
SCHOOL IMPROVEMENT PLAN

Bains Lower Elementary School

Division of School Standards, Accountability, and Assistance
Louisiana Department of Education

Submission Date: September 14, 2007

Bains Lower Elementary School

Pre Kindergarten through Grade 1
9794 Bains Road P. O. Box 2130
St. Francisville, Louisiana 70775
Joyce A Edwards
225-635-4696
edwardsj@wfpsb.org

Check where applicable:

Louisiana Approved School

Charter School

Alternative School

School in School Improvement

School with Comprehensive School Reform Demonstration

Title I School School-wide Targeted Assistance

Member of Southern Association of Colleges and Schools

Grant Application

Name of Grant: _____

Contact Person: _____

Phone: _____

Email: _____

Principal's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

Directions on What to Submit to the LDE and How to Complete the *Tem*

For schools in School Improvement, submit the plan with the state's *Rubric for the Evaluation of School Improvement Plans Summer* on disk to the designated division of the LDE.

Mail the Cover Page, District Assurance, Faculty Assurance, and any non-electronic data attachments along with the plan on c

Place requested data attachments in electronic form on the disk numbered and ordered as in Table of Contents.

Mail any other non-electronic material – such as that required by SACS, entitlements, or grants – in a logical sequence with an appropriate cover page, numbered pages, and references in the Table of Contents.

Use 11-point font.

For any school in School Improvement and/or with Comprehensive School Reform Program (CSRP) grant, check applicable components on the Cover Page of the *School Improvement Plan*.

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 and crossed out). 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 activity as well as the name, 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

School Improvement Team Chair's Signature

Schools submit SIPs to the district for evaluation using the state's rubric.* **TABLE OF CONTENTS

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

Principal's Report Card

Summary of Findings of Survey Data (Teachers, Parents, Students, and Principal)

Summary of Findings of Interview Data (Principal, Counselor, and Teachers) (**Not Optional for Schools in School Improvement/CSRP**)

Summary of Findings of Focus Group Data (Teachers and Students) (**Not Optional for Schools in School Improvement/CSRP**)

Data Triangulation Form or *SAM 2000* Vote-Counting Method: Strength/Weakness Summary Sheet

Comprehensive Needs Assessment: Final Report

Data Notebook (for schools participating in *School Analysis Model-SAM 2000*)

Students with Disabilities Monitoring Report (district level)

Other Pertinent Data (Other ITBA summary data, ACT summaries, PSAT summaries)

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 in collaboration with the School Improvement Team and/or School Support Team, as applicable.

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 as required for schools identified to be in School Improvement:

A statement of the school's mission

A comprehensive needs assessment, which includes the following quantitative and qualitative data:
Student academic performances on standardized achievement tests (both CRT, NRT, and LAA)
Demographic indicators of the community and school to include socioeconomic factors
School human and material resource summary, to include teacher demographic indicators
Interviews with principals and teachers
Student and teacher focus groups
Questionnaires with stakeholders (principals, teachers, students, parents) measuring conceptual domains outlined in school effectiveness/reform research
Classroom observations
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
Parental and community involvement activities aligned with assessed needs
Evaluation strategies that include methods to measure progress of implementation
Coordination of 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 Team Leader (in blue ink)

Chair, School Improvement Team (in blue ink)

District Assistance Team Members (original signatures in blue ink)
Not Applicable (No District Assistance Team in place)

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 32

Date: September 12, 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
1	Aaron, Tonya	Teacher		
2	Barron, Sherry	Teacher		
3	Bishop, Corrin	Teacher		
4	Hildebrand, Cyndi	Teacher		
5	Bowman, Lynn	Teacher		
6	Caffarel, Holly	Teacher		
7	Dreher, Jillian	Teacher		
8	Carter, Zenobia	Teacher		
9	Comeaux, Courtney	Teacher		
10	Dawson, Tammy	Teacher		
11	Sawyer, Amy	Teacher		
12	Edwards, Joyce	Principal		
13	Foil, Kevin	Assistant Principal		
14	Greggs, Carla	Teacher		
15	Holmes, Linda	Librarian		
16	Elizabeth White	Teacher		
17	Viguerie, Megan	Teacher		
18	Jones, Kelley	Teacher		
19	Malone, Janet	Teacher		

20	Landry, Catherine	Teacher		
21	Lemelle, Chanel	Teacher		
22	Metz, Michelle	Teacher		
23	Ivy, Susan	Teacher		
24	Posey, Becky	Teacher		
25	Rinaudo, Janet	Teacher		
26	Roberts, Joyce	Teacher		
27	Jenkins, Megan	Teacher		
28	Ewing, Danielle	Teacher		
29	St. Romain, Christian	Teacher		
30	Vanner, Mary	Teacher		
31	Woodside, Jean	Teacher		
32	Moore, Leslie	Teacher		

MISSION STATEMENT

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

Our job at Bains Lower Elementary is to learn and do our best.

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

[Click Here to Enter Information](#)

Joyce Edwards, Principal
Kevin Foil, Vice Principal

Joyce Roberts, Pre-Kindergarten Teacher
Lynn Bowman, Pre-Kindergarten Teacher

Linda Holmes, Library Media Specialist
Tonya Aaron, Kindergarten Teacher
Carla Greggs, Speech Pathologist
Jean Woodside, First Grade Teacher
Holly Caffarel, First Grade Teacher

Kelley Jones, Kindergarten Teachers
Catherine Calhoun, Parent
Christine Pollet, Parent
Larry Miller, Retired Banker
Pam Wall, Social Worker

Bains Lower Elementary School

Vision Statement: *Students will be actively engaged in purposeful, meaningful learning experiences that prepare them to meet the challenges of the future and to become successful members of society.*

. Mission Statement: Our job at Bains Lower Elementary is to learn and do our best.

Belief Statements:

We believe that students learn best when implementing a developmentally appropriate curriculum that addresses the needs of the whole child: physical, emotional, social, linguistic, aesthetic and cognitive development.

We believe that high expectations promote higher levels of achievement in students.

We believe that students must be information seekers, problem solvers and team players.

We believe that students should be provided a safe, physically comfortable, healthy, engaging and challenging learning environment.

We believe that all parents must be active participants in their child's educational endeavors by providing resources to meet individual needs.

We believe that in maintaining a reciprocal relationship between our community, businesses and Bains Lower Elementary enables students to develop life-long skills.

WEST FELICIANA PARISH SCHOOLS

MISSION STATEMENT

West Feliciana Parish School System empowers students to be active learners and productive citizens in a global society.

TAGLINE

Dedicated to Excellence, Anchored in Success, Connected to the World

VISION

In the relentless pursuit of excellence, the West Feliciana Parish Schools will partner with parents and community members to create a dynamic learning community preparing students for a brighter future in an ever-changing world.

It is our vision that:

Students will have a safe, physically comfortable, healthy, engaging and challenging learning environment in an inclusive and diverse learning community.

Students will become creative, independent, responsible, and resilient students who will make valuable contributions to our global society.

Students will have the cognitive, social, physical, and emotional skills necessary for success now and in the future.

Students will exhibit courage, integrity, compassion, and honesty.

Students will have families and homes where literacy is valued.

Students, parents, teachers, administrators, and community members will believe in and invest in our schools with an expectation that everyone will put forth their best effort to make our schools as successful as possible

	Non-Standard *** (TAT) (OFAT) (TEP) (EP)				3						
	Other										
	Subtotal Not Highly Qualified										
TOTAL TEACHERS (Highly Qualified and Not Highly Qualified)											
P A R A S	HIGHLY QUALIFIED*	General Ed	Special Ed	General Ed	Special Ed	General Ed	Special Ed	General Ed	Special Ed	General Ed	Special Ed
	# Highly Qualified Paras			11							
	NOT HIGHLY QUALIFIED	General Ed	Special Ed	General Ed	Special Ed	General Ed	Special Ed	General Ed	Special Ed	General Ed	Special Ed
	# Not Highly Qualified Paras	0		0							
TOTAL PARAS (Highly Qualified and Not Highly Qualified)				11							

* Teachers include all teaching in core academic courses (English/Reading/Language Arts; Math; Science; Civics/Government; Economics; Arts; History' Geography)

** Highly Qualified: Has met all requirements as specified by the La. Board of Elementary and Secondary Education's definition of "Highly Qualified" under NCLB adopted June 19, 2003. (Copy provided under Consolidated Application Resource section on DOE website).

*** Temporary Authority to Teach (TAT); Out-of-Field Authorization to Teach (OFAT); Temporary Employment Permit (TEP); Emergency Permit (EP)

School Support	
Number of Related Service and Support Personnel and Areas (i.e., Speech Pathologist, Social Worker): Click to Enter	
School Improvement Team Members	Position
Joyce Edwards	Principal
Kevin Foil	Assistant Principal
Linda Holmes	Librarian
Carla Greggs	Speech Pathologist
Tonya Aaron	Kindergarten Teacher
Holly Caffarel	First Grade Teacher

Jean Woodside	First Grade Teacher
Joyce Roberts	PreK Teacher
Lynn Bowman	PreK Teacher
Chanel Lemelle	First Grade Teacher
Susan Ivy	First Grade Teacher
Sharon Smith	Paraprofessional
Jan Holmes	Parent
Jimmy Ernest	Grandparent
Catherine Calhoun	Parent
Glenda Dorsey	Community member
Kevin Jenkins	Behavioralist
Chang and Lisa Vo	Parent
Kati Williamson	Parent
Pam Wall	Social Worker

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	Proposed Program	Deleted Program
DARE			X
INTECH	X		
K-3 Reading/Math Initiative	X		
LaSIP	X		
LEAD TECH	X		
School-wide Positive Behavior Interventions and Support	X		
Reading: Five Components of Effective Reading Instruction	X		
Horizons K - 1	X		
Organ Wise	X		
Language for Learning for Pre K	X		
Letter People, Pre K	X		
Land of the Letter People, K	X		
Parents as Coaches	X		
Write From the Beginning	X		
Daily Bites, K-1	X		
Open Court Phonics, K-1	X		
Text Talk, K-1	X		
Scott Foresman Math /Social Studies, K-1	X		
FOSS Science K-1	X		
Handwriting Without Tears PreK	X		
List Supplemental Educational Services provided for your students (Title I schools, if applicable): 11 Paraprofessionals: 6 PreK classrooms, 2 Kindergarten, 1 First Grade, 1 Reading Coach for K - 1, 3 Support Teachers, 1 Special Education Teacher			
List the Distance Learning (i.e., web-based, satellite, etc.) courses provided for your students: Click Here to Enter			

School Policies

Policy	Yes	No
Discipline Policy WFPSS Parish-wide Plan	X	
Security Procedures (metal detectors, etc.) Visitor badges, Faculty identification badges, Some locked entrances during school day, Security Cameras	X	
Safe and Drug-Free Prevention Activities Guest speakers, Red Ribbon Week, Character Links, Harvey Rabbit, Angela, the Yarnspinner, Daily Principal's Principles, Character Counts, School Resource Officer, and Kevin Jenkins	X	
Student Code of Conduct, Positive Behavior Support, Behavior Code	X	

Crisis Management (emergency/evacuation plan) W. Feliciana Parish Emergency and Procedures Manual	X	
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School Partnerships (Place the name of each partner in the space provided)	
University	Louisiana State University, Southern University, Southeastern University
Technical Institute	Baton Rouge Community College
Feeder School(s)	Grace Episcopal Pre School, First Steps Christian Learning Center, Head Start, and CHASE Ministries, Baptist Preschool
Community	Family Service Center, West Feliciana High School (Character Counts), Early Head Start, Head Start, LSU Ag Center, Louisiana Resource Center for Educators, West Feliciana Public Library, West Feliciana Drug Awareness Council, Sheriff's Department, Families In Need of Assistance, Early Intervention Program (District Attorney's Office), Happi Llandiers, YMCA
Business/Industry	Women's Service League, Bank of St. Francisville, The Democrat, Community Class Adopters
Private Grants	
Other	8g Grants

Student Information								
List the number of students in each area								
Total at School	# of Grade 4 and above	Students with Disabilities	Gifted and Talented	504	Option III	LEP	Homeless	Migrant
	0	79	10	0	0	2		0

Subgroups by Ethnicity				
Native/Alaskan American	Asian/Pacific Islander/Pacific Islander	African American	Hispanic	White
0	2	183	2	222

Economically Disadvantaged Profile	
# of Free/Reduced Lunch Students: 205	Percent of Free/Reduced Lunch Students: 49.6

WHOLE SCHOOL SPS: NRT Trend Data

Index Category	Index Year 1 2003	Index Year 2 2004	Index Year 3 2005	Index Year 4 2006	Index Year 5 2007	# of Students	Index Objective* for next year
Grade 3							
Reading Index	102.6	92.6	91.8	98.3		149	100.5
Language Index	133.5	146.4	140.2	128.1		149	At goal
Math Index	106.5	104.7	96.9	96.1		149	98.5
Science Index	111.7	108.7	108.4	105.9		149	107.3
Social Studies Index	98.5	92.3	116.1	113.2		149	113.9
Composite Index	108.6	107.0	109.1	108.2		149	107.6
Grade 1							
Reading Index (Standard Score)			149.5	148.6	158.9	165	160.9
Language Index (Standard Score)			150.7	148.5	162.4	165	164.4
Math Index (Standard Score)			150.4	148.1	154.8	165	156.8
Science Index			N/A	N/A	N/A	165	N/A
Social Studies Index			N/A	N/A	N/A	165	N/A
Composite Index (Standard Score)			150.2	148.7	158.7	165	160.7

*Use Index Objective values when writing objectives for any particular index category.

SUMMARY REPORT OF STUDENT ATTENDANCE AND DROPOUT DATA

WHOLE SCHOOL SPS: Attendance and Dropout Trend Data							
Index Category	Index Year 1 2002	Index Year 2 2003	Index Year 3 2004	Index Year 4 2005	Index Year 5 2006	# of Students	Index Goal * for next year
Attendance Index Bains/Bains Lower	105	106.6	105	113.3	95	462	

*Use Index Goal values when writing objectives for any particular index category.

Summary of Students with Disabilities Suspension and Expulsion

Suspension Rate (Number of Students / %)

Grade	2002	2003	2004	2005	2006	2007	
Grade PreK							
Grade K							
Grade 1				1			
Total Suspension Rate							

Expulsion Rate (Number of Students / %)

Grade	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Grade PreK							
Grade K							
Grade 1							
Total Expulsion Rate							

Summary of Student Suspension and Expulsion**Suspension Rate (Number of Students / %)**

Grade	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Grade PreK							
Grade K							1
Grade 1					1		4
Total Suspension Rate							

Expulsion Rate (Number of Students / %)

Grade	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Grade PreK							
Grade K							
Grade 1							
Total Expulsion Rate							

DEVELOPMENTAL READING ASSESSMENT SCORES

YEAR	GRADE LEVEL	NUMBER OF STUDENTS ASSESSED	% BELOW GRADE LEVEL	% ON GRADE LEVEL	% ABOVE GRADE LEVEL
Fall 2004	Grade 1	139	14.39	46.79	38.85
	Grade 2	152	19.74	33.55	46.71
	Grade 3	173	16.76	41.04	42.2
Spring 2005	Grade 1	141	16.31	39.01	44.68
	Grade 2	163	22.09	30.67	47.24
	Grade 3	179	17.88	32.4	49.72
Fall 2005	Grade 1	166	12.04	52.4	35.54
	Grade 2	141	19.15	39.72	41.13
	Grade 3	151	25.17	25.17	49.67
Spring 2006	Grade 1	166	22.89	40.36	36.74
	Grade 2	141	19.15	30.5	50.35
	Grade 3	152	24.84	31.37	43.79
Fall 2006	Grade 1	145	15.17	43.45	41.38
	Grade 2	141	14.89	40.43	44.64
	Grade 3	148	29.05	32.43	38.51
Spring 2007	Grade 1	165	28.48	32.72	38.78
	Grade 2				
	Grade 3				

Bains Elementary iLeap Scores

<i>Bains 2006</i>	<i>ELA</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>
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Advanced	9	12	10	7
Mastery	32	23	21	23
Basic	57	69	47	74
Approaching Basic	33	27	49	32
Unsatisfactory	12	12	16	7
Number of students	143	143	143	143
Bains Percentages				
Advanced	6.30%	8.40%	7.00%	4.90%
Mastery	22.40%	16.10%	14.70%	16.10%
Basic	39.90%	48.30%	32.90%	51.70%
Approaching Basic	23.10%	18.90%	34.30%	\$22.40
Unsatisfactory	8.40%	8.40%	11.20%	4.90%

Bains Elementary iLeap scores

<i>Bains 2007</i>	<i>ELA</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>
Advanced	9	11	5	15
Mastery	39	24	34	25
Basic	62	69	63	83
Approaching Basic	21	25	40	14
Unsatisfactory	18	20	7	12
Number of students	149	149	149	149
Bains 2007 percentages				
Advanced	6.00%	7.40%	3.40%	10.10%
Mastery	26.20%	16.10%	22.80%	16.80%
Basic	41.60%	46.30%	42.30%	55.70%
Approaching Basic	14.10%	16.80%	26.80%	9.40%
Unsatisfactory	12.10%	13.40%	4.70%	8.10%

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

YEAR	Grade Level	Number of Students Assessed	Benchmark	Strategic	Intensive
Sept. 2005-2006	Kindergarten	164	87	53	24
	Grade 1	159	93	37	29
Total Sept. 2005-2006		323	180	90	53
Percent 2005-2006			55.72%	27.86%	16.40%
January 2005-2006	Kindergarten	150	85	45	20
	Grade 1	167	80	42	45
Total Jan. 2005-2006		317	165	87	65
Percent 2005-2006			52.05%	27.44%	20.50%
May 2005-2006	Kindergarten	149	85	31	23
	Grade 1	162	86	54	22
Total May 2005-2006		311	171	85	45
Percent 2005-2006			54.97%	27.33%	14.46%
Sept. 2006-2007	Kindergarten	129	90	33	6
	Grade 1	162	116	34	12
Total Sept. 2006-2007		291	206	67	18
Percent 2006-2007			70.07%	23.02%	6.18%
January 2006-2007	Kindergarten	162	98	43	21
	Grade 1	135	82	41	12
Total Jan. 2006-2007		297	180	84	33
Percent 2006-2007			60.60%	28.28%	11.11%
May 2006-2007	Kindergarten	135	88	23	23
	Grade 1	163	98	43	22
Total May 2006-2007		298	186	66	45
Percent 2006-2007			62.41%	22.14%	15.10%

SUBGROUP: % Proficient Trend Data (Grade 4)

Category	Year 1 2003	Year 2 2004	Year 3 2005	Year 4 2006	Year 5 2007	# of Students	Proficiency Goal * for next year
ELA – Grade 4							
School	76.2	64.9	72.6	66		144	69.4
Native/Alaskan American		100				0	
Asian/Pacific Islander/Pacific Islander				100		1	At goal

African American	61.1	39.1	53.8	46.8	62	52.1
Hispanic	100			100	1	At goal
White	89.7	84.3	87.2	80	80	82
Limited English Proficient					0	
Economically Disadvantaged	59.5	43.3	58.6	52.1	71	56.9
Students with Disabilities	42.9	31.6	42.9	26.1	23	33.5
School	65.6	56.8	68.8	61.1	144	65
Native/Alaskan American		100			0	
Asian/Pacific Islander				100	1	At goal
African American	50.0	34.4	46.2	37.1	62	43.4
Hispanic	100.0			100	1	At goal
White	79.5	73.5	86.2	78.8	80	80.9
Limited English Proficient					0	
Economically Disadvantaged	44.6	35.8	52.8	39.4	71	45.5
Students with Disabilities	35.7	26.3	46.4	21.7	23	29.6

*Use Proficiency Goal values when writing objectives for any particular index category.

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP.

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
Material and Technology Resources	Teacher Interviews National Study of School Evaluation (NSSE) Surveys
Instructional Strategies	Faculty Needs Assessment
Curriculum Content	Parent Questionnaires Administrative Questionnaire NAEYC Questionnaires

Administrative Leadership Collaboration at grade levels	Administrative Questionnaire Teacher Questionnaires Faculty Needs Assessment NAEYC Questionnaires	NSSE Surveys
Parental and Community Support	NAEYC Questionnaires Administrative Questionnaire Teacher Questionnaires Volunteer sign in logs School Adopters list	NSSE Surveys
4. Highly Qualified Staff	Employee Personnel records Yearly Evaluations of faculty and staff	NSSE Surveys

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
Sequential Math Instruction	ITBS, Math Assessments
Unified Reading Instruction	DIBELS, DRA, ITBS, Faculty Needs Assessment
Vocabulary and Oral Language	ITBS, Brigance, DSC

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

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

The identified weaknesses will lead to the goals. The underlying causes of the weaknesses will lead to the strategies.

STRATEGY PLANNING WORKSHEET

GOAL 1: To improve students' math and science skills school-wide.	School SPS 2004 99.3 School SPS 2005 102.5 School SPS 2006 99.5	School GT 2004 2.0 School GT 2005 2.2 School GT 2006 2.9
OBJECTIVE 1: To increase the 1st grade ITBS Math standard score from 154.8 to 158.8 by Spring 2009.	SCIENTIFICALLY BASED RESEARCH STRATEGY: Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline where thinking is important.	
NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) Context: Learning communities and resources Process: Design, Learning, Collaboration, and Evaluation Content: Quality Teaching and Family Involvement		

ACTION PLAN

Expected Impact (Observable Change)	Activities	Persons Responsible	Target Audience and Timeline	1 Funding Sources 2 Object Code 3 Cost			Procedures for Evaluating Implementation and Effectiveness of Each Activity
				1	2	3	

1. Math performance will improve at all grade levels and with all sub-groups.	*1a). Align School Level curriculum with state GLE's and Comprehensive Curriculum.	Teachers and administrators	All Students Aug 2007-May 2008	1a) EEF	Click to Enter C ode; Tab to Next Cell	Click to Enter Cost; Tab to Next Cell	1a). Grade level meeting Sign-in sheets
	*1b). Staff development to raise awareness of strategies to improve all subgroups' performance.		August 2007	1b) EEF			1b). Faculty sign-in sheets
	*1c) In-service on Differentiated Instruction for Diverse Learners to the faculty	Teachers and administrators					1c). Grade Level binders
	*1d) Teachers will include a math objective in the professional growth plan.	Teachers and administrators	August 2007-May 2009				1d) Professional Growth Plans

Total Cost Enter Total \$ Amount

Procedures for Evaluating the Goal, Objective(s) and Strategy: Compare Spring 2006 ITBS math scores to the Spring 2007 ITBS math scores. Compile data from classroom observations, individual reflective practice, small group studies, and mentoring to assess the degree of implementation and effectiveness of strategies.

- * Indicates Professional Development Learning **Note:** Activities indicated should address all children including subgroups.
- ** Indicates Family Involvement Activities
- *** Indicates Safe and Drug-Free Activities (if applicable)

STRATEGY PLANNING WORKSHEET

GOAL 1: To improve students' math and science skills school-wide.	School SPS 2004: 99.3 School SPS 2005: 102.5 School SPS 2006: 99.5	School GT 2004: 2.0 School GT 2005: 2.2 School GT 2006: 2.9
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ACTION PLAN

Expected Impact (Observable Change)	Activities	Persons Responsible	Target Audience and Timeline	Funding Sources			Procedures for Evaluating Implementation and Effectiveness of Each Activity
				1 Object Code	2 Cost	3	
				1	2	3	

2. Students will develop an increased sense of numeracy.	2a). Numeracy understanding will be determined by personal interviews with students. 2b). Paraprofessionals in Pre-K and Kindergarten will work with students individually and in small groups to develop numeracy understanding. 2c). First grade students will be placed in learning groups with highly qualified classroom teachers to develop numeracy understanding. **2d). Parents will be informed of math topics and expectations through weekly newsletters, parent conferences, and homework folders. **2e) At the beginning of each six weeks, parents of first grade students will be sent a benchmark letter informing them of grade level expectations for that grading period.	Teachers, para-professionals, and support teachers	All Students Aug 2007-May 2008	2b) Title I	Click to Enter Code; Tab to Next Cell	Click to Enter Cost; Tab to Next Cell	2a). Scored by rubric. 2b). Teacher lessons and classroom observations. 2c). Flexible learning groups in first grade are based on student performance. 2d). Copies of newsletters on file, parent conference logs, and signed homework folders. 2e). Copies of each grade level's benchmark letters are provided to the principal.
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Total Cost

Procedures for Evaluating the Goal, Objective(s) and Strategy: Compare Spring 2006 ITBS math scores to the Spring 2007 ITBS math scores. Compile data from classroom observations, individual reflective practices, and small group studies, and mentoring to assess the degree of implementation and effectiveness of strategies.

* Indicates Professional Development Learning subgroups **Note: Activities indicated should address all children including**

** Indicates Family Involvement Activities

*** Indicates Safe and Drug-Free Activities (if applicable)

STRATEGY PLANNING WORKSHEET

GOAL 1: To improve students' math and science skills school-wide.	School SPS 2004: 99.3 School SPS 2005: 102.5 School SPS 2005: 99.5	School GT 2004: 2.0 School GT 2005: 2.2 School GT 2006: 2.9
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OBJECTIVE 1: To increase the 1st grade ITBS Math standard score from 154.8 to 158.8 by Spring 2009.	SCIENTIFICALLY BASED RESEARCH STRATEGY: Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline where thinking is important.
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NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.)
Context: Learning communities and resources
Process: Design, Learning, Collaboration, and Evaluation
Content: Quality Teaching and Family Involvement

ACTION PLAN

Expected Impact (Observable Change)	Activities	Persons Responsible	Target Audience and Timeline	1 Funding Sources 2 Object Code 3 Cost	Procedures for Evaluating Implementation and Effectiveness of Each Activity
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4. Parents and families are knowledgeable and supportive of instructional activities that can be easily used at home to help promote student achievement and performance.	**4a). School will host a Family Math night to inform parents of sound instructional ideas and activities to help support the learning for students at home. **4b). Math focus days will be held throughout the year to help students develop numeracy understanding. (Pumpkin Day, 100's Day)	Administrators, all teachers	All Students October 23, 2007 October 31, 2007 January 25, 2008	Click to Enter Source; Tab to Next Cell	Click to Enter Code; Tab to Next Cell	Click to Enter Cost; Tab to Next Cell	4a). Parent surveys, newspapers articles and photographs, family sign-in sheets. 4b). Lesson plans and schedules.
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Total Cost Enter Total \$ Amount

Procedures for Evaluating the Goal, Objective(s) and Strategy: Compare Spring 2006 ITBS math scores to the Spring 2007 ITBS math scores. Compile data from classroom observations, individual reflective practices, small group studies, and mentoring to assess the degree of implementation and effectiveness of strategies.

- * Indicates Professional Development Learning
 - ** Indicates Family Involvement Activities
 - *** Indicates Safe and Drug-Free Activities (if applicable)
- Note: Activities indicated should address all children including subgroups.**

STRATEGY PLANNING WORKSHEET

GOAL 1: To improve students' math and science skills school-wide.	School SPS 2004: 99.3 School SPS 2005: 102.5 School SPS 2006: 99.5	School GT 2004: 2.0 School GT 2005: 2.2 School GT 2006: 2.9
OBJECTIVE 1: To increase the 1st grade ITBS Math standard score from 154.8 to 158.8 by Spring 2009.	SCIENTIFICALLY BASED RESEARCH STRATEGY: Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline where thinking is important.	
NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) Context: Learning communities and resources Process: Design, Learning, Collaboration, and Evaluation Content: Quality Teaching and Family Involvement		

ACTION PLAN

Expected Impact (Observable Change)	Activities	Persons Responsible	Target Audience and Timeline	Funding Sources			Procedures for Evaluating Implementation and Effectiveness of Each Activity
				1 Object Code	2 Cost	3	
				1	2	3	

5. Students will improve mathematical performance as a result of technology-based interactive math activities.	5a). K – 1 students will practice math skills through individual instruction in the Compass Learning Lab. *5b). Inservice training for paraprofessionals and teachers on using technology tools. 5c). Students will complete math learning activities using technology tools. **5d). Parents will be invited to a Literacy/Technology Night to participate in activities with their child using technology *5e). Math professional development activities will be planned to assist teachers in designing effective math lessons.	All K-1 teachers, paraprofessionals, Lab Manager Administrators, Lead Teachers Teachers Lab Managers Teachers	K-1 students Aug 2007-May 2008 Ongoing Ongoing March 2008	Click to Enter Source; Tab to Next Cell	Click to Enter Code; Tab to Next Cell	Click to Enter Cost; Tab to Next Cell	5a. Pre and post lab reports. 5b). Sign in sheets, classroom observations, evaluations. 5c). Student generated products. 5d). Parent sign in logs and parent feedback. 5e) Sign in sheets, classroom observations, evaluations.
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Total Cost						Enter Total \$ Amount	
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Procedures for Evaluating the Goal, Objective(s) and Strategy: Compare Spring 2006 ITBS math scores to the Spring 2007 ITBS math scores. Compile data from classroom observations, individual reflective practice, small group studies, and mentoring to assess the degree of implementation and effectiveness of strategies.

- * Indicates Professional Development Learning **Note: Activities indicated should address all children including subgroups.**
- ** Indicates Family Involvement Activities
- *** Indicates Safe and Drug-Free Activities (if applicable)

STRATEGY PLANNING WORKSHEET

GOAL 1: To improve students' math and science skills school-wide.	School SPS 2004: 99.3 School SPS 2005: 102.5 School SPS 2006: 99.5	School GT 2004: 2.0 School GT 2005: 2.2 School GT 2006: 2.9
OBJECTIVE 1: To increase the 1st grade ITBS Math standard score from 154.8 to 158.8 by Spring 2009.	SCIENTIFICALLY BASED RESEARCH STRATEGY: Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline where thinking is important.	
NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) Context: Learning communities and resources Process: Design, Learning, Collaboration, and Evaluation Content: Quality Teaching and Family Involvement		

ACTION PLAN

Expected Impact (Observable Change)	Activities	Persons Responsible	Target Audience and Timeline	Funding Sources			Procedures for Evaluating Implementation and Effectiveness of Each Activity
				1 Object Code	2 Object Code	3 Cost	
				1	2	3	
6. Students will improve science performance scores using science inquiry processes.	6a. <i>Spotlight on Science</i> . Science units will be investigated and shared among grade levels. 6b. Prek-1 st grade students will participate in science investigations utilizing science lab and resources. 6c. Teachers will use the LA Comprehensive Curriculum to guide science investigations.	All teachers, paraprofessionals	Prek-1 students Spring 2007	Click to Enter Source; Tab to Next Cell	Click to Enter Code; Tab to Next Cell	Click to Enter Cost; Tab to Next Cell	Lesson plans Calendar for Science Lab
Total Cost							Enter Total \$ Amount
Procedures for Evaluating the Goal, Objective(s) and Strategy: Compare Spring 2006 ITBS math scores to the Spring 2007 ITBS math scores. Compile data from classroom observations, individual reflective practice, small group studies, and mentoring to assess the degree of implementation and effectiveness of strategies.							

* Indicates Professional Development Learning **Note: Activities indicated should address all children including subgroups.**

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STRATEGY PLANNING WORKSHEET

GOAL 1: To improve students' math and science skills school-wide.	School SPS 2004: 99.3 School SPS 2005: 102.5 School SPS 2006: 99.5	School GT 2004: 2.0 School GT 2005: 2.2 School GT 2006: 2.9
OBJECTIVE 1: To increase the 1st grade ITBS Math standard score from 154.8 to 158.8 by Spring 2009.	SCIENTIFICALLY BASED RESEARCH STRATEGY: Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline where thinking is important.	
NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) Context: Learning communities and resources Process: Design, Learning, Collaboration, and Evaluation 21. Content: Quality Teaching and Family Involvement		

ACTION PLAN

* Indicates Professional Development Learning **Note: Activities indicated should address all children including subgroups.**

** Indicates Family Involvement Activities

*** Indicates Safe and Drug-Free Activities (if applicable)

STRATEGY PLANNING WORKSHEET

<p>GOAL 2: To improve students' reading and writing skills school-wide.</p>	<p>School SPS 2004:99.3 School SPS 2005: 102.5 School SPS 2006:99.5</p>	<p>School GT 2004:2.0 School GT 2005: 2.2 School GT 2006: 2.9</p>
<p>OBJECTIVE 1: To increase DRA scores by 2 percent from on level to above level by Spring 2009.</p> <p>OBJECTIVE 2: To increase the first grade ITBS Standard Score from 158.9 to 162.9 by Spring 2009.</p>	<p>SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the underlying causes) – Providing activities that enable students to apply meaning making skills and strategies such as summarizing , questioning and interpreting text, and opportunities to practice reading will improve reading comprehension and fluency as well as written composition. Research shows that Effective Reading Instruction includes: phonemic awareness, comprehension, vocabulary and fluency.</p>	
<p>NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) Context: Learning Communities and Resources Process: Design, Learning, Collaboration, and Evaluation Content: Quality Teaching and Family Involvement</p>		

ACTION PLAN

Expected Impact (Observable Change)	Activities	Persons Responsible	Target Audience and Timeline	Funding Sources			Procedures for Evaluating Implementation and Effectiveness of Each Activity
				1 Object Code	2 Cost	3	
<p>1. Reading performance improves at all grade levels and all sub-groups.</p>	<p>*1a) K – 1 grade teachers will implement the five components of Effective Reading Instruction. *1b) Pre K – 1 grade teachers will align school curriculum with Comprehensive Curriculum and Grade Level Expectations and design their instructional programs at grade level meetings. *1c) Staff Development activities will raise awareness of strategies to improve all subgroup performance. Faculty and staff will continue to incorporate principles from <i>A Framework for Understanding Poverty</i> by Ruby K. Payne to guide instruction. *1d) After school tutoring by Happi Llandiers *1e) All PreK and K teachers will use the Letter People Program to help with letter recognition and letter sounds. *1f) All Kindergarten and First grade teachers will implement the Open Court Phonics Program to help with letter recognition and letter sounds. 1g) After school Minority Enhancement Program.</p>	<p>Classroom teachers, support teachers, ancillary teachers, and administrators.</p>	<p>August 2007- May 2008</p>	<p>1 Click to Enter Source; Tab to Next Cell</p>	<p>2 Click to Enter Code; Tab to Next Cell</p>	<p>3 Click to Enter Cost; Tab to Next Cell</p>	<p>(1a) Pre-and Post DRA, ITBS and student reading logs, teachers' plan books, records of books checked out; STAR assessment tests, Pre-Post DSC, DIBELS assessment tests. 1b) Grade level meetings Sign-in sheets 1c) Faculty sign-in sheets 1e) Lessons plans 1f) Lessons plans 1g) Log in sheets for students</p>

Total Cost | Enter Total \$
Amount

Procedures for Evaluating the Goal, Objective(s) and Strategy: Compare Spring 2006 DRA and scores to Spring 2007 DRA scores. Compare Spring 2006 DIBELS scores to Spring 2007 DIBELS scores. Evaluation includes 6-week performance assessment of student learning and classroom observations. Compile data from classroom observations, individual reflective practice, small group studies, mentoring of teachers to assess the degree of implementation and the effectiveness of strategies.

- * Indicates Professional Development Learning **Note: Activities indicated should address all children including subgroups.**
- ** Indicates Family Involvement Activities
- *** Indicates Safe and Drug-Free Activities (if applicable)

STRATEGY PLANNING WORKSHEET

GOAL 2: To improve students' reading and writing skills school-wide.	School SPS 2004: 99.3 School SPS 2005: 102.5 School SPS 2006: 99.5	School GT 2004: 2.0 School GT 2005: 2.2 School GT 2006: 2.9
OBJECTIVE 1: To increase DRA scores by 2 percent from on level to above level by Spring 2009.	SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the underlying causes) - Providing activities that enable students to apply skills and strategies such as summarizing, questioning and interpreting text, and increased opportunities to practice reading will improve reading comprehension and fluency as well as written composition.	
OBJECTIVE 2: To increase the first grade ITBS Standard Score from 158.9 to 162.9 by Spring 2009.		
NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) Context: Learning Communities and Resources Process: Design, Learning, Collaboration, and Evaluation Content: Quality Teaching and Family Involvement		

ACTION PLAN

Expected Impact (Observable Change)	Activities	Persons Responsible	Target Audience and Timeline	Funding Sources			Procedures for Evaluating Implementation and Effectiveness of Each Activity
				1 Object Code	2 Cost	3	
				1	2	3	

2a) Developing students' writing skills and strategies.	*2a) Teachers will use the program <i>Write From the Beginning</i> . 2b) K -1 teachers will use the book, <i>Literacy Work Stations</i> by Debbie Diller to design literacy centers that will incorporate writing into the curriculum daily. 2c) PreK- 1 grade students will write in journals and share stories they have written. 2d) Prek students will use <i>Handwriting Without Tears</i> to form their letters. 2e) K – 1 grade students will develop writing skills using interactive and shared writing and Writer's Workshop. 2f) Teachers of K-1 students will submit entries to the Young Authors Contest.	Teachers, Ancillary teachers, Administrators	All Students Aug 2007- May 2008	Click to Enter Source; Tab to Next Cell	Click to Enter Code; Tab to Next Cell	Click to Enter Cost; Tab to Next Cell	2a) Classroom observations, grade level collaboration and documentation, staff development 2b) Lessons plans 2c) Student journals, writing rubrics, student published work, writing displayed on bulletin boards 2d) Teacher observation, student work 2e) Charts of interactive and shared stories, journals, published work 2f) Submission forms for Young Authors
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Total Cost	Enter Total \$ Amount
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Procedures for Evaluating the Goal, Objective(s) and Strategy: Evaluation includes 6-week Performance Assessment of student learning and classroom observations. Summative evaluation includes 2007 ITBS test scores, DRA, and DIBELS with pre and post test comparisons.

- * Indicates Professional Development Learning Note: Activities indicated should address all children including subgroups.
- ** Indicates Family Involvement Activities
- *** Indicates Safe and Drug-Free Activities (if applicable)

STRATEGY PLANNING WORKSHEET

GOAL 2 To improve students' reading and writing skills school-wide.	School SPS 2004: 99.3 School SPS 2005: 102.5 School SPS 2006: 99.5	School GT 2004: 2.0 School GT 2005: 2.2 School GT 2006: 2.9
OBJECTIVE 1: To increase DRA scores by 2 percent from on level to above level by Spring 2009.	SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the underlying causes) - - Providing activities that enable students to apply skills and strategies such as summarizing, questioning and interpreting text, and increased opportunities to practice reading will improve reading comprehension and fluency as well as written composition.	
OBJECTIVE 2: To increase the first grade ITBS Standard Score from 158.9 to 162.9 by Spring 2009.		
NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) Context: Context: Learning Communities and Resources Process: Design, Learning, Collaboration, and Evaluation Content: Quality Teaching and Family Involvement		

ACTION PLAN

Expected Impact (Observable Change)	Activities	Persons Responsible	Target Audience and Timeline	Funding Sources			Procedures for Evaluating Implementation and Effectiveness of Each Activity
				1 Object Code	2 Cost	3	
				1	2	3	

3. Student achievement in reading will improve with better parent\ teacher communications.	**3a) Families will be kept informed through handbooks, PTC (Parent Teacher Connection) programs, weekly newsletters, report cards, parent-teacher conferences, the Edwards Edition, the school newspaper, calendars, and articles in the local newspapers, State accountability, testing schedules, Developmental Reading Assessment, and pupil progression. 3b) All faculty will have a webpage on the parish website. They will be able to post upcoming events, homework assignments, and newsletters.	All teachers, administrators and PTC committee. January 2008	Parents and students Aug 2007-May 2008	Click to Enter Source; Tab to Next Cell	Click to Enter Code; Tab to Next Cell	Click to Enter Cost; Tab to Next Cell	Calendars, newsletters, and articles on file, logs of parent contacts, parent surveys, parent sign-in sheets
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Total Cost Enter Total \$ Amount

Procedures for Evaluating the Goal, Objective(s) and Strategy: Evaluation includes 6-week Performance Assessment of student learning and classroom observations. Summative evaluation includes 2007 ITBS test scores, DRA, and DIBEL with pre and post test comparisons

- * Indicates Professional Development Learning subgroups **Note: Activities indicated should address all children including**
- ** Indicates Family Involvement Activities
- *** Indicates Safe and Drug-Free Activities (if applicable)

STRATEGY PLANNING WORKSHEET

GOAL 2 To improve students' reading and writing skills school-wide	School SPS 2004: 99.3 School SPS 2005: 102.5 School SPS 2006: 99.5	School GT 2004: 2.0 School GT 2005: 2.2 School GT 2006: 2.9
OBJECTIVE 1: To increase DRA scores by 2 percent from on level to above level by Spring 2009.	SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the underlying causes) - - Providing activities that enable students to apply meaning making skills and strategies such as summarizing, questioning and interpreting text, and opportunities to practice reading will improve reading comprehension and fluency as well as written composition.	
OBJECTIVE 2: To increase the first grade ITBS Standard Score from 158.9 to 162.9 by Spring 2009.		
NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) Context: Learning Communities and Resources Process: Design, Learning, Collaboration, and Evaluation Content: Quality Teaching and Family Involvement		

ACTION PLAN

Expected Impact (Observable Change)	Activities	Persons Responsible	Target Audience and Timeline	Funding Sources			Procedures for Evaluating Implementation and Effectiveness of Each Activity
				1 Object Code	2 Object Code	3 Cost	
				1	2	3	
4. Raise scores in vocabulary, phonics word attack skills, and comprehension by early intervention and designing appropriate strategies for all subgroups	<p>4a) Teachers will implement a variety of cognitive strategies incorporating the five components of Effective Reading Instruction, <i>Guided Reading</i> Strategies, Early Literacy Best Practices, Language for Learning, Letter People, and Open Court Phonics</p> <p>*4b) Accelerate student learning according to their reading levels, from the academically delayed through the advanced reader by utilizing the following activities: identification of students, skill grouping, after school tutoring (contingent upon funding), after school minority enhancement, and small group instruction by resource teachers/ support teachers, ancillary teachers and paraprofessionals.</p> <p>4c) <i>Daily Bites</i> will be implemented in first grade and kindergarten to help students with critical thinking skills in language arts, math, science, geography, and patterning.</p> <p>4d) <i>Text Talk</i> will be implemented in K-1 to increase vocabulary and critical thinking skills.</p> <p>4e) A three- tiered instructional model based on the Louisiana Literacy Model will be implemented to address the learning needs of all students in reading.</p> <p>4f) Systematic, explicit instruction in reading will help students to learn reading skills.</p> <p>4g) <i>Working on the Work</i> (WOW) strategies will continue to be used to design authentic, engaging learning activities for students</p>	Teachers, support teachers, resource teachers, librarian, speech therapists, paraprofessionals, reading coach, and tutors	All students Aug 2007- May 2008	Click to Enter Source; Tab to Next Cell	Click to Enter Code; Tab to Next Cell	Click to Enter Cost; Tab to Next Cell	<p>Lesson Plans, schedules, STAR test results, DRA levels and DIBELS reports</p> <p>Ongoing formative and summative assessments will guide instruction.</p> <p>Reading intervention forms and test results (ITBS)</p> <p>Classroom observations</p>
Total Cost						Enter Total \$ Amount	
Procedures for Evaluating the Goal, Objective(s) and Strategy: Note: Activities indicated should address all children including subgroups.							

*Indicates Professional Developing Learning subgroups

** Indicates Family Involvement Activities

*** Indicates Safe and Drug-Free Activities

STRATEGY PLANNING WORKSHEET

GOAL 2 To improve students' reading and writing skills school-wide	School SPS 2004: 99.3 School SPS 2005: 102.5 School SPS 2006: 99.5	School GT 2004: 2.0 School GT 2005: 2.2 School GT 2006: 2.9
OBJECTIVE 1: To increase DRA scores by 2 percent from on level to above level by Spring 2009. OBJECTIVE 2: To increase the first grade ITBS Standard Score from 158.9 to 162.9 by Spring 2009.	SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the underlying causes) - Providing activities that enable students to apply meaning making skills and strategies such as summarizing , questioning and interpreting text, and opportunities to practice reading will improve reading comprehension and fluency as well as written composition.	
NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) Context: Context: Learning Communities and Resources Process: Design, Learning, Collaboration, and Evaluation Content: Quality Teaching and Family Involvement		

ACTION PLAN

Expected Impact (Observable Change)	Activities	Persons Responsible	Target Audience and Timeline	Funding Sources			Procedures for Evaluating Implementation and Effectiveness of Each Activity
				1 Object Code	2 Cost		
				1	2	3	
5) Reading skills will improve with an increase in the amount of time students spend reading a variety of materials	5a) Teachers will use a variety of genres in whole class, small groups or individual reading time. Library and classroom collections that reflect a wide variety of genres and resources will be provided. *5b) Teachers implement the Accelerated Reader Program and allow time for students to read at school. *5c) Use information literacy model to complete research projects. 5d) Students have open access to the library daily. **5e) A School-wide Reading Motivational program encourages parents to read to their children at home. 5f) Extended time for reading and literacy instruction will be provided during the school day for at-risk students.	Teachers, support teachers, resource teachers, reading coach, librarian, speech therapists, paraprofessionals, and tutors	All students August 2007- May 2009	8g grant	Click to Enter Code; Tab to Next Cell	Click to Enter Cost; Tab to Next Cell	5a) Lesson plans, individual student reading logs; records of books checked out at the library and library collection statistics. 5b) Student reading logs; AR reports 5c) Collaboration logs/Rubrics/ Student products 5d) Records of books checked out of the library. 5e) Parent evaluation forms 5f) Ongoing formative and summative assessments
Total Cost						Enter Total \$ Amount	

Procedures for Evaluating the Goal, Objective(s) and Strategy: Click to Enter Information; Allow Word Wrapping
 *Indicates Professional Development Learning Subgroups ** Indicates Family Involvement Activities ** Indicates Safe and Drug Free Activities

STRATEGY PLANNING WORKSHEET

GOAL 1 To improve students' reading and writing skills school-wide	School SPS 2004: 99.3 School SPS 2005: 102.5 School SPS 2006: 99.5	School GT 2004: 2.0 School GT 2005: 2.2 School GT 2006: 2.9
OBJECTIVE 1: To increase DRA scores by 2 percent from on level to above level by Spring 2009.	SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the underlying causes) - - Providing activities that enable students to apply meaning making skills and strategies such as summarizing , questioning and interpreting text, and opportunities to practice reading will improve reading comprehension and fluency as well as written composition.	
OBJECTIVE 2: To increase the first grade ITBS Standard Score from 158.9 to 162.9 by Spring 2009.		
NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) 31. Context: Context: Learning Communities and Resources 32. Process: Design, Learning, Collaboration, and Evaluation 33. Content: Quality Teaching and Family Involvement		

ACTION PLAN

Expected Impact (Observable Change)	Activities	Persons Responsible	Target Audience and Timeline	Funding Sources			Procedures for Evaluating Implementation and Effectiveness of Each Activity
				1 Object Code	2 Cost	3	
				1	2	3	
6. Students will improve reading performance as a result of project-based learning and technology-based interactive reading activities.	*6a) Students will complete project-based learning activities using technology. 6b) Regularly scheduled visits to the computer lab will occur in K-1 classes. *6c) In-service training for paraprofessionals and teachers and support personnel on using technology tools. *6d) Students will go on field trips to extend their learning into the larger world. They will create projects using writing, reading, oral language, problem-solving skills to share information they learn. These projects may also include multimedia presentations such as slide shows or digital images that are printed and made into class books. 6e) Pre K students will have access to interactive computer programs in their classrooms and in the library.	Teacher, librarian, administrator, supervisor of instructional technology (Mr. Matherne), paraprofessionals, support personnel	All Students Fall 2007- Spring 2008	8-g Grant	Click to Enter Code; Tab to Next Cell	Click to Enter Cost; Tab to Next Cell	6a) Flexible library schedule for technology Pre and post technology tests 6b) Compass Lab Reports 6c) Technology in-services, Sign-in sheets 6d) Student projects, digital pictures of field trips
Total Cost						Enter Total \$	Amount

Procedures for Evaluating the Goal, Objective(s) and Strategy: Evaluation includes 6-week Performance Assessment of student learning and classroom observations. Summative evaluation includes 2007 ITBS test scores, DRA, and DIBEL with pre and post test comparisons.

Note: Activities indicated should address all children including

- * Indicates Professional Development Learning Subgroups
- ** Indicates Family Involvement Activities
- ***Indicates Safe and Drug-Free Activities (if applicable)

STRATEGY PLANNING WORKSHEET

GOAL 2: To improve students' reading and writing skills school-wide.	School SPS 2004: 99.3 School SPS 2005: 102.5 School SPS 2006: 99.5	School GT 2004: 2.0 School GT 2005: 2.2 School GT 2006: 2.9
OBJECTIVE 1: To increase DRA scores by 2 percent from on level to above level by Spring 2009. OBJECTIVE 2: To increase the first grade ITBS Standard Score from 158.9 to 162.9 by Spring 2009.	SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the underlying causes) – Providing activities that enable students to apply meaning making skills and strategies such as summarizing, questioning and interpreting text, and opportunities to practice reading will improve reading comprehension and fluency as well as written composition. Research shows that Effective Reading Instruction includes: phonemic awareness, comprehension, vocabulary and fluency.	
NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) Context: Learning Communities and Resources Process: Design, Learning, Collaboration, and Evaluation Content: Quality Teaching and Family Involvement		

ACTION PLAN

Expected Impact (Observable Change)	Activities	Persons Responsible	Target Audience and Timeline	1 Funding Sources 2 Object Code 3 Cost			Procedures for Evaluating Implementation and Effectiveness of Each Activity
				1	2	3	

<p>7. Reading performance will improve as teachers are involved with high quality professional development activities</p>	<p>*7a) K – 1 grade teachers will be trained in the five components of Effective Reading Instruction. *7b) Pre K – 1 grade teachers will align Grade Level Expectations and use the Comprehensive Curriculum to design their instructional programs at grade level meetings. *7c) Staff Development activities will raise awareness of strategies to improve all subgroup performance. Faculty and staff will read and discuss <i>A Framework for Understanding Poverty</i> by Ruby K. Payne as part of a yearlong study. *7d) All PreK teachers receive training in <i>The Letter People Program</i> to help students learn letter recognition and letter sounds. *7e) All Kindergarten and First grade teachers receive training in <i>Open Court Phonics Program</i> to help with letter recognition and letter sounds. *7f) All first grade teachers will receive training using <i>Reading with Meaning</i> by Debbie Miller and view the video series <i>Happy Reading</i> by Debbie Miller. They will implement these strategies in their instructional program. *7g) The <i>Nurtured Heart</i> strategies will be used to help the intense child to be successful. 7h) Professional literature, journals, and articles will be available to help teachers stay current of new trends and instructional strategies. 7i) K -1st grade teachers will be trained in <i>Text Talk</i>, a program designed to build vocabulary and reading comprehension. 7j) Teachers will continue to use Marcia Tate's principles outlined in the book, <i>Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain</i>, to plan engaging learning activities.</p>	<p>Classroom teachers, support teachers, ancillary teachers, and administrators.</p>	<p>All Students Aug 2007- May 2008</p>	<p>Click to Enter Source; Tab to Next Cell</p>	<p>Click to Enter Code; Tab to Next Cell</p>	<p>Click to Enter Cost; Tab to Next Cell</p>	<p>7a) Pre-and Post DRA, ITBS and student reading logs, teachers' plan books, records of books checked out; STAR assessment tests, DIBELS assessment tests. 7b) Grade level meetings Sign-in sheets 7c) Faculty sign-in sheets for Professional Development activities 7d) Faculty sign in sheets, Classroom observations 7e) Faculty sigh in sheets, Classroom observations 7f) Grade level meetings, sign in sheets 7g-j) Classroom observation, Lesson plans, Sign in sheets</p>
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Total Cost

Enter Total \$ Amount

Procedures for Evaluating the Goal, Objective(s) and Strategy: Compare Spring 2006 DRA and scores to Spring 2007 DRA scores. Compare Spring 2006 DIBELS scores to Spring 2007 DIBELS scores. Evaluation includes 6-week performance assessment of student learning and classroom observations. Compile data from classroom observations, individual reflective practice, small group studies, mentoring of teachers to assess the degree of implementation and the effectiveness of strategies.

- * Indicates Professional Development Learning Note: Activities indicated should address all children including subgroups.
- ** Indicates Family Involvement Activities
- *** Indicates Safe and Drug-Free Activities (if applicable)

STRATEGY PLANNING WORKSHEET

ACTION PLAN

- * Indicates Professional Development Learning Note: Activities indicated should address all children including subgroups.
- ** Indicates Family Involvement Activities
- *** Indicates Safe and Drug-Free Activities (if applicable)

RATIONALE FOR SCIENTIFICALLY BASED RESEARCH STRATEGIES

Strategy:	Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline where thinking is important.
Goal 1:	Math performance improves at all grade levels and all sub-groups.
Objective 1:	To increase the 1 st grade ITBS Math standard score from 154.8 to 158.8 by Spring 2009
Bibliographic Notation:	<p>Kamii, C. 1985. Young Children Reinvent Arithmetic: Implications of Piaget's Theory. New York: Teachers College Press.</p> <p>Kamii, c, 1989. Young Children Continue to Reinvent Arithmetic: Implications of Piaget's Theory. New York: Teachers College Press.</p> <p>Cobb, P., T. Wood, E. Yackel, J. Nicholls, G. Wheatley, B. Trigatti, and M. Perlwitz, 1991. "Assessment of a Problem-Centered Second Grade Mathematics Project." Journal for Research in Mathematics Education Vol. 22:3-29</p>

OTHER PURCHASES SERVICES (500)				8,814								\$8,814
SUPPLIES (600)			4,318	36,250		163	673	9,888	4,287	5,150		\$60,729
INDIRECT COSTS (If applicable)				6,000								\$6,000
PROPERTY (700)												
OTHER OBJECTS (800)												
OTHER USES OF FUNDS (900)												
TOTAL	\$65,548	\$39,984	\$7,836	\$138,114	\$104,557	\$87,036	\$673	\$9,888	\$19,308	\$5,150		\$478,094

*Funding Sources: Title I – Part A, Part B (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; Foreign Languages; IDEA; K-3 Initiatives; Early Reading First; MSL; Education Excellence Act; School Choice; miscellaneous funding sources; foundations/grants, etc.

BUDGET WORKSHEET BY ACHIEVEMENT GOAL AND FUNDING SOURCE

*Funding Sources: Title I – Part A, Part B (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; Foreign Languages; IDEA; K-3 Initiatives; Early Reading First; MSL; Education Excellence Act; School Choice; miscellaneous funding sources; foundations/grants, etc.

DATA ATTACHMENTS

The following items should be included in the data attachments:

Principal's Report Card

Summary of Findings of Survey Data (Teachers, Parents, Students, and Principal)

Summary of Findings of Interview Data (Principal, Counselor, and, Teachers) (**Not Optional for Schools in School Improvement/CSRP**)

Summary of Findings of Focus Group Data (Teachers and Students) (**Not Optional for Schools in School Improvement/CSRP**)

Data Triangulation Form or *SAM 2000* Vote-Counting Method: Strength/Weakness Summary Sheet

Comprehensive Needs Assessment: Final Report

Data Notebook (for schools participating in *School Analysis Model-SAM 2000*)

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)