

The seal of the Louisiana State Department of Education is centered in the background. It features a circular design with the text "STATE OF LOUISIANA" at the top and "DEPARTMENT OF EDUCATION" at the bottom. In the center is a figure holding a torch and a scroll, with the motto "CONFIDENCE" below it.

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

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

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

Submission Date: *04/27/2009*

Progress Elementary
PreK – 5th
855 Progress Road
Baton Rouge, Louisiana
Mrs. Sarah Burke-Henry
225-775-4986
lburhenry@ebrschools.org

Check where applicable:

- Louisiana Approved School X
- 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: _____

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
Sarah Henry	Principal
Sharon Williams	Self-Contained ESS Teacher
Gaynell Johnson	Fifth Grade Teacher
Dana Smith	Guidance Counselor
Judith Holston	Fourth Grade Teacher
Mr. Mannie Hardy	Exxon Mobil
Mrs. Joyce Faggett	Retired Educator
Mr. Lafayette Harrison	Retired Educator

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 38 Date: April 27, 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	Sarah Henry	Principal		
2	Beth Wilson	Speech Specialist		
3	Bettye Jackson	Speech Specialist		
4	Blanca Rush	Spanish Teacher		
5	Carolyn Grant	Teacher Aide		
6	Chantell Patterson	Pre-K BEST		
7	Deadra Moore	Kindergarten Teacher		
8	Kimberly Samuel	Kindergarten Teacher		
9	Artamise Mims	Kindergarten Teacher		
10	Edna Howard	Special Education Resource Teacher		
11	Erlinda Hinton	Second Grade Teacher		
12	Angelisa Navales	Second Grade Teacher		
13	Gaynell Simon	Second Grade Teacher		
14	Hilda Smart	Pre-K – Special Education		
15	Janie Guillory	Librarian		
16	Joyce Sadler	Physical Education Teacher		
17	Judith Holston	Fourth Grade Teacher		
18	LeCledé Tate	Fourth Grade Teacher		
19	Paula August	Fourth Grade Teacher		
20	Kristi Marchiafava	Fifth Grade Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
21	Gaynell Johnson	Fifth Grade Teacher		
22	Shaneika Merrill-Sims	Math Coach		
23	Monica James	Third Grade Teacher		
24	Alyssa Chauvin	Third Grade Teacher		
25	Pedronia Turner	Reading Coach		
26	Marian Jagers	First Grade Teacher		
27	Ruth Ross	First Grade Teacher		
28	Kenika Ayala	First Grade Teacher		
29	Maximita Tolentino	Teacher Aide		
30	Mary Price	Time-Out Monitor		
31	Sharon Williams	Special Education		
32	Dana Smith	Guidance Counselor		
33	Fannie Edwards	Resource Teacher		
34	Barbara Franklin	School Clerk		
35	Carolyn Thomas	Read 180 Teacher		
36	Joyce Veal	Special Education Aide		
37	Thornard Cummings	Special Education Aide		
38	Domonique Robertson	Special Education Aide		
39				

MISSION STATEMENT

[Click Here to Enter Your School's Mission Statement; Allow Word Wrapping](#)

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

Name	Title/Occupation
Sarah Burke-Henry	Principal
Edna Howard	Special Education Teacher
Helen Walker	Parent
Mary Price	Staff
Jaylin Britton	Student
Paula August	Teacher
Lafayette Harrison	Community Volunteer
Mannie Hardy	Sponsor

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>14</u>		
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership	X	<u>14</u>		
Pre-School Program	X	<u>26</u>		
School-to-Work				
The Strategic Instruction Model (SIM)				
Other: Click Here to Enter				
Click Here to Enter				

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

- [Click Here to Enter](#)

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

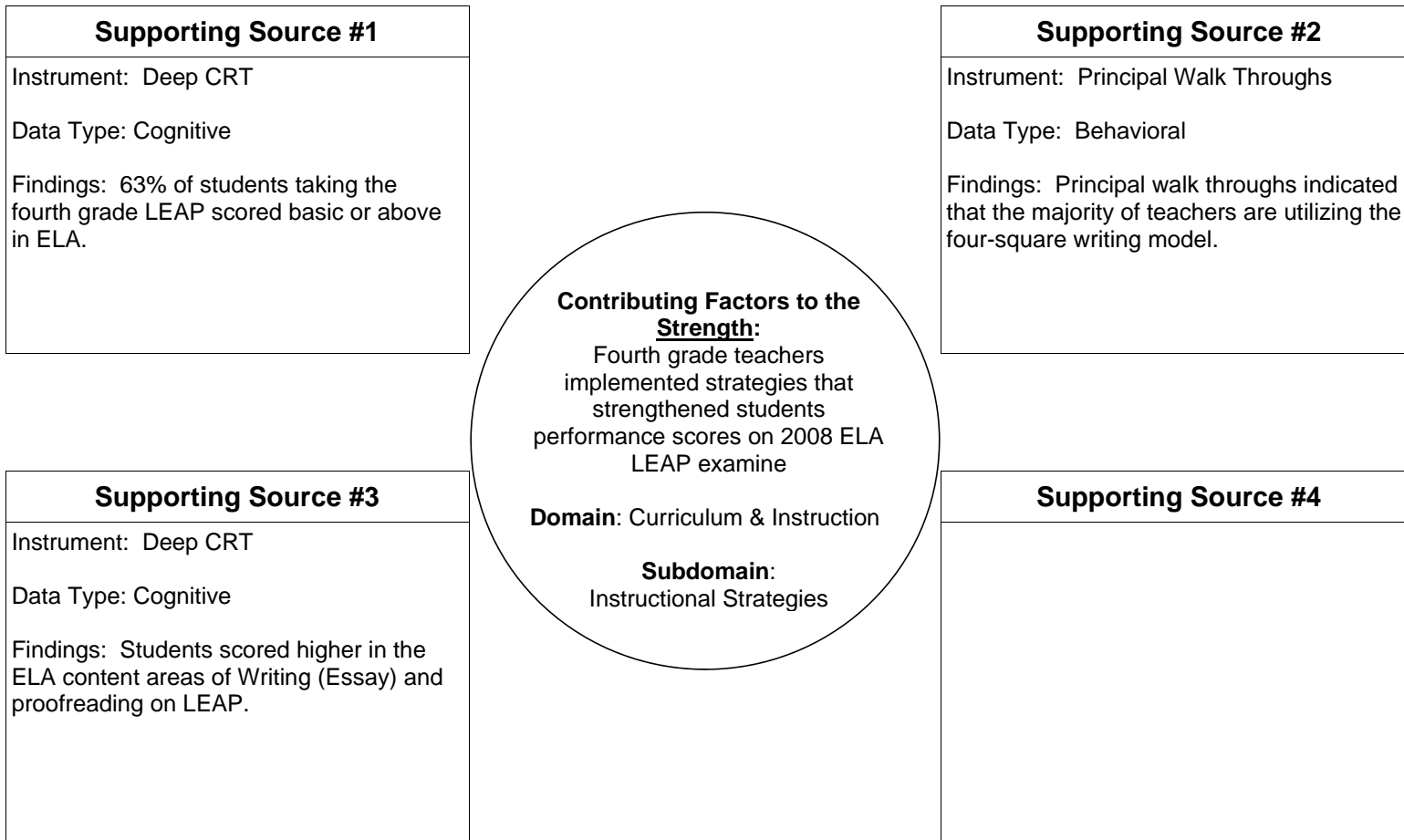
- [Click Here to Enter](#)

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	8/10/09	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	8/10/09	Yes
Security Procedures (metal detectors, etc.)	§ 339/741	8/10/09	Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	8/10/09	Yes
Student Code of Conduct	§ 1115/741	8/10/09	Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	8/10/09	Yes

School Partnerships (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

DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1
<p>Instrument: QST (Data Team Observations)</p> <p>Data Type: Behavioral</p> <p>Findings: QST (external observers) documented that faculty and staff conducts data team meetings that foster addressing and meeting the individual need of students academic concerns.</p>

Supporting Source #2
<p>Instrument: Collaborative Planning Agendas, Logs, and minutes</p> <p>Data Type: Quantitative</p> <p>Findings: Principals and teachers designate time, weekly, to analyze student data, determine successes, and plan next steps.</p>

Contributing Factors to the Strength:
Principal and teachers plan instruction based on data (makes data driven decisions).

Domain: School Culture

Subdomain: Collaboration

Supporting Source #3
<p>Instrument: Buckle Down, Edusoft, Common Assessments (CRT)</p> <p>Data Type: Cognitive</p> <p>Findings: Students performed better on assessments, after teachers have collaboratively evaluated and analyzed student testing data and devise a plan to address students' academic concerns.</p>

Supporting Source #4
<p>Instrument:</p> <p>Data Type:</p> <p>Findings:</p>

DATA TRIANGULATION

Supporting Source #1

Instrument: Deep CRT

Data Type: Cognitive

Findings: Students in grades 3 and 5 scored higher the content area of history and civics. (iLEAP reported that average number of questions answered correctly by 3rd graders in the content area of history and/or civics was 71%; and 56% correctly answered by 5th graders in the same content areas.)

Supporting Source #2

Instrument: Teacher's observation forms/checklist (Principal Walk Throughs) (Lesson plan/RUBRIC submitted)

Data Type: Behavioral

Findings: Students in fourth grade are engaged in more hands on projects and real-life simulated activities that are related to civics and government.

Contributing Factors to the Strengths:
 Teachers provide students with more hands-on, real world activities in the social studies sub-content area of civics/government

Domain: Curriculum & Instruction

Subdomain: Instructional Strategies

Supporting Source #3

Instrument: CRT 4th Questionnaire

Data Type: Attitudinal

Findings: Fourth grade LEAP questionnaire reported that students believe that they are engaged in activities pertaining to civics and government at least once a week.

Supporting Source #4

Instrument:

Data Type:

Findings:

DATA TRIANGULATION

Supporting Source #1

Instrument: Deep CRT

Data Type: Cognitive

Findings: 76% of Students in grade 3rd , 59% of students in grade 4th and 63% of 5th grade students scored lower on constructed response type questions in all subject areas.

Supporting Source #2

Instrument: Principal Walkthroughs

Data Type: Behavioral

Findings: Principal walk throughs noted that, while conducting classroom observations, there was a lack of student questioning/activities on the higher levels of Bloom's Taxonomy.

Contributing Factors to the Weakness:
 There is a lack of questioning that requires HOTS (Higher Order Thinking Skills) across the curriculum
Domain:
 Curriculum and Instruction
Subdomain:
 Instructional Strategies

Supporting Source #3

Instrument: QST Classroom Survey

Data Type: Behavioral

Findings: External observers noted that questioning on the knowledge level occurred during 85% of the time during classroom instruction.

Supporting Source #4

Instrument: LEAP Student Questionnaire

Data Type: Attitudinal

Findings: 2008 LEAP student questionnaire reports students indicated the majority of mathematical concepts are typically computational.

DATA TRIANGULATION

Supporting Source #1
Instrument: Deep CRT
Data Type: Cognitive
Findings: 56 percent of fourth grade students did not score proficient in the area of mathematics on 2008 LEAP state assessment test; 69% of 5 graders and 58% of 3 rd graders didn't score proficient on 2008 iLEAP in the area of mathematics.

Supporting Source #2
Instrument: QST Classroom Survey
Data Type: Behavioral
Findings: External observers noted that students were engaged in whole class instruction in 61% of classrooms visited.

Contribution Factors to the Weakness:
There is a lack of differentiated instruction in ELA and Math

Domain: Curriculum & Instruction

Subdomain:
Instructional Strategies

Supporting Source #3
Instrument: Principal Walk Throughs
Data Type: Behavioral
Findings: Principal noted that during the classroom observations, students were engaged in whole class instruction in 60% of teachers' classrooms visited. There was very little evidence of differentiated instruction during lessons involving mathematics.

Supporting Source #4

DATA TRIANGULATION

Supporting Source #1

Instrument: Deep CRT

Data Type: Cognitive

Findings: Deep CRT reports reveal that 70% of 4th graders, 71% of 3rd graders did not score proficient in science.

Supporting Source #2

Instrument: Walk Throughs (observations)

Data Type: Behavioral

Findings: Principal walk throughs noted that 89% of the questions and activities that students were engaged in were on the knowledge level of Blooms Taxonomy. Only approximately 9% of activities observed required students to engage in learning at the analysis level or higher. During these observations students were engaged in the utilization of hands on materials or /and manipulatives, which in turn resulted in HOT (Higher Order Thinking).

Contributing Factors to the Weakness:
 Teachers need strategies and deep understanding of the pedagogy for teaching science and math effectively.

Domain: Curriculum and Instruction

Subdomain: Instructional strategies &

Supporting Source #3

Instrument: Deep CRT

Data Type: Cognitive

Findings: 55% of students had the lowest performance in the content standards of earth and space science.

Supporting Source #4

Instrument:

Data Type:

Findings:

Part 1:

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. Large percentage of 4 th grade students possess adequate skill in ELA	Deep CRT- LEAP Data
2. Teachers and Principal plans instruction based on data	QST Observations
3. Students in 3 rd and 5 ^h grade scored highest in the content area of civic on the social studies part of iLeap.	Deep CRT – iLEAP Data
4.	
5.	

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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. There is a lack of higher order level questioning/thinking	Deep CRT – LEAP, iLEAP, Principal Walkthroughs
2. There is a lack of differentiated instruction	Deep CRT, Principal Walkthroughs, QST reports
3. There is a lack of skills necessary to perform proficient in science on LEAP and iLEAP.	LEAP and iLEAP
4.	
5.	

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>2008</u> : <u>Score</u>	School Growth SPS <u>2008</u> : <u>Score</u>	School GT <u>2008</u> : <u>Target</u>
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>

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 percentage of students scoring Proficient on iLEAP in English/language arts from 42% in 2008 to 51.7% in 2009.
- 4th Grade - Increase the percentage of students scoring Proficient on LEAP in English/language arts from 63% in 2008 to 69.2% in 2009.
- 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from 44% in 2008 to 50% in 2009.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – DATA DRIVEN DECISION MAKING

Bibliographic Notation: Black, S. (1996). Redefining the teacher's role. *The Executive Educator* (March). 23-26.EJ 519 765.

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

Brederson, P. (March 1989). *Redefining leadership and the roles of school principals: Response 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.

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

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

Kirby, P.C. & Bogotch, I. (April 1993). *Information utilizing in restructuring schools. The role of the beginning principal*. ED 359 646. Paper presented at the annual meeting of the American Educational Research Association, Atlanta. 18 pages.

McLean, J. E. (1995). *Improving education through action research: A guide for administrators and teachers*. ED 380 884. The Practicing Administrator's Leadership Series. Roadmaps to Success. Thousand Oaks, CA: Corwin Press.

Wallace, R. C., Jr. (1996). *From vision to practice: The art of educational leadership*. Thousand Oaks, CA: Corwin Press.

Watt, M.L. & Watt, D. L. (1991). *Teacher research, Action research*. The LOGO Action Research Collaborative. Report No. 91-4. Ed 341 686 Newton, MA: Education Development Center.

<p>Journals:</p> <p>“Data and Research.” National Staff Development Council, 2006. http://www.nsd.org/library/research.cfm</p> <p>“Resources for Staff Development.” National Staff Development Council, 2006. http://www.nsd.org/library/resources.cfm</p> <p>“Publication.” <i>3D Data-Drive Decision Making</i>. ERIC Literature Review. 2005. http://3d2know.cosn.org/publications.html</p> <p>“Presentation.” <i>3D Data-Drive Decision Making</i>. ERIC Literature Review 2005. http://3dknow.cosn.org/other.html</p> <p>“Self Assessment.” <i>3D Data-Drive Decision Making</i>. ERIC Literature Review. 2005 http://3d2know.cosn.org/assessment/survey.cfm.</p>
<p>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.</p>
<p>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 Data Driven Decision Making 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 utilizing the Data Driven Decision Making framework can benefit students by addressing academic difficulties in an individualized and timely way. In addition, teachers can make necessary adjustments to teaching and instructional styles quickly based on data, therefore quickly identifying any areas of academic concern and promptly addressing them.</p>
<p>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</p>
<p>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.</p>
<p>Procedures for Evaluating the Goal, Objective(s) and Strategy: 1) We will use Spring 2009 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.</p>

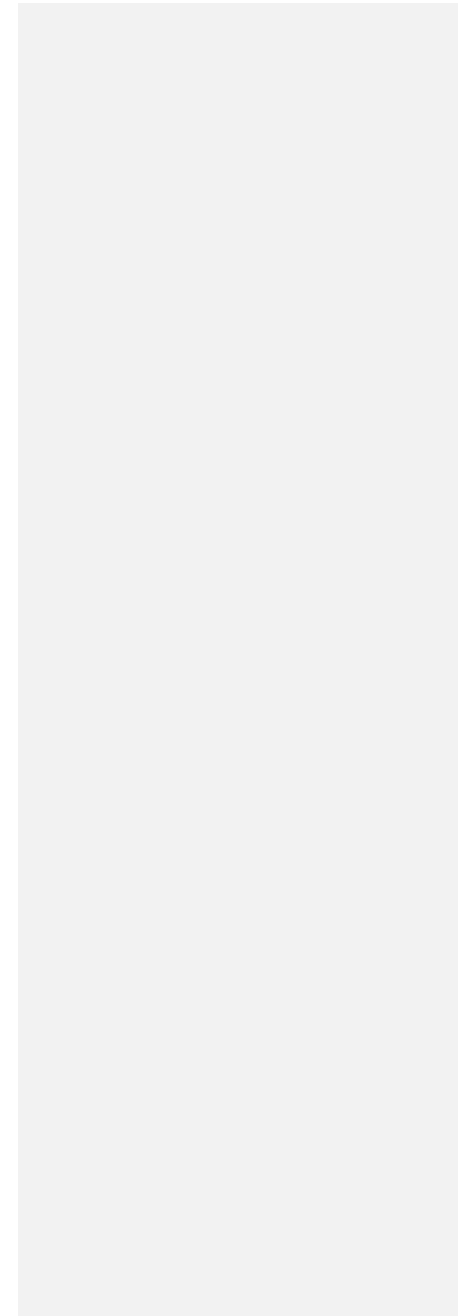
SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (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>###In August 2009, an Accelerated Reader consultant will conduct follow-up training on the usage of Accelerated Reader (AR) for Principal, Teachers, librarian, and ancillary staff.</p> <p>####From August 2009-May 2010, Principals, reading coach, teachers and librarian will implement the Accelerated Reading program with students grades k-5. Also during this time, from August 2009- May 2010, students in grades 3-5 will utilized KidBiz 3000 to increase reading comprehension, vocabulary, and writing proficiency.</p> <p>As a follow-up, teachers will generate reports and analyze and review data collected from AR and KidBiz 3000 reports. Teachers will discuss areas of concerns during grade level collaborative planning meetings. Teachers will calculate AR points as part of students overall grade.</p> <p>Parents will be notified of students' progress by means of AR reports. Parents will receive information regarding the programs via newsletter and Family Literacy Night.</p> <p>####In October 2009, Reading Coach will facilitate a Family Literacy Night (Presentations by 1st, 3rd & 4th grade classes). During Literacy night, parents will be given information regarding KidBiz3000, and accelerated Reading. AR reports will be sent home to parents.</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>600</p> <p>600</p> <p>600</p> <p>600</p>	<p>1499</p> <p>12,700</p> <p>200</p> <p>2595</p>	<p>Students will participate in the Accelerated Reading Program.</p> <p>Students' reading fluency and comprehension will improve.</p> <p>Improvements on district and state assessments will result after implementation.</p> <p>Reading grades will improve.</p> <p>Parents will have an understanding of the goals and expectations of the AR and KidBiz 3000 Programs. Parents will understand how to read and understand reports.</p>	<p>Principal, Reading Coach, Librarian and teachers will generate Accelerated Reading Reports indicating the number of books read and test for student, as well as their grade received for the AR comprehension assessment.</p> <p>Student achievement will be measured on the Achieve 3000/KidBiz 3000 database. Feedback is also given to the students as they complete each activity.</p> <p>Parent sign in sheets at Literacy Night. Information will be sent home to parents not in attendance.</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)
Louisiana State Department of Education - EBRPSS	<p>## Principal will conduct an In-service with classroom teachers, coaches, ancillary staff, paraprofessional and support staff on PBIS. PBIS will be implemented school wide, grades pre-k – 5.</p> <p>##Principal, teachers, faculty and support staff will implement the PBIS (Positive Behavioral Interventions and Support) for the purpose of sustaining school wide disciplinary practices. Students grades pre-K – 5 will participate in the program with the goal of preventing the development and intensifying of problem behaviors and maximize academic success for all students.</p> <p>## Follow-up: Beginning in August 2009, school guidance counselor will conduct behavioral intervention sessions with students in grades pre-K through Fifth.</p> <ul style="list-style-type: none"> - Students with referrals for inappropriate behavior at school will receive small group counseling. School counselor will counsel small groups consisting of 2-6 students, while focusing on the behavioral issues of the student. For example, students referred for fighting, will report to the counselor to engage in lesson centered around conflict resolution, forfeiting recess, computer lab, Spanish, etc. Group sessions will be 30 minutes and focus on the students' negative behavior at school. Parents will be encouraged to attend counseling sessions. 	Title I	600	200	<p>Implementation of the program will increase instructional time, decrease in office discipline referral, reduce the amount of time teachers spend addressing behavior issues.</p> <p>Students will develop a strategic approach to problem solving.</p> <p>The number of classroom disruptions due to negative behavior will be minimal. Fewer classroom disruptions contribute to more instructional time.</p> <p>As a result of these sessions, students should display less inappropriate classroom behavior; the number of infractions should decrease.</p>	<p>Reduction in negative student behavior, the number of teacher referrals as a result of the behavior, and the number of students sent to the discipline center.</p> <p>Parents must attend the counseling session or the student will be sent to the discipline.</p> <p style="text-align: right;">School Improvement Plan 08-09</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>In August teachers along with the reading coach will analyze data from the previous school year and generate a list of ELA skills that have posed the most difficult for students. This process will be done for grades Pre-K- 5th grade.</p>	Title I	600	200	Students will become more proficient in vocabulary, comprehension, CUPS (capitalization, utilization, punctuation and spelling).	Honoring students achievement (monthly), Honoring student achievement (quarterly)
	<p>***Beginning in September, reading coach and pre-K – 5 teachers will facilitate school wide ELA initiative. The literacy coach and teachers will select one skill bi-weekly per grade level as a “focus skill”. Students will answer or respond to questions. Correct answers will be rewarded. Beginning September 2009, Questions will be posted bi-weekly per grade level around the campus. Questions may focus on any ELA skill taught during the given unit(s), questions may focus on vocabulary strategies, usage, etc.</p>	Title I	100	7050	Performance on assessments will improve due to increased student performance.	Teachers will maintain a record of skills addressed and number of questions answered correctly by each student.
	<p>Follow-up will be ongoing. Principal, teachers, and coach will discuss students’ performance on ELA tasks during collaborative planning, to discuss if skills are being mastered or if they need to be reviewed/re-taught, etc.</p>	Title I	600	300		
	<p>**Students with outstanding performance on ELA performance tasks will be recognized by principal, teachers, staff and parents. Principal, teachers, support staff and parents will also recognize Students of the month for outstanding student performance and behavior. These students will be honored at a luncheon for students of month. Parents will be invited to attend. Students will be recognized in newsletter.</p>	Title I	600	1000		
Louisiana State Department of Education	<p>**Students will be honored at awards ceremony each nine week period.</p>			22		School Improvement Plan 08-09

* 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 percentage of students scoring Proficient on iLEAP in mathematics from 32% in 2008 to 50% in 2009.
- 4th Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from 43% in 2008 to 43% in 2009.
- 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 31% in 2008 to 42.5% in 2009.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) - DATA DRIVEN DECISION MAKING

Bibliographic Notation: Black, S. (1996). Redefining the teacher's role. *The Executive Educator* (March). 23-26.EJ 519 765.

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

Brederson, P. (March 1989). *Redefining leadership and the roles of school principals: Response 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.

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

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

Kirby, P.C. & Bogotch, I. (April 1993). *Information utilizing in restructuring schools. The role of the beginning principal*. ED 359 646. Paper presented at the annual meeting of the American Educational Research Association, Atlanta. 18 pages.

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Wallace, R. C., Jr. (1996). *From vision to practice: The art of educational leadership*. Thousand Oaks, CA: Corwin Press.

Watt, M.L. & Watt, D. L. (1991). *Teacher research, Action research*. The LOGO Action Research Collaborative. Report No. 91-4. Ed 341

686 Newton, MA: Education Development Center.

Journals:

“Data and Research.” National Staff Development Council, 2006. <http://www.nsd.org/library/research.cfm>

“Resources for Staff Development.” National Staff Development Council, 2006. <http://www.nsd.org/library/resources.cfm>

“Publication.” *3D Data-Drive Decision Making*. ERIC Literature Review. 2005. <http://3d2know.cosn.org/publications.html>

“Presentation.” *3D Data-Drive Decision Making*. ERIC Literature Review 2005. <http://3dknow.cosn.org/other.html>

“Self Assessment.” *3D Data-Drive Decision Making*. ERIC Literature Review. 2005 <http://3d2know.cosn.org/assessment/survey.cfm>.

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? The emphasis of Data Driven Decision Making 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 utilizing the Data Driven Decision Making framework can benefit students by addressing academic difficulties in an individualized and timely way. In addition, teachers can make necessary adjustments to teaching and instructional styles quickly based on data, therefore quickly identifying any areas of academic concern and promptly addressing them.

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 2009 data from CRT/NRT. We expect to increase by 20% within the targeted Grades 1-5 math 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 2008-09 to 2009-2010 school year. All students enrolled in math across all grade levels will increase the percentage of use of constructed response items.

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 (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>
	<p>***Math coach and teachers will facilitate school wide math initiative. Based on previous years' data, teachers of grades pre-K – 5 and math coach will generate a list of skills that have been most difficult for students. Teachers and coach will create questions/activities, in the form of open-ended questions that address these skills. Beginning September 2009, Questions will be posted bi-weekly per grade level around the campus.</p> <p>Follow-up will be ongoing. Principal, teachers, and coach will discuss students' performance on math tasks during collaborative planning, to discuss whether or not skills are being mastered or if they need to be reviewed/re-taught, etc.</p> <p>**Students with outstanding performance on mathematics performance tasks will be recognized by principal, teachers, staff and parents. Principal, teachers, support staff and parents will also recognize Students of the month for outstanding student performance and behavior. These students will be honored at a luncheon for students of month. Parents will be invited to attend. Students will be recognized in newsletter.</p>	Title I	600	700	The manner in which students answer constructive response/open ended questions will improve, therefore increasing the number of points they will receive on any given assessment.	<p>Teachers will follow-up with the activity by reviewing, discussing and allowing students to share strategies for solving each problem.</p> <p>Teacher and/or math coach will maintain a classroom chart of questions answered correctly by each student. Students with the most correct answers will be rewarded at the end of each quarter.</p>

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 ** 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)

