

The background of the slide features a large, faint watermark of the Louisiana State Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "CONFIDENCE IN EDUCATION" in the center. In the center of the seal is an eagle with its wings spread, perched on a banner.

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

**★ *School Improvement Plan* ★  
for  
*Progress Elementary***

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

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

**Progress Elementary**  
**PreK - 5th**  
**855 Progress Road**  
**Baton Rouge, Louisiana**  
**Mrs. Sarah Henry, Principal**  
**225-775-4986**  
**lburhenry@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:      City Year  
Contact Person:    Sheila Barfield  
Phone:                \_\_\_\_\_  
E-mail:                sbarfield@cityyear.org

**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
<b>Sarah Henry</b>	<b>Principal</b>
<b>Sharon Williams</b>	<b>Team Leader</b>
<b>Gaynell Johnson</b>	<b>Teacher-Fifth</b>
<b>Rev. Sandra Martin</b>	<b>Community Leader- 1<sup>st</sup> Presbyterian Church of Scotlandville</b>
<b>Elizabeth Wilson</b>	<b>Speech Specialist</b>
<b>Cynthia Vance</b>	<b>Community Leader-Renaissance Village</b>
<b>Mary LeBlanc</b>	<b>Community Leader-Renaissance Village</b>
<b>Dana Smith</b>	<b>Guidance Counselor</b>
<b>Carlton Allen</b>	<b>Teacher-Second</b>
<b>Mannie Hardy</b>	<b>Community-Exxon</b>

## ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 40

Date: October 29, 2007

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
<b>1</b>	Sarah Henry	Principal		
<b>2</b>	Beth Wilson	Speech Specialist		
<b>3</b>	Bettye Jackson	Speech Specialist		
<b>4</b>	Blanca Rush	Spanish Teacher		
<b>5</b>	Carolyn Grant	Teacher Aide		
<b>6</b>	Chantell Patterson	Pre-K BEST		
<b>7</b>	Deadra Moore	Kindergarten Teacher		
<b>8</b>	Kimberly Samuel	Kindergarten Teacher		
<b>9</b>	Artamise Mims	Kindergarten Teacher		
<b>10</b>	Edna Howard	Special Education Resource Teacher		
<b>11</b>	Erlinda Hinton	Second Grade Teacher		
<b>12</b>	Carlton Allen	Second Grade Teacher		
<b>13</b>	Gaynell Simon	Second Grade Teacher		
<b>14</b>	Hilda Smart	Pre-K – Special Education		
<b>15</b>	Janie Guillory	Librarian		
<b>16</b>	Joyce Sadler	Physical Education Teacher		
<b>17</b>	Judith Holston	Fourth Grade Teacher		
<b>18</b>	LeCledé Tate	Fourth Grade Teacher		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
<b>19</b>	Paula August	Fourth Grade Teacher		
<b>20</b>	Kristi Marchiafava	Fifth Grade Teacher		
<b>21</b>	Gaynell Johnson	Fifth Grade Teacher		
<b>22</b>	Kelli Pullen	Fifth Grade Teacher		
<b>23</b>	Monica James	Third Grade Teacher		
<b>24</b>	Margaret Miller	Third Grade Teacher		
<b>25</b>	Lucy Tuckerson	Third Grade Teacher		
<b>26</b>	Marian Jagers	First Grade Teacher		
<b>27</b>	Ruth Ross	First Grade Teacher		
<b>28</b>	Kenika Ayala	First Grade Teacher		
<b>29</b>	Maximita Tolentino	Teacher Aide		
<b>30</b>	Mary Price	Time-Out Monitor		
<b>31</b>	Sharon Williams	Special Education		
<b>32</b>	Dana Smith	Guidance Counselor		
<b>33</b>	Fannie Edwards	Resource Teacher		
<b>34</b>	Pedronia Turner	Reading Coach		
<b>35</b>	Carolyn Thomas	Read 180 Teacher		
<b>36</b>	Joyce Veal	Special Education Aide		
<b>37</b>	Thornard Cummings	Special Education Aide		
<b>38</b>	Vermykia Watson	Special Education Aide		
<b>39</b>				

## MISSION STATEMENT

Progress Elementary where we proudly pursue excellence!

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

Name	Title/Occupation
Sarah Burke-Henry	Principal
Mary Price	Time Out Room Moderator
Edna Howard	Special Education Teacher
Cynthia Vance	Parent

## FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

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

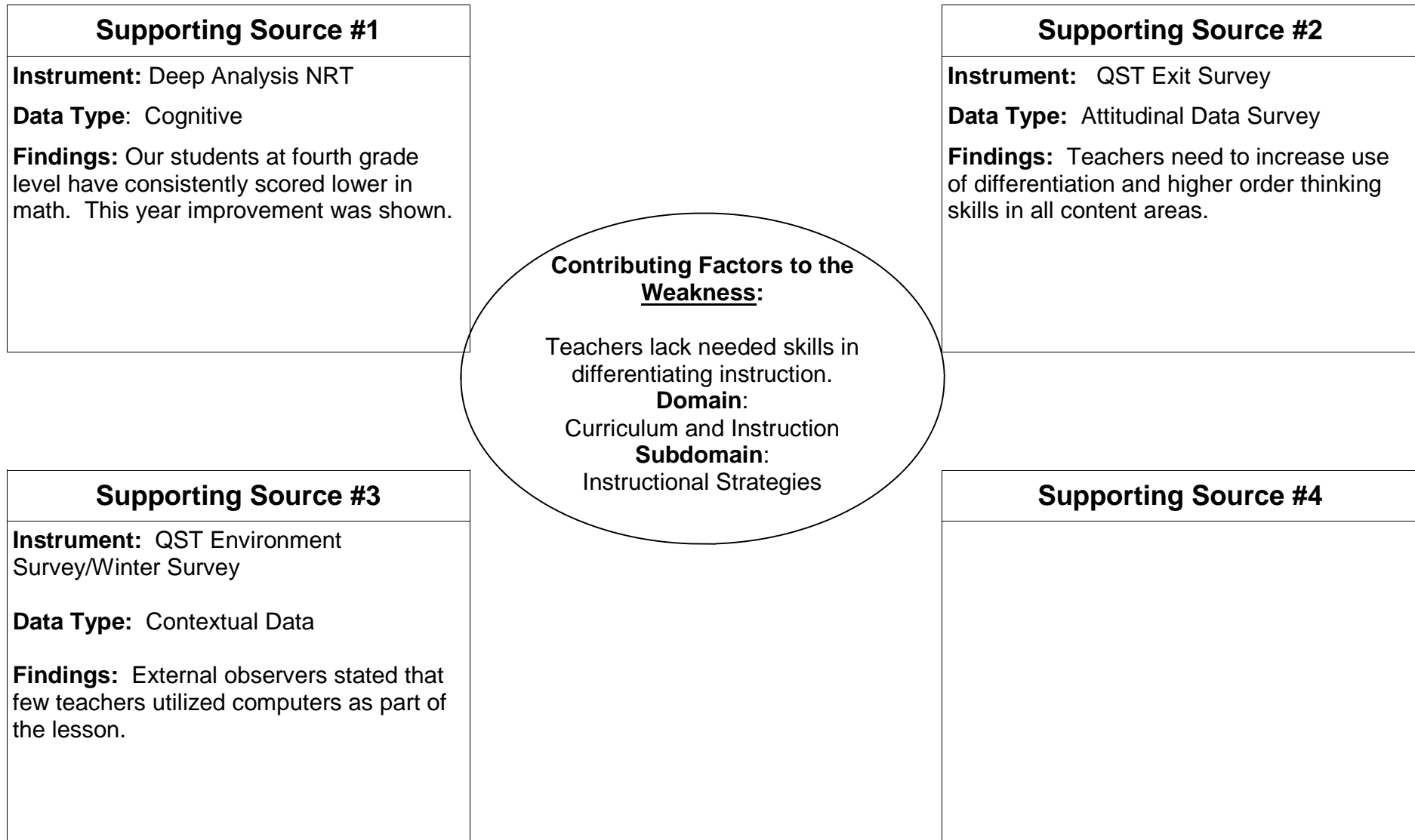
Program List: (including during- and after-school programs)	Currently Using (Mark with an X)	No. of Years	Proposed Program (Mark with an X)	Deleted Program (Mark with an X)
Career to Work				
Extended Day Program	X	<u>13</u>		
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership	X	<u>13</u>		
Pre-School Program	X	<u>25</u>		
School-to-Work				
The Strategic Instruction Model (SIM)				
Other: Big Buddy/Little Buddy				

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

## SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin # Reference	Date revised (08/04/2008)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	8/4/08	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	8/4/08	Yes
Security Procedures (metal detectors, etc.)	§ 339/741	8/4/08	Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	8/4/08	Yes
Student Code of Conduct	§ 1115/741	8/4/08	Yes
<b>School Partnerships</b> (Type the name of each partner in the space provided)			
University			
Technical Institute			
Feeder School(s)			
Community	North Baton Rouge Learning Center Grant		
Business/Industry	EXXON Mobil Ambassador School		
Private Grants	City Year Louisiana		
Other	Early Risers Kiwanis/RIF  Kensington Elementary School/California/VIPS  St. Paul Baptist Church/Beloved Community/CUSH		

## DATA TRIANGULATION



## DATA TRIANGULATION

### Supporting Source #1

**Instrument:** LEAP

**Data Type:** Cognitive

**Findings:** 63% of all 4<sup>th</sup> grade students scored BASIC and/or above on the ELA portion of LEAP.

### Supporting Source #2

**Instrument:** READ 180

**Data Type:** Cognitive

**Findings:** 32 out of 45 students showed a growth of 100 or more Lexiles within last school year.

### Contributing Factors to the Strength:

Students showed improvement in  
ELA

### **Domain:**

Curriculum and Instruction

### **Subdomain:**

Instructional Strategies

### Supporting Source #3

**Instrument:** DIBELS

**Data Type:** Cognitive

**Findings:** 34 out of 48 students benchmarked at the Kindergarten level in the Spring.

### Supporting Source #4

## DATA TRIANGULATION

### Supporting Source #1

**Instrument:** Deep Analysis NRT

**Data Type:** Cognitive

**Findings:** 25 out of all 68 students scored the lowest on the subtest – read, comprehend, and respond.

### Supporting Source #2

**Instrument:** QST Classroom Survey

**Data Type:** Qualitative

**Findings:** Lessons need to include more graphic organizers in all content areas.

### Contribution Factors to the Weakness:

Teachers lack needed skills in differentiating instruction.

#### **Domain:**

Curriculum & Instruction

#### **Subdomain:**

Instructional Strategies

### Supporting Source #3

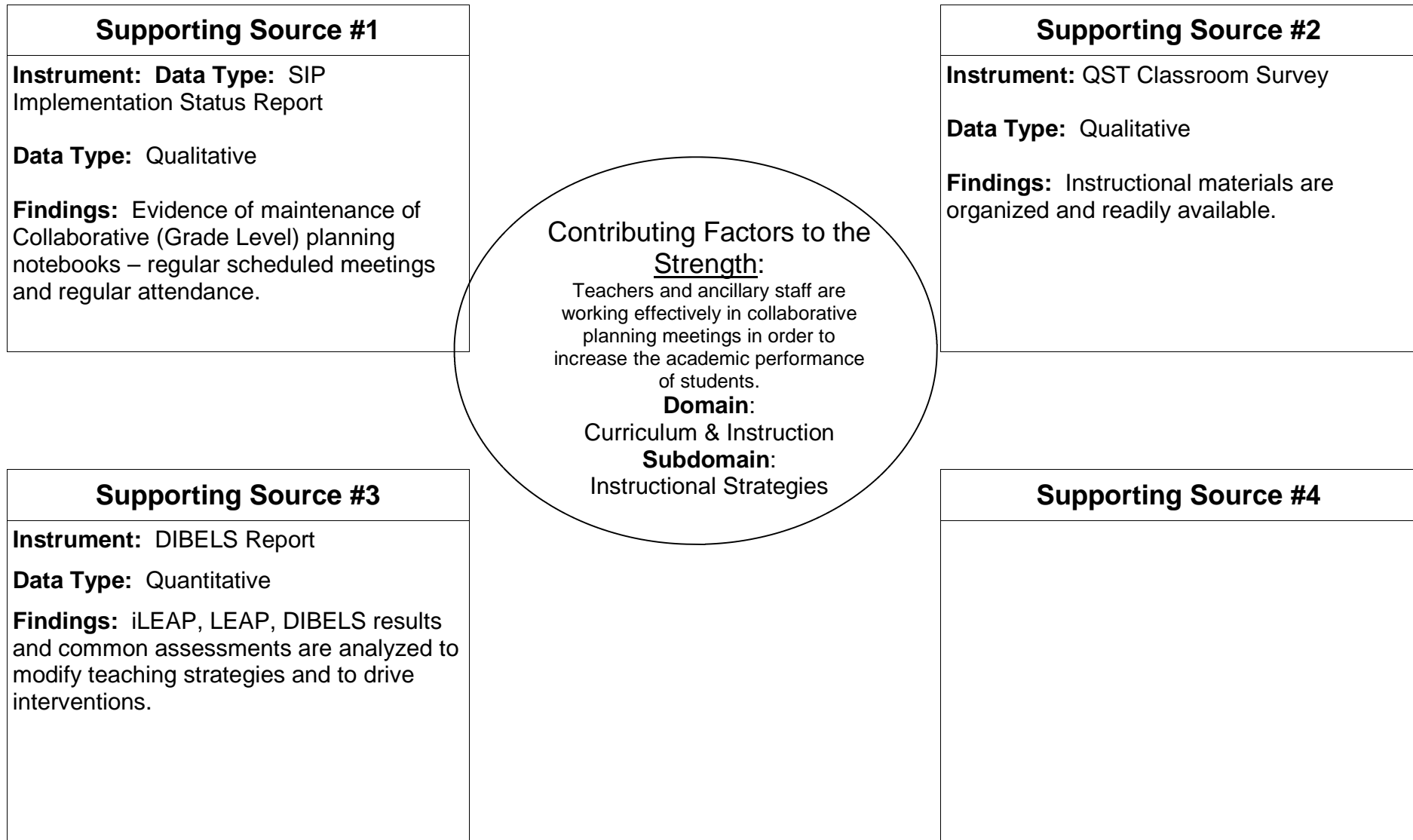
**Instrument:** iLEAP School Performance Report Assessment Worksheet

**Data Type:** Contextual Data

**Findings:** Significant difference in percentage of correct responses in multiple choice versus constructed response items.

### Supporting Source #4

## DATA TRIANGULATION



## DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

### Part 1:

**For Title I Schools:** ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP. This data should reflect findings on *Step 10* of the Trend Data Analysis worksheet.

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

STRENGTHS	DATA SOURCE
1. 63% of all fourth grade students scored Basic and/or above on ELA portion of LEAP.	LEAP 2008 Scores
2. Teachers worked collaboratively to improve classroom instruction.	QST Classroom survey

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. 25 out of all 68 students scored the lowest on the subtest - read, comprehend and respond.	LEAP 2008 scores
2. Significant difference in percentage of correct responses in multiple choice vs. constructed response items.	iLEAP School Performance Report Assessment Worksheet
3. Lessons need to include more graphic organizers in all content areas.	QST Classroom Survey

**The identified weaknesses will lead to the goals.**

## Part 2:

This data should reflect the findings from the needs assessment as reported on the Data Triangulation sheets.  
List the contributing factors from the attitudinal/perceptual, behavioral, and archival data of the previously identified strengths:

<b>CONTRIBUTING FACTORS TO THE STRENGTHS</b>	<b>DATA SOURCE</b>
1. Teachers and ancillary staff worked effectively to increase the academic performance of students	LEAP 2008 results
2. Collaborative efforts improved instruction in the classroom.	QST Classroom Survey
3. Students improved in all subtests of iLEAP and LEAP except one (11/12).	iLEAP, LEAP data

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

<b>CONTRIBUTING FACTORS TO THE WEAKNESSES</b>	<b>DATA SOURCE</b>
1. Due to the need to increase the use of differentiation, graphic organizers, and constructed response items, the students are not well-equipped with the necessary tools to increase their proficiency in all of the above areas.	Deep LEAP 21 and ILEAP Analysis QST Classroom observation
<del>5.</del>	

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

## SCHOOL PERFORMANCE SCORE CHART

<b>Baseline SPS</b> (Enter year and enter score)	<b>Growth SPS</b> (Enter year and enter score)	<b>Growth Target</b> (Enter year and enter target)
School Baseline SPS <u>2007</u> : <u>61.0</u>	School Growth SPS <u>2007</u> : <u>57.4</u>	School GT <u>2007</u> : <u>7.7</u>
School Baseline SPS <u>2006</u> : <u>65.7</u>	School Growth SPS <u>2006</u> : <u>74.5</u>	School GT <u>2006</u> : <u>5.7</u>
School Baseline SPS <u>2005</u> : <u>60.8</u>	School Growth SPS <u>2005</u> : <u>64.7</u>	School GT <u>2005</u> : <u>5.3</u>

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

## STRATEGY PLANNING WORKSHEET – GOAL 1

<p><b>GOAL 1:</b> Increase Student Achievement in Reading/English Language Arts</p>
<p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from <u>42%</u> in 2008 to <u>51.7%</u> in 2009.</li> <li>• 4<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on LEAP in English/language arts from <u>63%</u> in 2008 to <u>69.2%</u> in 2009.</li> <li>• 5<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from <u>44%</u> in 2008 to <u>50%</u> in 2009.</li> </ul>
<p><b>SCIENTIFICALLY BASED RESEARCH STRATEGY:</b> (Derived from the contributing factors) – Response to Intervention</p>
<p><b>Bibliographic Notation:</b> Fuchs, Douglas, Fuchs, Lynn. (Sept/Oct 2001). <i>Responsiveness –To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents</i>. Teaching Exceptional Children, 57 – 61. Fuchs, Douglas; Devery Mock; Paul L. Morgan and Caresa L. <i>Young Responsiveness-to-Intervention: Definitions, Evidence, and Implications for Learning Disabilities Construct</i> Gresham, F.M. (1991). <i>Conceptualizing behavior disorders in terms of resistance to intervention</i>, School Psychology Review, 20, 23-36. Gresham, Frank <i>Responsiveness to Intervention: an Alternative Approach to the Identification of Learning Disabilities</i>. University of California, Riverside. Mellard, Daryl. (Sept 2004) NRCLD Principal Investigator. <i>Understanding Responsiveness to Intervention in Learning Disabilities Determination</i>. Understanding RTI. Mellard, D.F., Byrd, S.E., Johnson, E., Tollefson, J.M., &amp; Boesche, L. (Fall 2004). Foundations and Research on Identifying Model Responsiveness-to-Intervention Sites. <i>Learning Disability Quarterly</i>, 27, 243-256. Torgesen, Joseph K. <i>Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters</i> Learning Disabilities Research &amp; Practice, 15(1), 55-64. Brown-Chidsey, R., Steege, M.W. (2005). <i>Response to Intervention Principles and Strategies for Effective Practice</i>. New York: Guilford</p>
<p><b>Brief Summary of Research:</b> Responsiveness to Intervention can be defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). <i>The Individuals With Disabilities Education Improvement Act</i> of 2004 (IDEA; P.L. 108-446) encourages educators to use Response-To-Intervention (RTI) as a substitute for, or supplement to, the Discrepancy Model to identify students with learning disabilities (LD). Although there is no universal RTI model, it is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic difficulties. Tier one provides high-quality instruction and behavioral supports in general education, tier two provides more specialized instruction for students whose performance and rate of progress lag behind classroom peers, and tier three provides comprehensive evaluation by a multidisciplinary team to determine if the student has a disability and is eligible for special education and related services. The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students and represent a better method of LD identification. The IQ-achievement discrepancy, which had been the predominant method of identifying learning disabilities since the original establishment of regulations was challenged on a number of issues (wrong students being identified, requires that students “wait to fail” before receiving needed services, does not lead to useful educational remediation of academic difficulties). The research has demonstrated through a</p>

number of studies (Mellard, Byrd, Johnson, Tollefson, & Boesche, 2004) that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way. In current aptitude-achievement discrepancy models, the standard of unexpected underachievement is when the student's achievement score is significantly lower than a predicted achievement score or a measure of cognitive ability or aptitude. In contrast, in the RTI concept, the student's achievement is lower than expected when compared to his/her grade level placement or same-age peers' performance where all students have been provided appropriate, scientifically-based instruction. RTI proposes discrepancy relative to opportunities to learn as a way of defining unexpected underachievement and, as such, offers promise for identifying at risk students for whom appropriate instruction has not proven effective.

**Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?** The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students. The research has demonstrated through a number of studies that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way.

**Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:** Assessment data are used to appropriately plan for instruction to meet individual needs of all students within the confines of the intended curriculum to ensure effective learning for all. Assessment data shall consist of all appropriate curriculum-related testing along with Individual education plans for exceptional students (SWD) and Language Assessment Scales and ELDA results for ELLs as appropriate. ESL teachers, resource teachers, and inclusion teachers shall work in collaboration with content teachers to differentiate instruction

**If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:** This strategy will assist all subgroups because it will target specific individual deficiencies and address them in the classroom, after-school tutorial and individual/small group instruction.

**Procedures for Evaluating the Goal, Objective(s) and Strategy:** 1) We will use Spring 2008 data from READ 180 Lexile scores. We expect to increase by 10% within the targeted Grade 4 reading level. 2) We will use Spring 2008 data from Assessments. We expect to increase by 10% within the targeted Grades 1-5 math and reading levels. 3) We will use Spring 2008 DIBELS data results. We expect to increase by 20% within the targeted Grades K-3 reading levels.

**ACTION PLAN – GOAL 1**

SAP Indicator	<b>Activity(ies)</b> Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>####**In August 2008, Principal, reading coach and resource teacher will facilitate initial training to all instructional staff on the RTI model which includes multiple tiers that provide a sequence of services / programs.</p> <ul style="list-style-type: none"> <li>• Tier 1 provides high quality instruction and behavioral supports for all.</li> <li>• Tier 2 provides specialized and strategic instruction for students whose performance lags behind classroom peers.</li> <li>• Tier 3 provides intensive services for students who are not on grade level.</li> </ul> <p>**Follow up training will be on-going.</p>	Title I	600	\$300.00	<p>Teachers will organize for learning to meet the individual needs of their students.</p> <p>Student work/ performance will improve</p>	<p>Principal will conduct weekly walk throughs and review teacher lesson plans for evidence of RTI implementation. Student progress will be monitored and measured by diagnostic data that is initially intended as assessment <u>for</u> instruction.</p>

SAP Indicator	<b>Activity(ies)</b> Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	From August, 2008 through May, 2009, the Principal and <b>Reading Coach</b> will assist grade level teams during weekly collaborative planning with the implementation and continuation of RTI as used in Open Court.	Title I	100 LEAP Buster/ LEAP Coach	\$200.00	All teachers will implement the RTI (Reading) model as intended.  Taught lessons will be differentiated and student centered.  Student work/ performance will improve.	Principal will conduct weekly walk throughs, review teacher lesson plans, and maintain logs of team meetings. (Collaborative teams will follow team meeting protocols as set forth by the Assistant Superintendent.)  Student performance will be measured by individual student assessments as analyzed by collaborating teachers (ie. Reading Coach, interventionist, resource teacher, inclusion teacher and / or ESL teacher) responsible for working with students within the different tiers and of the unit Edusoft benchmark assessments.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>Selected staff members will provide strategic instruction for students whose performance lags behind classroom peers as well as, intensive services for students who are not on grade level at a minimum of four times per week. This process will begin August 2008 and will be utilized daily until May 2009.</p> <p>City Year will be assigned to grade levels K-5 to provide small group direct instruction to students in reading and math.</p> <p>Students will receive after-school tutoring in grades 3-5 in reading and math.</p> <p>**Teachers will assist in providing a Literacy Night for parents Pre K-5 to help students in reading.</p> <p>* Librarian and teachers will implement Charlotte's Web Superintendent's Reading Club, throughout the school year.</p> <p>* Selected teachers will conduct an Academic Fair and Spelling Bee for grades 2-5.</p> <p>From August 2008 through May 2009, all teachers will implement the Accelerated Reading Program for all grades. In August 2008, the Librarian or a Trained Professional will facilitate initial training on the Accelerated Reading Program.</p>	<p>Grant</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p></p> <p>100</p> <p>600</p> <p>600</p> <p>600</p> <p>600</p>	<p>0</p> <p>\$4,000.00</p> <p>\$ 200.00</p> <p>\$1,000.00</p> <p>\$ 100.00</p> <p>\$1,499.00</p>	<p></p> <p>Reading grades will improve. Packets provided for parents.</p> <p>Increase in number of books checked out monthly</p> <p>Grade level participation: Grades 2-3, 4-5.</p> <p>Reading scores and performance will improve.</p>	<p>Teams will use rubrics to examine student work on a weekly basis.</p> <p>Student performance will be measured by weekly common assessments and end of the unit benchmark assessments.</p> <p>Student performance will be measured by increase in report card grades of C or above. Agenda/Signature Sheets</p> <p>Librarian and teacher will evaluate success on teacher tests.</p> <p>Participates and succeeds in district wide Spelling Bee.</p> <p>Student performance will be measured by improved scores on the Accelerated Reading Test. The Librarian and classroom teachers will monitor and evaluate scores from the assessment tool.</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)

* Writing Assessment Training	Title I			Increase in student performance on constructed response items and writing prompts.	Increase in test scores and performance.
Principal will conduct a book study on RTI.	Title I	600	\$800.00	Will increase in success with interventions.	Student performance will be measured at the end of unit.

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## STRATEGY PLANNING WORKSHEET – GOAL 2

<p><b>GOAL 2:</b> Increase Student Achievement in Mathematics</p>
<p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from <u>32%</u> in 2008 to <u>50%</u> in 2009.</li> <li>• 4<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from <u>43%</u> in 2008 to <u>52.5%</u> in 2009.</li> <li>• 5<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from <u>31%</u> in 2008 to <u>42.5%</u> in 2009.</li> </ul>
<p><b>SCIENTIFICALLY BASED RESEARCH STRATEGY:</b> (Derived from the contributing factors) – Response to Intervention</p>
<p><b>Bibliographic Notation:</b> Douglas, Fuchs, Lynn. (Sept/Oct 2001). <i>Responsiveness –To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents</i>. Teaching Exceptional Children, 57 – 61. Fuchs, Douglas; Devery Mock; Paul L. Morgan and Caresa L. <i>Young Responsiveness-to-Intervention: Definitions, Evidence, and Implications for Learning Disabilities Construct</i> Gresham, F.M. (1991). <i>Conceptualizing behavior disorders in terms of resistance to intervention</i>, School Psychology Review, 20, 23-36. Gresham, Frank <i>Responsiveness to Intervention: an Alternative Approach to the Identification of Learning Disabilities</i>. University of California, Riverside. Mellard, Daryl. (Sept 2004) NRCLD Principal Investigator. <i>Understanding Responsiveness to Intervention in Learning Disabilities Determination</i>. Understanding RTI. Mellard, D.F., Byrd, S.E., Johnson, E., Tollefson, J.M., &amp; Boesche, L. (Fall 2004). Foundations and Research on Identifying Model Responsiveness-to-Intervention Sites. <i>Learning Disability Quarterly</i>, 27, 243-256. Torgesen, Joseph K. <i>Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters</i> Learning Disabilities Research &amp; Practice, 15(1), 55-64. Brown-Chidsey, R., Steege, M.W. (2005). <i>Response to Intervention Principles and Strategies for Effective Practice</i>. New York: Guilford</p>
<p><b>Brief Summary of Research:</b> Responsiveness to Intervention can be defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). <i>The Individuals With Disabilities Education Improvement Act</i> of 2004 (IDEA; P.L. 108-446) encourages educators to use Response-To-Intervention (RTI) as a substitute for, or supplement to, the Discrepancy Model to identify students with learning disabilities (LD). Although there is no universal RTI model, it is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic difficulties. Tier one provides high-quality instruction and behavioral supports in general education, tier two provides more specialized instruction for students whose performance and rate of progress lag behind classroom peers, and tier three provides comprehensive evaluation by a multidisciplinary team to determine if the student has a disability and is eligible for special education and related services. The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students and represent a better method of LD identification. The IQ-achievement discrepancy, which had been the predominant method of identifying learning disabilities since the original establishment of regulations was challenged on a number of issues (wrong students being identified, requires that students “wait to fail” before receiving needed services, does not lead to useful educational remediation of academic difficulties). The research has demonstrated through a number of studies (Mellard, Byrd, Johnson, Tollefson, &amp; Boesche, 2004) that an RTI framework can benefit students by addressing</p>

academic difficulties in an individualized and timely way. In current aptitude-achievement discrepancy models, the standard of unexpected underachievement is when the student's achievement score is significantly lower than a predicted achievement score or a measure of cognitive ability or aptitude. In contrast, in the RTI concept, the student's achievement is lower than expected when compared to his/her grade level placement or same-age peers' performance where all students have been provided appropriate, scientifically-based instruction. RTI proposes discrepancy relative to opportunities to learn as a way of defining unexpected underachievement and, as such, offers promise for identifying at risk students for whom appropriate instruction has not proven effective.

**Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?** The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students. The research has demonstrated through a number of studies that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way.

**Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:** Assessment data are used to appropriately plan for instruction to meet individual needs of all students within the confines of the intended curriculum to ensure effective learning for all. Assessment data shall consist of all appropriate curriculum-related testing along with Individual education plans for exceptional students (SWD) and Language Assessment Scales and ELDA results for ELLs as appropriate. ESL teachers, resource teachers, and inclusion teachers shall work in collaboration with content teachers to differentiate instruction

**If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:** This strategy will assist all subgroups because it will target specific individual deficiencies and address them in the classroom, after-school tutorial and individual/small group instruction.

**Procedures for Evaluating the Goal, Objective(s) and Strategy:** 1) We will use Spring 2008 data from CRT/NRT. We expect to increase by 20% within the targeted Grades 1-5 reading level. 2) We will use the number of constructed response items scored with the state rubric administered during the 2008-09 school year. We expect to increase by 20% in the use of constructed response items from 2007-08 to 2008-09 school year. All students enrolled in math across all grade levels will increase the percentage of use of constructed response items.



SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>From August 2008 through May 2009, the Principal will meet with grade level teams and Coach during weekly collaborative planning and the implementation of RTI in Math. Teachers will use data to make decisions about groups and interventions needed.</p> <p>Additional time will be added to math to allow time for interventions. Tiers II and III will also be addressed in after school tutoring and during daily intervention time at 2:30-3:15.</p> <p>From August 2008 through May 2009 Calendar Math will be implemented during daily warm-up practices to reinforce and practice skills.</p> <p>Exxon/Mobile Ambassador Program will provide demonstration lessons and assist with tutoring in grades 3-5.</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>600</p> <p>100</p> <p>600</p> <p>600</p>	<p>\$ 100.00</p> <p>\$4,000.00</p> <p>\$ 500.00</p> <p>\$ 50.00</p>	<p>All teachers will implement the RTI (Reading) model as intended.</p> <p>Taught lessons will be differentiated and student centered.</p> <p>Student work/ performance will improve.</p> <p>All teachers will implement the Calendar Math model as intended.</p>	<p>Principal will conduct weekly walk throughs, review teacher lesson plans, and maintain logs of team meetings. (Collaborative teams will follow team meeting protocols as set forth by the Assistant Superintendent.)</p> <p>Student performance will be measured by individual student assessments as analyzed by collaborating teachers (i.e. interventionist, resource teacher, inclusion teacher and / or ESL teacher) responsible for working with students within the different tiers and of the unit Edusoft benchmark assessments.</p> <p>Student performance will be measured by assessments and end of the unit Edusoft benchmark assessments</p>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>Selected staff members, and City Year Team members will provide strategic instruction for students whose performance lags behind classroom peers as well as intensive services for students who are not on grade level at a minimum of two times per week.</p> <p>City Year Team members will work with small groups during mathematics to ensure that students master concepts and skills.</p> <p>Principal, Reading Coach, and targeted teachers will provide coffee and conversation to assist parents in reading.</p> <p>The I Care facilitator will provide success in school sessions for parents to assist them with their children.</p>	<p>Grant</p> <p>Grant</p> <p>Title I/P.I.</p> <p>I CARE</p>	<p>600</p>	<p>\$300.00</p>	<p>Teachers will organize for learning to meet the individual needs of their students.</p> <p>Student work/ performance will improve.</p> <p>Students and parents will work cooperatively to improve academic performance.</p> <p>Students will become more interested in school as measured by participation grades and increased attendance</p>	<p>Principal will conduct weekly walk throughs, review teacher lesson plans, and maintain logs of team meetings. (Collaborative teams will follow team meeting protocols as set forth by the Assistant Superintendent.)</p> <p>Teams will use rubrics to examine student work on a weekly basis.</p> <p>Student performance will be measured by weekly common assessments and end of the unit Edusoft benchmark assessments.</p> <p>Increase in grades and other common assessments.</p> <p>The sign in sheet and log will be used to analyze the improvement in targeted students.</p>

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 ## Indicates Discipline Support Activities (if applicable)  
 ### Indicates PK –12 Literacy Activities (if applicable)

**TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS**

<b>Funding Sources</b>	<b>Title I</b>	<b>Magnet</b>	<b>PI</b>	<b>FSI</b>	<b>Other</b>						<b>Total</b>
100 Salaries	\$41,104.00										\$ 41,104.00
200 Benefits	\$13,032.05										\$ 13,032.05
300 Purchased Professional Services											
400 Purchased Property	\$ 3,800.00										\$ 3,800.00
500 Other Purchased Services	\$ 4,500.00										\$ 4,500.00
600 Materials & Supplies	\$56,227.95		\$ 1,589.52								\$ 57,817.47
Indirect Costs (if applicable)											
700 Property											
800 Other Objects											
900 Other Uses of Funds											
<b>Total</b>	<b>\$118,664.00</b>		<b>\$ 1,589.52</b>								<b>\$120,253.52</b>

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

## FEDERAL FUNDING

<b>Title I, Part A, Expenditures</b> (Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	\$ 20,253.70
Non SIP Expenditures (list)	
<b>Total Title I, Part A, Expenditures</b>	

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

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

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

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	

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

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