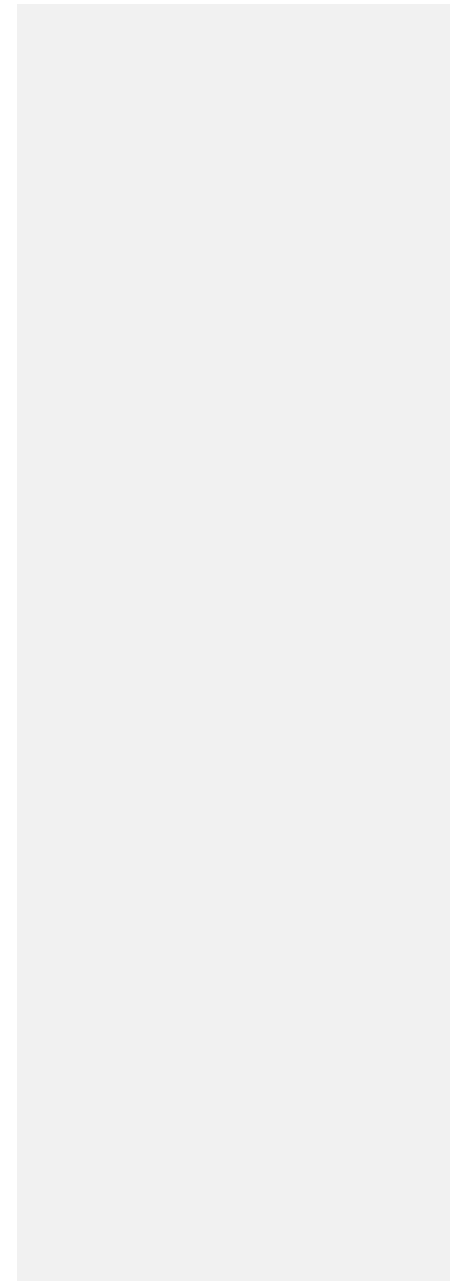


**School Improvement Plan
Template for**

Delhi Elementary School

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

Submission Date: 5-23-08



**School Improvement Plan
Template for**

Delhi Elementary School

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

Submission Date: 5-22-09

Delhi Elementary School

PK-4
509 Main Street
Delhi, LA 71232
Shelly Crawford
318-878-2269
scrawford@richland.k12.la.us

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

X LINC

- Distinguished Educator
- Reading First School
- Grant Application

Name of Grant: Enter Name of the Grant
Contact Person: Enter Contact Person's Name
Phone: Enter Contact's Phone Number
E-mail: Enter Contact's Email Address

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

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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 (in blue ink)

Principal's signature (in blue ink)

District Assistance or School Support Team Leader (in blue ink)

Chair, School Improvement Team (in blue ink)

District Assistance or School Support Team Members (original signatures in blue ink)

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

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Shelly Crawford	Principal
Chyrisse Staten	Principal Intern/Teacher
Monica Frost	Teacher/School Improvement Chairman
Connie Gordon	Teacher
Vicki Russell	Teacher
Glynda Cobb	Teacher
Paula Cumpston	Special Education teacher
Joan Rhodes	Instructional Facilitator
Carolyn Beals	Parent
Otis Boyd	Parent
Dorethea McDowell	Parent

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 25

Date: May , 2009

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

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
1	Shelly Crawford	Principal		
2	Chyrise Staten	Language! Teacher / Principal Intern		
3	Connie Gordon	Preschool Teacher		
4	Vickie Watson	Special Education Preschool Teacher		
5	Amy Dixon	Kindergarten Teacher Teacher/		
6	Mamie Cleveland	Kindergarten Teacher Teacher/ SBLC chairman		
7	Launa Martin	Kindergarten Teacher Teacher		
8	Linda Carr	1 st Grade Teacher		
9	Kathy Lindow	1 st Grade Teacher/Technology Chairman		
10	Elizabeth Lupo	1 st Grade Teacher		
11	Paula Cumpton	1 st and 2 nd Grade Special Education Teacher		
12	Glynda Cobb	Reading Coach Teacher		

13	Monica Frost	2 nd Grade Teacher/ SIT Chairman		
14	Blanche Harris	2 nd Grade Teacher		
15	Angela Jarvis	2 nd Grade Teacher		
16	Kathleen Parker	3 rd Grade Teacher		
17	Monita Windham	3 rd Grade Teacher		
18	Rise' Worsley	3 rd Grade Teacher		
19	Vicki Russell	4 th Grade Teacher		
20	James Kitchens	4 th Grade Teacher		
21	Rosa Fair	4 th Grade Teacher		
22	Kaye Kyzar	P.E. Teacher/Title IV Chairman		
23	Patricia Ezell	3 rd and 4 th Grade Special Education Teacher		
24	Joan Rhodes	Instructional Facilitator		
25	Helen Tarver	Reading Interventionist		

MISSION STATEMENT

We are committed to all children learning.

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

Name	Title/Occupation
Shelly Crawford	Principal
Chyrisse Staten	Principal Intern/Teacher
Connie Gordon	Teacher
Joan Rhodes	Teacher
Launa Martin	Teacher
Piecola Kie	Parent
Alvin Kie	Student
Kenya Grimes	Parent
Shereeka Grimes	Student
Terrence Grimes	Student
Franklin Wheat	Pastor/Grandfather
JoAnn Dunn	Paraprofessional
William Cleveland	Pastor/Community Leader

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

(Place a check or X in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Multisensory Structured Language Program (Language!)	X	<u>9</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	X	<u>10+</u>	<input type="checkbox"/>	<input type="checkbox"/>
Five Essential Components of Reading/ Balanced Literacy	X	<u>10+</u>	<input type="checkbox"/>	<input type="checkbox"/>
McCracken Spelling	X	<u>10+</u>	<input type="checkbox"/>	<input type="checkbox"/>
DARE	X	<u>10+</u>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	X	<u>9</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	X	<u>5</u>	<input type="checkbox"/>	<input type="checkbox"/>
Balanced Literacy	X	<u>10+</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program (REAP Grant)	X	<u>4</u>	<input type="checkbox"/>	X
Daily Orals	X	<u>10+</u>	<input type="checkbox"/>	<input type="checkbox"/>
Mountain Math	X	<u>7</u>		
Mountain Language	X	<u>7</u>		
K-3 Reading/Math Initiative		<u>10+</u>		X
Learning Intensive Networking Communities for Success (LINCS)		<u>5</u>		X
Accelerated Math	X	<u>10</u>		
Fastforward	X	<u>6</u>		
ALS	X	<u>8</u>		
Accelerated Reading	X	<u>8</u>		
K-4 Monitoring	X	<u>5</u>		
Comprehensive Curriculum/GLE	X	<u>5</u>		
21 st Century Community Learning Centers	X	<u>2</u>		
Kids College	X	<u>2</u>		
Reading Coach - Reading interventionist	X	<u>3</u>		
School Wide Positive Behavior Plan	X	<u>4</u>		
LA 4	X	<u>1</u>		
HeadSprout	X	<u>2</u>		
Professional Learning Communities	X	<u>2</u>		

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

- Tutoring for LEAP students, Language! Program, Reading Intervention with the reading series for grades 3-4, Reading Coach (SRA Program) for Kindergarten, 1st, and 2nd grades

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	Oct. 2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	May 2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	Jan. 2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	July 2007	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	May 2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Crisis Management (emergency/evacuation plan)	§ 339/741	Jan. 2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	LaTech – LaSip, ULM (student teachers)
Technical Institute	
Feeder School(s)	
Community	Richland Manor Nursing Home
Business/Industry	Fred's, SAPA, Amsouth; Stop-n-Go Video, Pizza Hut, Sonic
Private Grants	
Other	

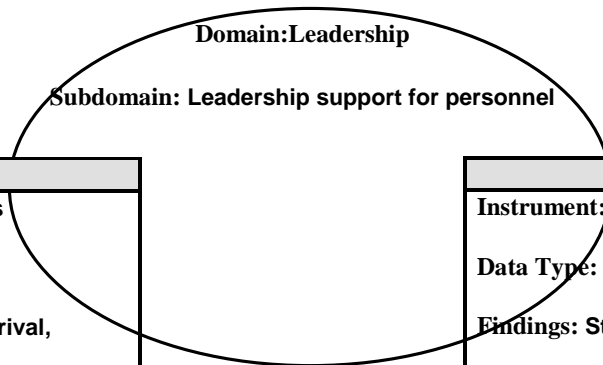
Supporting Source #1
Instrument: Instructional Staff Interview
Data Type: Contextual
Findings: Supportive principals

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Parent focus group
Data Type: Qualitative/Attitudinal
Findings: Visible principal

**Contributing Factors
to the Strength:**

Strong Leader that supports teachers and teaching



Supporting Source #3
Instrument: Contextual Observations
Data Type: Contextual
Findings: Administrator visible for arrival, dismissal, hallways, etc.

Supporting Source #4
Instrument: Faculty Needs Assessment
Data Type: Attitudinal
Findings: Strong and supportive leader

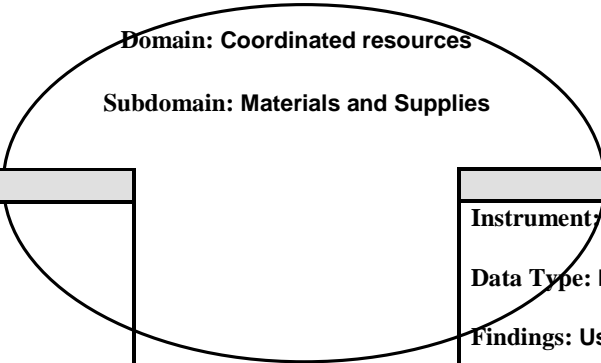
Supporting Source #1
Instrument: LEAP Data
Data Type: Cognitive
Findings: 4 th grade math index 57.1

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Instructional Staff focus group
Data Type: Attitudinal
Findings: Materials and supplies available

**Contributing Factors
to the Strength:**

Uses available materials



Supporting Source #3
Instrument: Contextual Observation
Data Type: Contextual
Findings: Ample materials available

Supporting Source #4
Instrument: Classroom Observations
Data Type: Behavioral
Findings: Uses available materials

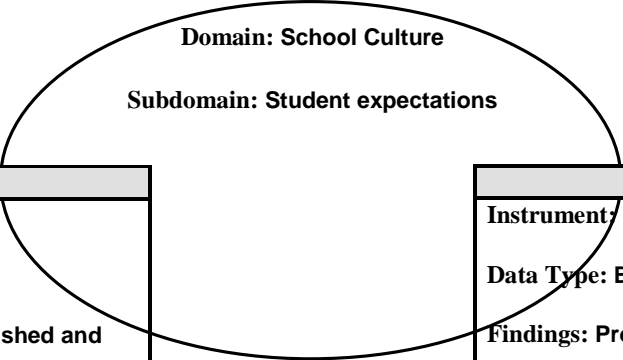
Supporting Source #1
Instrument: instructional Staff interviews
Data Type: Attitudinal
Findings: Faculty works well together

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Student Questionnaires
Data Type: Attitudinal
Findings: Emergency procedures known and used

**Contributing Factors
to the Strength:**

School and Classroom procedures established



Supporting Source #3
Instrument: Contextual Observation
Data Type: Contextual
Findings: School procedures established and followed

Supporting Source #4
Instrument: Classroom observations
Data Type: Behavioral
Findings: Procedures known and used

Supporting Source #1
Instrument: Test Data LEAP 21 Test
Data Type: Cognitive
Findings: ELA subgroups failed for black, ED, and all students

DATA TRIANGULATION

Supporting Source #2
Instrument: Classroom Observations
Data Type: Behavioral
Findings: Low use of computers and integrating technology

Contributing Factors to the Weakness:

Use of technology

Domain: Curriculum, Instruction, and Assessment

Subdomain: Instructional Strategies

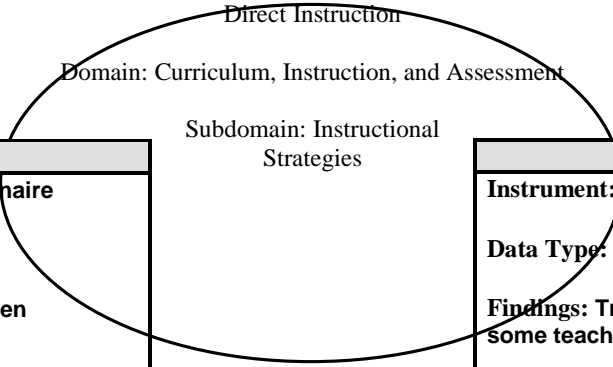
Supporting Source #3
Instrument: Contextual Observations
Data Type: Contextual
Findings: Technology is not dependable

Supporting Source #4
Instrument: Student focus group
Data Type: Attitudinal
Findings: more computer time needed

Supporting Source #1
Instrument: Test Data LEAP 21 Test
Data Type: Cognitive
Findings: Only 43.8% scored Basic and Above on math

Supporting Source #2
Instrument: Classroom Observations
Data Type: Behavioral
Findings: Direct Instruction Overuse

Contributing Factors to the Weakness:



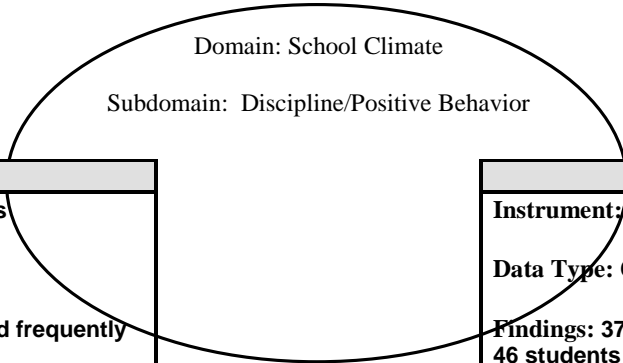
Supporting Source #3
Instrument: Administrator Questionnaire
Data Type: Attitudinal
Findings: Direct Instruction used often

Supporting Source #4
Instrument: Instruction Staff Focus Group
Data Type: Attitudinal
Findings: Traditional teaching used too often by some teachers

Supporting Source #1
Instrument: Test Data LEAP 21 Test
Data Type: Cognitive
Findings: Only 37.5% scored Basic and Above on ELA

Supporting Source #2
Instrument: Instructional Staff Questionnaire
Data Type: Attitudinal
Findings: School Wide discipline team needs to focus on positive reward system and provide information to faculty

Contributing Factors to the Weakness:
Time on Task



Supporting Source #3
Instrument: Student Questionnaires
Data Type: Attitudinal
Findings: Students are not rewarded frequently
 Louisiana Department of Education

Supporting Source #4
Instrument: Archival
Data Type: Contextual
Findings: 37 suspension 05-06 46 students 77 suspensions 06-07 44 students 83 suspensions 07-08
 School Improvement Plan Revised Spring 2006

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. Students with disabilities – ELA and Math	Subgroup report 2008
2. Attendance	Attendance and Dropout report 2008
4. DRA Scores-2 nd grade	DRA 2008
5.	

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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. Black, economically disadvantaged, and all students - ELA	3 rd Grade iLEAP 2008, 4 th Grade LEAP 2008
2. 3 rd grade ELA	3 rd Grade iLEAP 2008
3. 4 th grade Math	4 th Grade LEAP 2008
4.	
5.	

The identified weaknesses will lead to the goals.

Part 2:

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

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

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. Materials and supplies available	Instructional Staff Focus Group, Contextual Obs., LEAP data, Classroom Obs.
2. School procedures established and followed	Contextual Observation, Classroom Obs., Student Questionnaires, Inst. Staff Interviews
3. Faculty works well together	Instructional Staff interviews
4. Strong and Supportive Leader	Faculty needs Assessment, Contextual Obs., Parent Focus, Inst. Staff Interviews
5. Administrator visible for arrival, dismissal, hallways, etc.	Contextual Observation

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. Low use of computers and integrating technology	Classroom observations, contextual obs., Subgroup report, Student focus groups
2. Time on Task	Test Data LEAP, Instructional Staff, Student questionnaires, archival
3. High use of direct instruction & few group projects	Instructional Staff focus group & Classroom observations, Adm. questionnaires, and LEAP data
4.	
5.	

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

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Select year and enter score.)	Growth SPS (Select year and enter score.)	Growth Target (Select year and enter target.)
School Baseline SPS 2003 : 61.0	School Growth SPS 2003 : 64.4	School GT 2003 : 5.3
School Baseline SPS 2004 : 66.8	School Growth SPS 2004 : 71.7	School GT 2004 : 5.1
School Baseline SPS 2005 : 72.4	School Growth SPS 2005 : 75.6	School GT 2005 : 4.9
School Baseline SPS 2006 : 61.8	School Growth SPS 2006 : 73.6	School GT 2006 : 5.9
School Baseline SPS 2007 : 61.8	School Growth SPS 2007 : 56.4	School GT 2007 : 7.6

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

STRATEGY PLANNING WORKSHEET

GOAL 1: To improve student achievement in math
OBJECTIVE(S): <ul style="list-style-type: none"> • To increase 3rd grade Math Index scores from 51.0 to 62.5 by Spring 2010 • To increase 4th grade Math Index Scores from 57.1 to 62.5 by Spring 2010. • To increase the Math Percent Proficient Index Scores of 4th grade Economically Disadvantaged students from 39.0 to 45.1 by Spring 2010.
SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Response to Intervention –
Brief Summary of Research: On file at State Dept.
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? According to the noted research, Response to Intervention will enable teachers to focus on strategies to differentiate instruction and to assist with decreasing the amount of direct instruction. This will increase overall student achievement. The research was conducted in schools similar to Delhi Elementary School.
If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Using Response to Intervention, the needs of the various subgroups within each school will be analyzed especially ED. As collaborative teams are formed to address the determined needs, and action plan will be designed that specifies the content or curriculum that will be pursued.
Procedures for Evaluating the Goal, Objective(s) and Strategy: Compare percentile scores for 3 rd grade from spring 2005- Spring 2010. Compare LEAP 21 percentile scores for 4 th grade from spring 2005-Spring 2010. Compile data from classroom observations, study group logs, and reflection journals to assess degree of implementation and effectiveness of strategies.

ACTION PLAN

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?)

<p>*1a. Initial: Test Score Analysis by each grade and each teacher will be conducted August 10-17, 2009, facilitated by IF, Joan Rhodes.</p> <p>1b) Implementation: Shelly Crawford, principal, and Joan Rhodes, Instructional Facilitator, will initiate job embedded study groups meetings August 2009 – May 2010 on the first and third Thursday of each month for all teachers for 1 hour to discuss the data analysis with student snapshots, student progress, implementation of strategies, provide peer coaching, School Wide Positive Behavior Plan, and to share resources and ideas in effectively applying the new instructional methods using Response to Intervention, less direct instruction, more time on task, and group technology projects. Strategies will be utilized daily in classrooms and in the after school LEAP tutoring. STAR Math will be used to identify students’ needs each six weeks. Accelerated Math will be implemented and used daily to address instructional needs. An additional teacher will be hired to assist with small group sizes in high stakes testing grade-level.</p>	Title II (sub-stitutes)	100	2,627.00	<p>Test Score Analysis to inform instruction. Teacher use of Response to Intervention, technology and HOTS. Lesson plans, student work, and assessments demonstrating use of Response to Intervention, HOTS/ technology.</p>	<p>The Instructional Facilitator and a Teacher Leader will be responsible for facilitating test score analysis, meetings, maintaining the study group logs, and providing a group report to the principal after every meeting. Student work will be analyzed in job-embedded meetings bi-monthly to assess student performance. Meetings will be used to observe classroom application of new instructional methods. Data walls (STAR Math and Accelerated Math) will be initialized and updated to chart student progress. The logs will be kept on file and reviewed monthly by the principal to assist in meeting the needs of the teachers and students.</p>
	Title II (Benefits)	200	482.00		
	Title II (IF Salary)	100	29,536.00		
	Title II (Benefits)	200	11,327.00		
	Title I (tutoring)	100	3500.00		
		200	593.00		
	REGULAR Title I School Improvement Funds	100	40,000.00		
	200	12,102.00			
<p>*1c. Follow up: Tammy Duncan, math facilitator, will provide follow-up and support for Accelerated Math and STAR Math (technology) quarterly August 2009-2010. STAR Math and Accelerated Math PD will be done during the PLC meetings as needed per grade level.</p>	Title I	600	2045.00	<p>Data walls, student work, assessments, teacher use demonstrating effective use of STAR Math and Accelerated Math.</p>	<p>Teachers will analyze information on the data walls monthly facilitated by Instructional Facilitator, Joan Rhodes. Walk-around checklists and informal observations will be conducted bi-monthly by school administrators, Shelly Crawford and Chyrisse Staten, and district supervisor, Christy Hendrix.</p>

**1d. Family math/technology night will be held in October 2009 demonstrating new strategies and activities involving STAR Math, Accelerated Math and HOTS. Chyrisse Staten will coordinate this activity. Newsletters will be sent quarterly to inform all parents including those not attending of activities.				Parents will be aware of school activities and will become actively involved in assisting their children at home.	Students and family members will complete the assigned activities during family math night. The parents will complete an evaluation to assess the impact and offer suggestions for improvements. The information on the evaluations will be posted in the newsletter. "Bear Paws" by Angela Jarvis, SAT Chairman.
2a. Principal, Shelly Crawford, and Principal Intern, Chyrisse Staten, will provide an overview (rewards and consequences of actions) of the School Wide Positive Behavior Plan in August 2009.	Title I	100 200	5186.00 1295.00	Decrease in the # of office referrals and/or increase in the # of students receiving awards each six weeks as evidenced in data analysis from PLC's.	Sign-in sheets from the overview of the School Wide Positive Behavior Plan. Evaluation of SWPB training to analyze for understanding checked by Principal Intern, Chyrisse Staten. The committee will have updated training in October 2009.
2b. Principal, Shelly Crawford, and Principal Intern, Chyrisse Staten, will provide monitoring and support for teachers in the implementation of the plan by completing weekly walk-arounds.					Weekly walk-around observations by Principal and Principal Intern documenting degree of implementation of teachers and students following SWPB guidelines.
2c. Teachers will establish and monthly review individual classroom behavior plans, follow the guidelines of the school behavior plan daily, and use JPAM system to assist with documentation.				Behavior plans	Copies of classroom behavior plans will be on file in principal's office and checked by principal, Shelly Crawford. As revisions are made to plans, classroom teachers will turn these in to the administration.

<p>2d. Students with good behavior and without office referrals will be rewarded during assembly with privileges/prizes/ certificates each six weeks. This activity will be facilitated by Chyrise Staten, Principal Intern.</p> <p>Teachers will provide, written or verbal, positive feedback to parents of each student every six weeks.</p>					<p>Evidence of good behavior rewards and JPAMS data analysis will be kept in school portfolio by Chyrise Staten, Principal Intern. (Pictures)</p> <p>Teachers will submit documentation to Principal Shelly Crawford at the end of each six weeks.</p>
<p>**2e. Parents will be informed about the SWPB plan in print (requiring a signature of receipt), on the first day of school, at Back to School Night, and in printed form from inside of students' folders or handbook. This will be facilitated by Shelly Crawford, Principal.</p>					<p>Copy of parents' signature page will be kept in students' cum folder by Principal, Shelly Crawford.</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)

STRATEGY PLANNING WORKSHEET

GOAL 2: To improve student achievement in language arts.
OBJECTIVE(S) 1: To increase 4 th grade ELA Index Scores from 53.2 to 64.3 by Spring 2010. OBJECTIVE 2: To increase the ELA Percent Proficient Index Scores of 4 th grade Economically Disadvantaged students from 29.9 to 36.9 by Spring 2010. OBJECTIVE 3: To increase the ELA Percent Proficient Index Scores of 4 th grade students with disabilities from 00.0 to 10.0 by Spring 2010.
SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) - - Response to Intervention - -
Brief Summary of Research: Research on file at state dept.
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? Balanced Literacy, technology, and Response to Intervention (leveled groups) in the classroom will address student achievement by offering an opportunity to develop from their academic proficiency level. By using Response to Intervention with the Language! Program, Reading Coach Program, HeadSprout, Kids College, and the use of paraprofessionals, students will receive small group and individualized instruction to help at risk students improve their achievement level. Our school population has a high percentage of at risk students.
If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: This will address the economically disadvantaged students. By using alternative assessments, these students will experience many different types of strategies to show learning. This should close the differences due to poverty.
Procedures for Evaluating the Goal, Objective(s) and Strategy: Compare percentile scores for 3 rd grade from Spring 2005-Spring 2010. Compare LEAP 21 percentile scores for 4 th grade from Spring 2005- Spring 2010. Compile data from classroom observations, study group logs, and reflection journals to assess degree of implementation and effectiveness of strategies.

ACTION PLAN

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?)
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<p>* 1a. To decrease direct instruction, increase time on task, and meet the requirements of Response to Intervention an inservice reinforcing the components of the new reading series, Scotts Foresman, grade K-5, will be provided. June 1-3; 9-10; 16-17 2009, facilitated by Robyne Crow, Reading Supervisor.</p>				<p>Teachers share ideas about the new components of the textbook through PLCs.</p>	<p>Teachers will respond at the PLC meetings each month which will consist of reflections. Instructional Facilitator, Joan Rhodes will facilitate teacher led meeting bi-monthly August 2009-june 2010.</p>
<p>1b. K-4 grade teachers will implement use of the Scott Foresman Reading Street Textbooks as well as supplemental leveled readers with an emphasis on Response to Intervention (3 tier instruction) daily August 2009 to May 2010.</p>	<p>LEA 1003g Support</p>	<p>600</p>	<p>30,184.00</p>	<p>All teachers have strategies in their lesson plans. Teacher use and student use will be evident through classroom observations.</p>	<p>Lesson plans will be checked weekly by principal, Shelly, Crawford. This will be evidenced by weekly walkarounds completed by school administrators and district supervisor.</p>

<p>1c. IF Joan Rhodes will model, coach, observe, and assist all teachers on the use of the Literacy Strategies and components of the Reading series on a weekly basis August 2009-May 2010.</p>				<p>Teachers will integrate newly identified instructional strategies into their daily lesson plans. Student work, assessments, and lesson plans will be in DIG folder</p>	<p>The Instructional Facilitator, Joan Rhodes, will conduct weekly classroom observations to ensure new components have been implemented and communicate with teachers through the forum each six weeks to assist with implementation of components. Student unit test will be analyzed each 6 weeks to assess student growth and remediation needs. These will be submitted each 6 weeks for review. Principal, Shelly Crawford, will review.</p>
<p>*2a. Initial: Teachers and paraprofessionals will attend a job embedded inservice August 13 with the Instructional Facilitator to review the strategies that will promote the five essential components of reading and interventions for at risk students. Glynda Cobb, reading interventionist, will facilitate. This will address tiers, our ED subgroup as well as others that are weak.</p>				<p>Teacher will become knowledgeable in teaching high risk students decoding skill, comprehension strategies, and higher order thinking skills. Student progress in tier interventions.</p>	<p>Teachers will be observed monthly by Shelly Crawford, Joan Rhodes, or Chyrise Staten to monitor the teaching of the reading strategies that will help at risk students reach success in their daily education. Documentation of tier interventions will be checked at this time as well.</p>

<p>*2b. Follow-up: All teachers will attend an inservice conducted by the Instructional Facilitator, Joan Rhodes at mid term reviewing the strategies that promote the five essential components of reading, Good Innovative First Teaching, and interventions for at risk students. Ideas will be shared by teachers as well as concerns and questions. Shelly Crawford, principal will monitor the inservice.</p>				<p>Lesson plans, student work, and teacher use demonstrating effective use of the five essential components of reading</p>	<p>Teachers will write down questions immediately following the inservice for clarification and principal will address the questions.</p>
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2c. Teachers grade K-4, Glynda Cobb, Reading Coach teacher, Vickie Watson preschool resource teacher, Joann Dunn, Arlene May, Maudie Neathery, Bea Jones, paraprofessionals, and Helen Tarver, Reading Interventionist and 4 certified teachers to be hired will implement reading strategies daily for individual and small group instruction beginning in August 2009 – May 2010.	Title I (Para Salaries)	115	70,321.00	Teacher use of reading groups as evidenced by running record logs. Student progress as noted by running records.	Using RTI, teachers will evaluate student growth by using guided reading level books, running records, retelling, and observations every other month. These activities are documented and checked by principal, then turned into district supervisor for evaluation of effectiveness each semester.
	Title I (Para Benefits)	200	11,920.00		
	School Improvement 1003g (Supplies)	600	4,897.00		
	IDEA (Salary)	115	37,274.00		
	IDEA (Benefits)	200	13,008.00		
	School Improvement Funds 1003g 1 full time and 1 part-time interventionist (salary)	115	75000.00		
	Regular Title I School Improvement Funds 1 part-time interventionist	200	12,713.00		
		100	24,000.00		
	LEA 1003g (reading interventionist)	200	4068.00		
		100	23,310.00		
	200	3928.00			

*2d. Follow-up: Shelly Crawford, principal, Joan Rhodes, Instructional Facilitator, will conduct an inservice and follow ups to the writing program on the professional development day for the second semester January 2009.				Lesson plans will show evidence of implementation of 6+1 Trait Writing, integrated writing, or 4-square writing	Lessons and plans will be checked by principal, Shelly Crawford or intern, Chyrise Staten weekly to observe lessons and assess implementation degree.
2e. Teachers K-4 grade will use the strategies in the 6+1 Trait writing program, 4 Square Writing, and Interactive Writing.				Teacher use and students use of 6+1 Trait Writing Program, interactive writing, or 4-square writing will be evident in student work samples and student progress in portfolios	Students' writing will improve and become more creative. Each homeroom will bring samples of student work to grade level meetings to track student progress as indicated in portfolios. Mamie Cleveland, Angela Jarvis, Elizabeth Lupo, Kathleen Parker, and Rosa Fair will facilitate the grade level groups and logs from meetings.
3a. K and 1 st grade teachers and paras will be trained using the HEADsprout program on August 3, 2009. This will be facilitated by Christy Hendrix. Second – fourth grade teachers will review KidsCollege on August 12, 2009.	Title 1 (district)	300 & 600	23,000	Increase teacher knowledge of Computer Assisted Instruction	Evaluations of HEADsprout and KidsCollege will be analyzed following the inservice by Christy Hendrix to provide additional assistance as needed.

<p>3b. K and 1st grade teachers will daily use Headsprout in the computer lab as an intervention tool for phonemic awareness. First grade will start the program the first week of school. Kindergarten will begin the program at midterm. The homeroom teacher will facilitate this activity. Elizabeth Lupo will be the contact for the program. 2nd-4th grade teachers will daily use KidsCollege in the computer lab as an individualized student program.</p> <p>3c. Follow-up will be conducted monthly during job embedded study groups to examine student growth and chart student progress.</p>				<p>Student use and progress using HEADsprout and KidsCollege. Teacher use of HEADsprout and KidsCollege reports to guide instruction for individual students. (Data walls)</p>	<p>The teachers will use the assessment printouts on the software to use as a guiding point to direct students. The assessment forms will be printed and sent to principal and supervisor quarterly to analyze for student progress. Information from the CIA programs will be charted on Data walls. Study group logs will be checked by Instructional facilitator monthly to check student progress.</p>
<p>* 4a.Initial: In August 2009, SRA consultant will conduct professional development for SRA program implementation with Special Education teachers and Early Intervening Teachers. (SWD subgroup and at-risk students targeted)</p>	<p>IDEA</p>	<p>300</p>	<p>\$3000.00</p>	<p>Student placement in appropriate SRA level</p>	<p>Training evaluation immediately following workshop checked by consultant and supervisor Cheryl Crawford for understanding.</p>
<p>*4b. Follow up: Job embedded technical assistance in the form of coaching, modeling, and observing will be provided to special education teachers and Early Intervening teachers by SRA consultant quarterly. (Facilitated by Cheryl Crawford, sp. Ed. Supervisor)</p>	<p>IDEA</p>	<p>300</p>	<p>\$27,000.00</p>	<p>Lesson plans, student work, and teacher use demonstrating effective use of SRA program.</p>	<p>Lesson plans checked by Shelly Crawford, principal monthly with feedback form filed in SRA log for each class. SRA technical assistance form completed for each classroom visit and checked by Special Education staff, Sharon Claxton, and /or Cheryl Crawford to evaluate degree of implementation.</p>

<p>4c. Special education teachers, Paula Cumpton, Vickie Watson, and Patricia Ezell, and Early Intervening teacher, Glynda Cobb, implementation of the SRA program daily and monitoring of student progress through student mastery placement tests in order to close the gap for SWD (Students with Disabilities)</p>	<p>IDEA</p>	<p>600</p>	<p>\$1000.00</p>	<p>Assessments in the form of Mastery tests indicating student progress</p>	<p>Mastery tests checked by Special education staff, Sharon Claxton, SRA consultant, and/or Cheryl Crawford to evaluate student progress in the program monthly.</p>
<p>** Family literacy night will be held in the Spring of 2010 to involve all family members in Response to Intervention, balanced literacy strategies and to introduce the parent literacy library where they can check out materials for their children to use at home. Also at the family literacy night there will be a demonstration of SRA program highlights, HEADsprout, KidsCollege and provide information so that parents will be able to encourage and support student development and progress in the SRA and HEADsprout program. Chyrise Staten, principal intern, will facilitate the activity.</p>				<p>Parents will be aware of literacy activities, and will become actively involved in their child's education. There will also be increased parent awareness of SRA programs and ways to support the program at home.</p>	<p>Students and family members will complete the assigned activities during family literacy night. The parents will complete an evaluation to assess the impact and offer suggestions for improvements. The information from the evaluations will be printed in the newsletter, "Bear Paws" by Angela Jarvis, SAT Chairman.</p>

<p>**Teachers will maintain open communication with students' families via, bear packs weekly. Parents that are unable to attend family nights will receive information about the activities and programs through the quarterly newsletters.</p> <p>Students will take books home and read them orally to the parents weekly. School Messenger will be used to make announcements monthly. Shelly Crawford, principal, will facilitate these activities.</p>	<p>Title I (family involvement)</p>	<p>300 600</p>	<p>1357.00 422.00</p>	<p>Students will take books home and read orally for the parent to see the progress in their child's reading ability. Parents will sign Bear Packs weekly.</p>	<p>Students will take books home weekly and read orally for the parent to see the progress in their child's reading ability. Parents will sign Bear Packs weekly. Teachers will check for parent's signature and follow-up with parent conference as needed. Newsletter will be sent in bear packs quarterly.</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)

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

FUNDING SOURCES*	Title I	School Imp.	1003gSch. Imp.	LEA 1003g	IDEA	Title II	TOTAL
SALARIES (100)	79007	64,000	75,000.00	23,310	37,274	32163	\$310,754.00
EMPLOYEE BENEFITS (200)	13808	16,170.00	12,713	3928	13,008.00	11809	\$71,436.00
PURCHASED PROFESSIONAL and TECHNICAL SERVICES (300)	1357				30000		\$31,357.00
PURCHASED PROPERTY SERVICES (400)							\$0.00
OTHER PURCHASES SERVICES (500)							\$0.00
SUPPLIES (600)	2467		4,897.00	30184	1000		\$38,548.00
INDIRECT COSTS (if applicable)		7089	8190	5078			\$20,357.00
PROPERTY (700)							\$0.00
OTHER OBJECTS (800)							\$0.00
OTHER USES OF FUNDS (900)							\$0.00
TOTAL	\$96,639.00	\$87,259.00	\$100,800.00	\$62,500.00	\$81,282.00	\$43,972.00	472,452.00

*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 & 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 *	\$347,198.00
Non SIP Expenditures (list)	
§ Indirect Cost	\$20,357.00
§	
§	
§	
§	
§	
TOTAL Title I Part A Expenditures	\$367,555.00

TITLE I PART B EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
§	
§	
§	
§	
§	
§	
TOTAL Title I Part B Expenditures	\$0.00

TITLE I PART D EXPENDITURES (N & D)	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
§	
§	
§	
§	
§	

TITLE I PART F EXPENDITURES (CSRP)	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
§	
§	
§	
§	
§	

FEDERAL FUNDING

OTHER TITLE I EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
§	
§	
§	
§	
§	
§	
TOTAL Other Title I Expenditures	\$0.00

TITLE II EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$43,972.00
Non SIP Expenditures (list)	
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§	
§	
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§	
TOTAL Title II Expenditures	\$43,972.00

TITLE IV EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
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§	
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TITLE V EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
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