses. Rick Stiggins advises that this, along with effective monitoring of student progress, is crucial. (Sparks, 1999). Katherine Nolan (2000) discovered seven qualities that have proven effective in improving the quality of teacher assignments and student work, and a particular approach to examining student work is advocated by Lois Easton (2002). Susan Loucks-Horsley (1999) promotes the use of several learning strategies for teachers which she argues is coincidental to the progress of designing staff development. Leaders must ask themselves which strategies "make sense to use at what particular time with that particular set of teachers for a particular set of outcomes." There are several pitfalls, of course. Michael Fullan (2000) defines perhaps the most common of all--fragmentation/coherence. Powerful professional development must pursue only one of two student learning 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? By participating in job-embedded professional development opportunities, teachers will become more proficient on research-based strategies/techniques that can be included in daily instruction. Teachers will also be trained on how to use data to alter instruction as needed. These strategies/techniques should result in increased student performance.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: All teachers (regular education, special education, LEP) will receive job-embedded professional development.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Job-embedded professional development will affect all sub-groups.

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

Principal, Assistant Principal, and Reading Coach will conduct weekly walkthroughs in grades PK-5 and provide immediate feedback to teachers via conferences and/or during collaborative planning meetings. Compare LEAP, iLEAP, and Dibels data from previous years.

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.

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

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

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

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

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

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

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? By reviewing all aspects of student data (assessments, discipline, attendance, demographics, etc.) on a consistent basis, teachers will be able to provide effective remediation and/or acceleration

activities to students.

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

students: All teachers will be involved in data desegregation in order to meet the academic and behavioral needs of students.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:

Data desegregation will affect all subgroups.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Principal, Assistant Principal, and Math Coach will conduct weekly walkthroughs in grades PK-5 and provide immediate feedback to teachers via conferences and/or during collaborative planning meetings. Compare LEAP/iLEAP data from previous years.

ACTION PLAN – GOAL 1

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
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<p>*/*** Initial PD - The administrator and designated instructional staff will attend a three-day training (July 20th, 27th, and 30th) on curriculum implementation and related strategies (including higher order thinking).</p> <p>Follow Up -*/*** Curriculum Department Staff will facilitate on-going professional development to instructional staff on appropriate instructional strategies.</p> <p>Implementation – ***/### Implementation - Pre-K teachers will collaboratively plan and continue to implement the Open Court Phonics program with all Pre-K students from August 2009 through May 2010</p> <p>###Teachers in grades 1-5 will desegregate Benchmark Assessment data at weekly 90-minute collaborative planning meetings and at one vertical planning meeting per semester.</p> <p>###Teachers in grades K-5 will integrate Social Studies/Science into English/Language Arts using built-in strategies from Treasures</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>100 200</p> <p>100 200</p> <p>100 200</p> <p>100 200</p> <p>600</p>	<p>\$9,000 + benefits Duplicated amount</p> <p>\$44,500 + benefits</p> <p>\$750.00 + benefits</p> <p>\$37,000 + benefits</p> <p>19,318.37 Duplicated amount</p>	<p>All teachers will implement Treasures using the strategies provided.</p> <p>Pre-K teachers will include Open Court Phonics in their daily lesson plans.</p> <p>Students' Benchmark Assessment scores will show an increase in English/Language Arts</p> <p>Teachers will utilize non-fiction reading selections from Treasures.</p>	<p>Administrators and Reading Coach will complete a checklist during weekly walkthroughs, review teacher lesson plans for evidence of implementation of the reading core, and maintain logs of team meeting discussions.</p> <p>Teachers in grades 1-5 will maintain a data binder, which will be reviewed by administrators. Performance Bands and Item Analysis reports from Benchmark Tests will be used to guide instruction.</p> <p>Administrators will complete checklist during weekly walkthroughs, review lesson plans, and maintain logs on team meeting discussions.</p>
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SAP	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>Initial PD */### Selected teachers in grades 2-5 will be trained in the Language! Program as needed.</p> <p>Follow Up – ####The Reading Coach and the Language! Teachers will plan a schedule for those students who will participate in the program.</p> <p>Implementation */###By August 2009, selected teachers in grades 2-5 will continue to implement the Language! program.</p> <p>###Students (including special education) identified through Benchmark Assessment data and LEAP and/or LEAP data as performing below grade level will be placed into intervention groups to receive small-group instruction using Language! (August 2009 – May 2010).</p> <p>Parental Involvement – **Administrators, teachers, parents, and students will participate in LEAP Night.</p> <p>Initial PD – ###Reading Intervention Teacher will receive initial training in DIBELS.</p>	<p>Title I</p> <p>PI - Title I</p> <p>PI</p> <p>PI- ARRA</p>	<p>100 200</p> <p>600</p> <p>500</p> <p>600</p>	<p>\$10,000 + benefits</p> <p>\$2455.17</p> <p>\$1000.00</p> <p>\$5,441.95 Duplicated amounts</p>	<p>Student work/performance in English/Language Arts will improve.</p> <p>Student work/performance in English/Language Arts will improve.</p> <p>Administrators and teachers will prepare and distribute released LEAP items.</p> <p>Teachers will alter ability groups after reviewing DIBELS data. Student work/performance in Reading will improve.</p>	<p>Administrators and/or Reading Coach will complete a checklist during walkthroughs to ensure implementation of the program.</p> <p>Administrators and/or Reading Coach will meet with grade-levels to discuss DIBELS data. Administrators, Reading Coach, and teachers will review data wall to guide instruction.</p> <p>Language! teachers will provide assessment data to the principal and/or Reading coach for review.</p> <p>Maintain the agenda, and keep a log of the attendance.</p> <p>Reading Coach will monitor the administration of DIBELS Progress Monitoring. Student data sheets will be kept in teacher data binders and reviewed by school administrators.</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)
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	<p>Follow Up – ###Reading Intervention Teacher will pretest identified students.</p> <p>Implementation - ###Teachers and paraprofessionals in grades K-3 will progress monitor their students weekly by using DIBELS Progress Monitoring booklets.</p> <p>###Teachers in grades K-3 will desegregate DIBELS data for the Fall, Winter and Spring.</p> <p>Parental Involvement **Teachers will share DIBELS results with parents at Parent Conferences.</p>	No Cost			<p>Students' DIBELS scores will show an increase in Reading achievement.</p> <p>Students' DIBELS scores will show an increase in Reading achievement.</p>	<p>Reading Coach will monitor the administration of DIBELS Progress Monitoring. Student data sheets will be kept in teacher data binders and reviewed by school administrators.</p>
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* Indicates Professional Development Learning
 ** Indicates Family Involvement Activities
 *** Indicates Curriculum Activities (if applicable)

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

STRATEGY PLANNING WORKSHEET – GOAL 2

GOAL 2: Increase Student Achievement in Mathematics

Objective(s):

- 3rd Grade - Increase the iLEAP Math Index Score from 43.4 in 2008 to 56.2 by 2009.
- 4th Grade – Increase the LEAP Math Index Score from 53.9 in 2008 to 64.9 by 2009.
- 5th Grade - Increase the iLEAP Math Index Score from 60.0 in 2008 to 70.0 by 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.

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

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

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

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

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

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

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? By reviewing all aspects of student data (assessments, discipline, attendance, demographics, etc.) on a consistent basis, teachers will be able to provide effective remediation and/or acceleration activities to students.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: All teachers will be involved in data desegregation in order to meet the academic and behavioral needs of students.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Data desegregation will affect all subgroups.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Principal, Assistant Principal, and Math Coach will conduct weekly walkthroughs in grades PK-5 and provide immediate feedback to teachers via conferences and/or during collaborative planning meetings. Compare LEAP/iLEAP data from previous years.

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)
	Follow Up Cont'd *Designated teachers in grades K-5 will receive on-going training on the math curriculum four times a year and then redeliver to their grade-level.	Title I	100 200	\$9,000 + benefits Duplicated amt	Teachers will improve math instruction by using a variety of strategies.	Administrators and Math Coach will complete a checklist during weekly walkthroughs, review teacher lesson plans for evidence of implementation of the Math Curriculum, and maintain logs of team meeting discussions.
	Implementation - ***Teachers will continue to plan collaboratively to fully implement the Louisiana Comprehensive Curriculum from August 2009 to May 2010.	Title I	100 200	\$1,500 + benefits Duplicated amount	All teachers will implement the Louisiana Comprehensive Curriculum as required. Student work/performance will improve in Mathematics.	Administrators and Math Coach will complete a checklist during weekly walkthroughs, review teacher lesson plans for evidence of implementation of the Math Curriculum, and maintain logs of team meeting discussions.
	###Teachers will continue to implement experiment-based science strategies into mathematics lessons.	Title I	600	\$19,318.37 Duplicated amount	Teachers will include science grade-level expectations in daily lesson plans.	Administrators and Math Coach will complete a checklist during weekly walkthroughs, review teacher lesson plans for evidence of implementation of the Math Curriculum, and maintain logs of team meeting discussions.

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)
	Implementation Cont'd - ***Teachers will construct and collaboratively plan to pre-assess students in LEAP-formatted practice activities (i.e. constructed response, etc.) using available instructional materials.	Title I	600	\$19,318.37 Duplicated amount	Students will exhibit confidence going into the iLEAP/LEAP testing period.	Administrators and Math Coach will complete a checklist during weekly walkthroughs, review teacher lesson plans for evidence of implementation of the Math Curriculum, and maintain logs of team meeting discussions. An attitudinal student survey will be administered along with pre and post assessments. Student performance will be measured by end-of-unit assessments and Benchmark assessments.
	###Teachers will collaboratively use LEAP-formatted data to create remediated and/or accelerated activities (August 2009 – May 2010) using available instructional materials.	Title I	600	\$\$19,318.37 Duplicated amount	Student work/performance will improve.	Administrators and Math Coach will complete a checklist during weekly walkthroughs, review teacher lesson plans for evidence of implementation of the Math Curriculum, and maintain logs of team meeting discussions.
	Parental Involvement – **Administrators, teachers, parents, and students will participate in Math/Science night.	PI - Title I PI PI- ARRA	600 500 600	\$\$2455.17 \$1000.00 \$5,441.95 Duplicated amounts	Administrators and teachers will plan instructional activities in Math and Science.	Administrators and teachers will attend Math/Science night, maintain the agenda, and keep a log of the attendance.

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Funding Sources	Title I	Magnet	PI	FSI	PI - ARRA						Total
100 Salaries	\$121,250.00	0	0	0	0						\$121,250.00
200 Benefits	\$45,323.63										\$45,323.63
300 Purchased Professional Services	0										0
400 Purchased Property	\$2,500.00										\$2,500.00
500 Other Purchased Services	\$7,400.00		\$1,000.00								\$8,400.00
600 Materials & Supplies	\$34,818.37		\$2,455.17		\$5,441.95						\$42,715.49
Indirect Costs (if applicable)	0										0
700 Property	0										0
800 Other Objects	0						0				0
900 Other Uses of Funds	0										0
Total	\$211,292.00	0	3,455.17		\$5,441.95						\$220,189.12

*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*	\$220,189.12
Non SIP Expenditures (list)	
Total Title I, Part A, Expenditures	\$220,189.12

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)	
Total Title I, Part D, Expenditures	

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

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