

SCHOOL IMPROVEMENT PLAN

Tunica Elementary School

West Feliciana Parish School System

School Improvement and Planning Section
Division of School Standards, Accountability, and Assistance
Louisiana Department of Education

Date: August 13, 2009

Tunica Elementary School

Grades: PreKindergarten – Fifth

15311 Tunica Trace

Tunica, LA 70782

Shannon Hall, Principal

(225) 655-4135

halls@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 Schoolwide Targeted Assistance
- Member of Southern Association of Colleges and Schools
- Grant Application

Name of Grant: _____

Contact Person: _____

Phone: _____

Email: _____

Signature of Principal: _____

Date: _____

Signature of Superintendent: _____

Date: _____

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

- ❑ 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.
- ❑ Mail the Cover Page, District Assurance, Faculty Assurance, and any non-electronic data attachments along with the plan on disk.
- ❑ 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 categories on the Cover Page of the *School Improvement Plan*.
- ❑ Update page numbers in the Table of Contents.
- ❑ For SIPs that have been revised, indicate material that has changed on the Strategy Planning Worksheet with lines (strikethroughs) typed through it. 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, address, and phone number of the contact person on the Cover Page of the *School Improvement Plan*.
- ❑ USE BLUE INK for original signatures.
 - ❑ 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.*

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School Accountability Report Cards (Parent and Principal)	
o Summary of Findings of Survey Data (Teachers, Parents, Students, and Principal)	
o Summary of Findings of Interview Data (Principal, Counselor, Students, Teachers) (Not Optional for Schools in School Improvement/CSRP)	
o Summary of Findings of Focus Group Data (Teachers, Students, Parents) (Not Optional for Schools in School Improvement/CSRP)	
o Data Triangulation Form or SAM 2000 Vote-Counting Method: Strength/Weakness Summary Sheet	
o Comprehensive Needs Assessment: Final Report	
o Data Notebook (for schools participating in School Analysis Model-SAM 2000)	
o Special Education Monitoring Report (district level)	
o Other Pertinent Data (other IOWA summary data, ACT summaries, PSAT summaries, etc.)	

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 research-based 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)

Assistant Superintendent's signature (in blue ink)

Chair, School Improvement Team (in blue ink)

District Assistance Team Leader (in blue ink)

District Assistance Team Member (in blue ink)

District Assistance Team Member (in blue ink)

Not Applicable (No District Assistance Team in place)

District Assistance Team Member (in blue ink)

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty & Staff in School: 15

Date: August 13, 2009

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

	Faculty Member	Position	Signature	Date signed
	Shannon Hall	Principal		
	Johnette Covington	Teacher		
	Sarah Rachal	Teacher		
	Arlene Hughes	Teacher		
	Ashley Havard	Teacher		
	Karen Robillard	Teacher		
	Helen Whitfield	Teacher		
	Teresa Pritchard	Teacher		
	Jane Wesberry	Teacher		

MISSION STATEMENT

All students at Tunica Elementary will become lifelong learners and productive citizens.

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

Shannon Hall, principal
Arlene Hughes, teacher
Ashley Havard, teacher
Kelley Hawkins, parent
Angela Butler, parent

Philosophy and Purpose of Education

We, the faculty of Tunica Elementary, believe in an educational process that will develop, to the greatest possible extent, all aspects of the individual student. We believe this can be achieved through a program designed to challenge and meet the academic, artistic, social, physical, mental, and emotional needs of each student. It is our conviction that educators and parents must work together to provide the varied experiences, encouragement, and support systems for the child. We wish to instill in each student the desire to pursue the quest of knowledge which will lead to the development of young individuals who are critically-thinking, productive, and caring citizens in our democratic society.

VISION

Our vision at Tunica Elementary is to develop students that achieve their full potential. We strive to have all stakeholders dedicated to meeting the social, academic, and emotional needs of the individual. Each student will be challenged and stimulated in meaningful learning experiences.

SCHOOL DEMOGRAPHICS/CHARACTERISTICS

A D M		Total #	# Certified	# Expected Vacancies	# in LA Principal Internship/Induction Program for SY 05-06
	Principals	1	1	0	0

T E A C H E R S *		School Non-Title I		Title I				Total % in School		% Change from 2003	
		General Ed	Special Ed	School wide		Targeted Assistance		General Ed	Special Ed	General Ed	Special Ed
				General Ed	Special Ed	General Ed	Special Ed				
	HIGHLY QUALIFIED*	General Ed	Special Ed	General Ed	Special Ed	General Ed	Special Ed	General Ed	Special Ed	General Ed	Special Ed
	# Highly Qualified Core Academic Teachers (Subtotal)			8	1	0	0	100	100	0	0
	NOT HIGHLY QUALIFIED	General Ed	Special Ed	General Ed	Special Ed	General Ed	Special Ed	General Ed	Special Ed	General Ed	Special Ed
	Non-Standard *** (TAT) (OFAT) (TEP) (EP)										
	Other										
	Subtotal Not Highly Qualified			0	0	0	0	0	0	0	0
	TOTAL TEACHERS (Highly Qualified and Not Highly Qualified)			8	1	0	0				
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			4	0	0	0	100	0	0	0
	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	0	0	0	0	0	0
	TOTAL PARAS (Highly Qualified and Not Highly Qualified)			4	0						

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* 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	
School Improvement Team Members	Position
Shannon Hall	Principal
Ashley Havard	Teacher
Teresa Pritchard	Teacher
Joyce Ricks	Paraprofessional

District Assistance Team Leader	Contact #:
Distinguished Educator:	Contact #:
Parish Homeless Liaison:	Contact #:

Learning-Intensive Networking Communities for Success (LINCS) Information (if applicable)	
Regional LINCS Coordinator	
Content Leader(s)	

Content Area of Focus for School	
High Schools That Work (HSTW) Site Coordinator and Contact #	
Making Middle Grades Work (MMGW) Site Coordinator and Contact #	
Leadership Team Members/Position at School	

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
21 st Century Community Learning Centers			
Big Buddy			
Career to Work			
DARE	X		
Early Reading First			
HIPPY			
INTECH			
INTECH 2 Science			
INTECH Social Studies			
K-3 Reading/Math Initiative	X		
La GEAR-UP			
La SIP			
LEAD TECH			
Learning Intensive Networking Communities for Success (LINCS)			
LINCS/High School That Work (HSTW)			
LINCS/Making Middle Grades Work (MMGW)			
Louisiana Virtual School			
Making Middle Grades Work			

SAGE			
School Tech			
School to Work			
School wide Positive Behavior Interventions and Support	X		
The Louisiana Literacy Corps			
The Multisensory Structured Language Program			
The Strategic Instruction Model (SIM)			
Other: Spectrum Lab			
Odyssey Learning Lab	X		
Wilson's Foundations Phonics Program	X		
Zaner-Bloser Handwriting Program	X		
Three Tier Reading Intervention Program	X		
Horizons/Corrective Reading Program	X		
List Supplemental Educational Services provided for your students (Title I schools, if applicable): 3 Paraprofessionals 1 Reading Interventionist 1 Reading "Coach" LEAP After School and Summer Tutoring Project Success (After school and summer tutoring Grades 3 and 5)			
List the Distance Learning (i.e., web-based, satellite, etc.) courses provided for your students			

STUDENT DATA

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
114	40	12	0	5	0	0	5	0

Number of Households Served by School	90
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% of Students in Subgroups by Ethnicity				
American Indian	Asian/Pacific Islander	Black	Hispanic	White
0	0			

Poverty Profile	
# of Free/Reduced Lunch Students: 63	Percent of Free/Reduced Lunch Students: 55

SUMMARY REPORT OF STUDENT ACHIEVEMENT DATA

Index Category	2005 Index	2006 Index	2007 Index	2008 Index	2009 Index	Avg. # Students	Index Goal for next year*
English/Language Arts							
• 4 th Grade CRT Index: ELA	101.9	102.6	76.9	107.7	106.7	17	109.0
• School CRT Index: ELA	101.9	102.6	76.9	107.7	106.7	17	109.0
Math							
• 4 th Grade CRT Index: Math	67.3	92.1	61.5	96.2	86.7	17	90.0
• School CRT Index: Math	67.3	92.1	61.5	96.2	86.7	17	90.0
Science							
• 4 th Grade CRT Index: Science	105.8	97.4	92.3	100.0	116.7	17	119.0
• School CRT Index: Science	105.8	97.4	92.3	100.0	116.7	17	119.0
Social Studies							
• 4 th Grade CRT Index: Social Studies	111.5	115.7	84.6	126.9	123.3	17	126.0
• School CRT Index: Social Studies	111.5	115.7	84.6	126.9	123.3	17	126.0
All Subjects							
• 4 th Grade CRT Index: All Subjects						17	
• School CRT Index: All Subjects						17	

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

Index Category	2007 Index	2008 Index	2009 Index	Avg. # Students	Index Goal for next year*
Grade 3					
• Language Index	123.5	89.1	100.0	17	102.0
• Math Index	85.3	73.9	92.0	17	95.0
• Science Index	82.5	73.9	86.0	17	89.0
• Social Studies Index	102.9	69.6	94.0	17	97.0
• Composite Index		81	95.5	17	97.0
Grade 5					
• Language Index	87.5	80.7	106.7	17	109.5
• Math Index	77.5	84.6	86.7	17	90.0
• Science Index	82.5	78.9	133.3	17	135.0
• Social Studies Index	82.5	69.2	96.7	17	99.0
• Composite Index		77.9	105.9	17	109.0

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

Index Category	2005	2006	2007	2008	2009	Avg. # Students	Goal for next year*
ELA – Grade 4							
• School						17	
• Indian						0	
• Asian						0	
• Black						4	
• Hispanic						0	
• White						13	
• Limited English Proficient						0	
• Poverty						8	
• Students with Disabilities						2	

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

SUMMARY REPORT OF STUDENT ATTENDANCE AND DROPOUT DATA

Index Category	2005 Index	2006 Index	2007 Index	2008 Index	2009 Index	Avg. # Students	Index Goal for next year*
Attendance Index	94.2	94.8	94.3	93.9	93.4	106	95.0
Dropout Index	0	0	0	0	0	0	0

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

Summary of Student Suspension and Expulsion

Suspension Rate (Number of Students / %)							
Grade	2002-2003	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Total Suspension Rate							

Expulsion Rate (Number of Students / %)							
Grade	2002 - 03	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08	2008 - 09
Grade 2	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%
Grade 3	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%
Grade 4	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%

Grade 5	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%
Total Expulsion Rate	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%

Summary of Special Education Student Suspension and Expulsion

Grade	2004 - 05	2005 - 06	2006 - 07	2007 - 08	2008 - 09
Grade					
Grade					
Grade					
Grade					
Total Suspension Rate					

Grade	2004 - 05	2005 - 06	2006 - 07	2007 - 08	2008 - 09
Grade	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%
Grade	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%
Grade	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%
Grade	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%
Total Expulsion Rate	0/0.0%	0/0.0%	0/0.0%	0/0.0%	0/0.0%

SPS – WHOLE SCHOOL TREND DATA ANALYSIS

This document presents some suggested steps for evaluating SPS data across several years. The steps do not cover all possible data analyses, but are intended to help uncover potential target areas for school improvement.

Step 1: *Identify weakest area for current year*

- Look for the lowest index score across all areas (NRT, CRT, Attendance, and Dropout) for the current year.
- NOTE: This “current weakness” could be caused by a variety of factors (ex: “good class/bad class” syndrome) and may not necessarily reflect an immediate school improvement concern for the school.
- If the current year lowest index score has been low for the past few years (ex: 2000-2002), then it should be noted as a potential weakness.

Step 2: *Identify any declining trends*

- Look for indexes that have declined over the past year or two.
- NOTE: Some declining trends may be the result of population shifts and may not necessarily reflect problematic areas.
- If any index has steadily or substantially declined over recent years, then it should be noted as a potential weakness.

Step 3: *Identify any grade level weaknesses*

- Compare grade level academic indexes (NRT, CRT) and evaluate grade level performance (ex: Does one grade have substantially lower indexes than all other grades?).
- NOTE: Be sure to look at data across all years before concluding that a grade level weakness exists.
- If any grade level index is consistently lower than other grade indexes in the school, then it should be noted as a potential weakness.

Step 4: *Identify any subject level weaknesses*

- Compare CRT indexes by subject to NRT indexes that relate to that same subject (ex: compare CRT Math index to NRT Math Total index).
- Low index scores across grades within a particular subject should be noted as a potential weakness.

- Low scores in some grades and high scores in other grades in the same subject may also indicate grade level weaknesses within a particular subject (which should be noted along with other grade level findings in Step 3).

% PROFICIENT - SUBGROUP TREND DATA ANALYSIS

Step 5: *Identify weakest area for current year by subgroup*

- Look for the lowest % Proficient score across all subgroups (Indian, Asian, Black, Hispanic, White, LEP, Poverty, and Special Education) for the current year for both ELA and Math.
- If the current year lowest % Proficient score has been low for the past few years (ex: 2000-2002), then it should be noted as a potential weakness.

Step 6: *Identify any declining trends for subgroups*

- Look for subgroup % Proficient scores in ELA and/or Math that have declined over the past few years.
- NOTE: Some declining trends may be the result of population shifts and may not necessarily reflect problematic areas.
- If any subgroup % Proficient scores have steadily or substantially declined over the past few years, then it should be noted as a potential weakness.

Step 7: *Identify achievement gap issues*

- Compare each subgroup's % Proficient scores to the Whole School or other subgroup % Proficient scores in ELA and Math and evaluate subgroup performance (ex: Are any subgroups consistently below the Whole School proficiency score in ELA and/or Math?)
- NOTE: Be sure to look at data across all years before concluding that a subgroup weakness exists.
- If any subgroup % Proficient score is consistently or substantially lower than the Whole School or other subgroup % Proficient scores then it should be noted as a potential weakness.

Step 8: *Identify any subject level weaknesses by subgroup*

- Compare Math % Proficient scores to ELA % Proficient scores (ex: Is one subject typically higher than the other subject for the subgroups?)
- Low % Proficient scores ACROSS subgroups within a particular subject should be noted as a potential school wide weakness in that subject.
- Low % Proficient scores in ELA or Math for any subgroup across 2-3 years should be noted as a potential subject-level weakness for that subgroup.

Step 9: *Determine major SPS and subgroup weaknesses for school*

- Analyze and discuss all potential weaknesses from steps 1 through 8 and determine 2 or 3 major SPS and/or subgroup weaknesses.

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
Number of Unsatisfactory in Social Studies has decreased.	iLEAP, LEAP
The percentage of Advanced scores in Science increased in all grade levels.	iLEAP, LEAP
The percentage of Advanced scores in Social Studies increased in all grade levels.	iLEAP, LEAP

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
The percent of proficient readers decreases as each grade level increases.	iLEAP, LEAP
The percent of students performing at a proficient level in Math decreases as grade level increases.	iLEAP, LEAP
Reading and Math are consistently weaker across the grade levels.	iLEAP, LEAP

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

UNDERLYING CAUSES OF THE STRENGTHS	DATA SOURCE
Increased focus on relevant assessments in Science and Social	Assessments on file

Studies	
Increased rigor and curriculum alignment due to GLEs and Comprehensive Curriculum	Lesson plans show alignment
Consistent use of inquiry-based strategies for Science education across grade levels	Lesson plans
Highly qualified teachers utilizing research-based strategies and best practices	GLEs

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

UNDERLYING CAUSES OF THE WEAKNESSES	DATA SOURCE
Decreased emphasis on reading techniques and strategies as grade levels increase	Course offerings, lesson plans
Inconsistency in the differentiation of instruction	Lesson plans
Inconsistent focus on problem solving / application of math concepts across grade levels.	Lesson plans

STRATEGY PLANNING WORKSHEET

GOAL 1: To improve students' English Language Arts skills school-wide	Current Baseline SPS (2007-2008) 88.4	Annual SPS Goal (2008-2009) 5.0	Annual Growth Target (2008-2009) 93.4
OBJECTIVE 1: To improve 3rd grade ELA iLEAP from 100 to 102 OBJECTIVE 2: To improve 4th grade ELA LEAP from 106.7 to 109 OBJECTIVE 3: To improve 5th grade ELA iLEAP from 106.7 to 109	SCIENTIFICALLY BASED RESEARCH STRATEGY: Teachers are familiar with a variety of cognitive strategies that they teach students to use to improve students' reading and writing skills. Effective reading instruction includes the following: phonemic awareness, comprehension, vocabulary, writing, and fluency. Research suggests that these five components help students become more successful readers.		
NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) <ol style="list-style-type: none"> 1. Context: Effective elementary school staff development develops learning communities whose goals are aligned with those of the school and district. 2. Process: Effective elementary school staff development uses learning strategies appropriate to the intended goal. 3. Content: Effective elementary school staff development deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards,, and prepares them to use various types of classroom assessments appropriately. 			

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	
Reading performance improves at all grade levels and all subgroups	1a. Implement the Components of Effective Reading Instruction. 1b. Staff development to raise awareness of strategies to improve all subgroup performance.	All teachers Principal, teachers	Target: students and teachers Timeline: Aug. 2009 – May 2010				Lesson plans Staff development schedule , sign-in sheets

	<p>1c. Weekly newsletters to inform parents of content and skills being taught.</p>	All teachers	Students and parents				<p>Copies of newsletters on file</p>
	<p>1d. Teachers collaborate to share effective instructional and assessment strategies.</p>	All teachers					<p>Lesson plans, assessments on file</p>
	<p>1e. Intervention will be provided to every kindergartener through 3rd grader who is identified as intensive at risk as assessed by DIBELS.</p>						<p>Schedule from interventionists</p>

Total Cost								
<p>Procedures for Evaluating the Goal, Objective(s) and Strategy: Formative evaluation includes unit-end performance assessment of student learning and classroom objectives. Summative evaluation includes 2010 iLEAP and LEAP test results.</p>								

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

Note: Activities indicated should address all children including

STRATEGY PLANNING WORKSHEET

GOAL 1: To improve students' English Language Arts skills schoolwide		Current Baseline SPS (2007-2008) 88.4	Annual SPS Goal (2008-2009) 5.0	Annual Growth Target (2008-2009) 94.4			
OBJECTIVE 1: To improve 3rd grade ELA iLEAP from 100 to 102 OBJECTIVE 2: To improve 4th grade ELA LEAP from 106.7 to 109 OBJECTIVE 3: To improve 5th grade ELA iLEAP from 106.7 to 109		SCIENTIFICALLY BASED RESEARCH STRATEGY: Teachers are familiar with a variety of cognitive strategies that they teach students to use to improve students' reading and writing skills. Effective reading instruction includes the following: phonemic awareness, comprehension, vocabulary, writing, and fluency. Research suggests that these five components help students become more successful readers.					
NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) 1. Context: Effective elementary school staff development develops learning communities whose goals are aligned with those of the school and district. 2. Process: Effective elementary school staff development uses learning strategies appropriate to the intended goal. 3. Content: Effective elementary school staff development deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards,, and prepares them to use various types of classroom assessments appropriately.							
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	
Students' word attack skills, comprehension and writing skills will improve	2. Teachers will implement a variety of cognitive strategies such as the Five Components of Effective Reading Instruction and ACE. In addition, teachers will utilize the following programs as needed: Horizons, Wilson Language,	All teachers, Principal	Students / Aug. 2009 – May 2010				Teacher observation, grade-level collaboration, staff development sign-in sheets, literacy folder documentation, reading intervention forms, and test results

<p>Increase vocabulary, phonics, and comprehension; therefore, raise reading levels and stanines of students</p> <p>More students score Mastery and/or Advanced on LEAP and iLEAP</p> <p>More students score Mastery and/or Advanced on LEAP and iLEAP</p>	<p>Corrective Reading, Foundations, Foundations, and other methodologies</p> <p>3. Utilize the following activities to accelerate students according to their reading levels, encompassing from the academically delayed through the advanced reader: identification of students, skills grouping, compacting, after-school tutoring (contingent upon funding), and small group instruction by Reading Interventionist and ancillary teachers and paraprofessionals</p> <p>4. Implement Project Success for all students in grade 4</p> <p>5. Implement cross-grade enrichment / intervention groups during school hours</p>	<p>Teachers, Reading Interventionist, Librarian, Speech therapists, paraprofessionals</p> <p>Teachers that tutor, students</p> <p>Teachers, paraprofessionals</p>	<p>Students / August 2009 – May 2010</p> <p>Students in 4th grade / October 2009 – March 2010</p> <p>1st – 5th grade students / September 2009 – May 2010</p>				<p>Lesson plans, schedules, Accelerated Reader Reports, STAR test results, DRA levels, and DIBELS reports</p> <p>Lesson plans, classroom observations, iLEAP and LEAP scores, tutoring sign-in sheets</p> <p>Lesson plans, classroom observations, schedule, iLEAP and LEAP scores</p>
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<p>Increase the amount of time students spend reading a variety of materials.</p> <p>Students will improve reading performance as a result of technology-based interactive reading activities</p> <p>Parent, teacher, and student relations and communication improve</p>	<p>6. Use a variety of genres in whole class, small groups, or individual reading time.</p>	Teachers	Students / August 2009 – May 2010				<p>Lesson plans, individual students' reading logs, records of books checked out of the library</p>
	<p>7. Teachers implement the Accelerated Reader Program and allow time for students to read.</p>	Teachers, librarian	Students / August 2009 – May 2010				<p>Student reading logs, AR reports</p>
	<p>8. Students will utilize technology to read, practice and review, write, and create presentations.</p>	Classroom teachers, computer lab manager	Students / August 2009 – May 2010				<p>Students' portfolios, published writings, lab reports, Odyssey reports</p>
	<p>9. Through weekly letters to parents, calendars, website announcements, and articles in the local newspaper, parents and families will be informed of teacher expectations, state accountability, high stakes testing, developmental reading assessment, and pupil progression</p>	All teachers, Principal, publicity chairperson	Parents, students, community / August 2009 – May 2010				<p>Calendars, newsletters, and articles on file; logs of parent contacts, meeting sign-in sheets</p>

Total Cost		
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Procedures for Evaluating the Goal, Objective(s) and Strategy:
 Formative evaluation includes unit-end performance assessment of student learning and classroom objectives. Summative evaluation includes 2010 iLEAP and LEAP test results.

* Indicates Professional Development Learning subgroups.

** Indicates Family Involvement Activities***

Note: Activities indicated should address all children including

Indicates Safe and Drug-Free Activities (if applicable)

STRATEGY PLANNING WORKSHEET

GOAL 2: To improve students' Math skills schoolwide	Current Baseline SPS (2007-2008) 88.4	Annual SPS Goal (2008-2009) 5.0	Annual Growth Target (2008-2009) 94.4
OBJECTIVE 1: To improve 3rd grade Math iLEAP from 92 to 95 OBJECTIVE 2: To improve 4th grade Math LEAP from 86.7 to 90 OBJECTIVE 3: To improve 5th grade Math iLEAP from 86.7 to 90	SCIENTIFICALLY BASED RESEARCH STRATEGY: Focusing instruction on the meaningful development of important mathematical ideas increases student learning. Using calculators in the learning of mathematics can result in increased achievement and improved student attitudes.		
NSDC Standard for Staff Development: (Identify which standards(s) will be addressed.) 1. Context: Effective elementary school staff development requires skillful school and district leaders who guide continuous instructional improvement. 2. Process: Effective elementary school staff development uses disaggregated student data to determine learning priorities, monitor progress, and help sustain continuous improvement. 3. Content: Effective elementary school staff development provides educators with knowledge and skills to involve families and other stakeholders appropriately.			

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	
Development of key mathematical concepts related to problem solving, higher order thinking, estimation, mental math, mathematical relationships, and fact recall. Development of	1. Involve students in problem solving, higher order thinking, concept development, and meaningful practice through the use of Problem of the Day, teacher-generated cooperative learning activities, Investigations and calculator use. 2. Students will practice math skills through	All teachers Teachers, Lab manager	Students / August 2009 – May 2010 Students / August 2009 – May 2010				Lesson plans; classroom observations; LEAP and iLEAP scores Pre- and post lab reports

key mathematical concepts related to problem solving, higher order thinking, estimation, mental math, mathematical relationships, and fact recall.	individual instruction in the Odyssey Learning Lab.						
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Total Cost	Enter Total \$ Amount	
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Procedures for Evaluating the Goal, Objective(s) and Strategy:
 Formative evaluation includes unit-end performance assessment of student learning and classroom objectives. Summative evaluation includes 2010 iLEAP and LEAP test results.

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

Note: Activities indicated should address all children including

STRATEGY PLANNING WORKSHEET

GOAL 2: To improve students' Math skills schoolwide		Current Baseline SPS (2007-2008) 88.4	Annual SPS Goal (2008-2009) 5.0	Annual Growth Target (2008-2009) 94.4			
OBJECTIVE 1: To improve 3rd grade Math iLEAP from 100 to 102 OBJECTIVE 2: To improve 4th grade Math LEAP from 86.7 to 90 OBJECTIVE 3: To improve 5th grade Math iLEAP from 86.7 to 90		SCIENTIFICALLY BASED RESEARCH STRATEGY : Focusing instruction on the meaningful development of important mathematical ideas increases student learning. Long term use of concrete materials is positively related to increases in student mathematics achievement and improved attitudes towards mathematics.					
NSDC Standard for Staff Development: 1. Context: Effective elementary school staff development requires skillful school and district leaders who guide continuous instructional improvement. 2. Process: Effective elementary school staff development uses disaggregated student data to determine learning priorities, monitor progress, and help sustain continuous improvement. 3. Content: Effective elementary school staff development provides educators with knowledge and skills to involve families and other stakeholders appropriately.							
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	
Students' math scores improve on LEAP and iLEAP.	1. Teachers utilize manipulatives and life-related experiences when teaching math, and students use concrete math materials to discover math concepts and problem-solving techniques.	Teachers	All students / August 2009 – May 2010				Lesson Plans, classroom observations, LEAP and iLEAP test results.
Students' math scores improve on LEAP and iLEAP.	2. Teachers design assessments including constructed response items to reflect format of LEAP and iLEAP.	Math teachers	All students / August 2009 – May 2010				Assessments on file and in portfolios

No gaps in math instruction exist.	3. Math teachers collaborate to ensure that National Benchmarks and State GLEs are addressed.	Math teachers	All students / August 2009 – May 2010				LEAP and iLEAP test results;GLE checklist; Lesson plans
Authentic engagement of students in math lessons is a daily occurrence.	4. Engage teachers in staff development workshops, peer observations, and follow-up activities will prepare them to effectively design and orchestrate activity-based, hands-on math instruction in the classroom.	All teachers	Teachers / August 2009 – May 2010				Classroom observation; lesson plans; peer observations; staff development sign-in sheets
Students have the ability to explain mathematical procedures that they use, justify their solutions, and reflect on their thinking	5a. Incorporate writing as an integral part of math instruction by having students use the RICE method daily to require restatement of daily problem and give written explanations of the thinking processes used to do so.	Math teachers	Students / Aug. 2009 – May 2010				Problem of the Day notebooks, lesson plans, classroom observations, lesson plans, LEAP and iLEAP results
	5b. Use materials to allow students to respond to open-ended response problems, formatted like LEAP and iLEAP.	Math teachers, Elementary supervisor, Principal	Students / Aug. 2009 – May 2010				
Parents and	6a. Teachers will send	Teachers	Parents and				Letters and newsletters on

families are knowledgeable and supportive of instructional activities that can be easily used at home to help promote student achievement and performance.	home parent letters and weekly newsletters to inform and explain units of study and/or difficult concepts.	Teachers	students / Aug. 2009 – May 2010				file; parent/teacher conference logs	
	6b. Teachers will update websites to keep current news on the Internet.		Parents, students, community / Aug. 2009 – May 2010				6b. Website information	
	6c. Teachers will send home weekly packets of graded papers with an opportunity for parents to record questions and comments.	Teachers	Parents, students / Aug. 2009 – May 2010	6c. Record of parent signatures on weekly graded paper packet				
Total Cost								
Procedures for Evaluating the Goal, Objective(s) and Strategy: Formative evaluation includes unit-end performance assessment of student learning and classroom objectives. Summative evaluation includes 2010 iLEAP and LEAP test results.								

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RESEARCH RATIONALE FOR STRATEGIES

Strategy:

Teachers are familiar with a variety of cognitive strategies that they teach students to use to improve students' reading and writing skills. Effective reading instruction includes the following: phonemic awareness, comprehension, vocabulary and fluency. Research suggests that these five components help students become more successful readers.

Goal 1: To improve students' English Language Arts skills schoolwide

Bibliographic Notation:

Haller, E., Child, D., and Walberg, H. 1988. "Can Comprehension be Taught? A Quantitative Synthesis of Met cognitive Studies." Educational Researcher. Vol. 17, N. 9:5 - 8

Brief Summary of Research:

Research studies identify cognitive strategies that students can use to improve their reading comprehension and writing abilities, such as using background knowledge, previewing, setting goals, determining importance, evaluating content, generating questions, predicting and summarizing, and many others. The challenge for teachers is getting students to understand and apply the strategies in reading and writing.

Rationale: Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in similar school with similar populations and needs?

Based on all research and methods studied that are current, indications are that students who are immersed in technical environments grow and improve in all major areas. Teachers who use computer technology as part of planned instruction can contribute to student interest and motivation and to the attainment of reading objectives. In addition, the individualized, self-paced instruction provided by reading software will enable teachers to meet the needs of each student at his/her own reading level.

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

Strategy:

Focusing instruction on the meaningful development of important mathematical ideas increases student learning. Using calculators in the learning of mathematics can result in increased achievement and improved student attitudes.

Goal 2a: To improve students' Math skills schoolwide

Bibliographic Notation:

Good, T.L. D.A. Grouws, and H. Ebmeier. 1983 *Active Mathematics Teaching*. New York: Longman.

Carpenter, T.P., E. Fennema, P.L. Peterson, C.P. Chiang, and M. Loef. 1989 "Using Knowledge of Children's Mathematics Thinking in Classroom Teaching: An Experimental Study." *American Educational Research Journal*, Vol. 26: 499 - 531

Wenglinsky, H. of the Educational Testing Service Network, 2000. *How Teaching Matters: Bringing the Classroom Back into Discussions of Teacher Quality*. Princeton, NJ: Policy Information Center

Brief Summary of Research:

Research findings support that an emphasis on teaching for meaning has positive effects on students' learning, including better initial learning, greater retention, and increased likelihood that the ideas will be used in new situations.

Research has also demonstrated that when students have the opportunities to develop their own solution methods, they are better able to apply mathematical knowledge in new problem situations.

Rationale: Describe how this strategy, in relation to the research, addresses the needs of the student population in your school.

Was the research conducted in similar school with similar populations and needs?

Based on all research and methods studied that are current, indications are that students in a hands-on math program will remember the material better, feel a sense of accomplishment when the task is completed, and be able to transfer the learning experience easier to other students. Students who have difficulty learning math because of academic barriers, socioeconomic status, behavioral interference are usually found to be on task more often because they are part of the learning process and not just spectators. It is found that students who are involved in labs and activities are empowered in their own learning process. Additionally, studies show that if students are learning and having fun, they are more likely stimulated into participation and eventually absorbing information that they probably would not get from "normal" direct instruction.

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

All economically deprived and minority students will be affected due to the individual work assigned.

Strategy:

Focusing instruction on the meaningful development of important mathematical ideas increases student learning. Long term use of concrete materials is positively related to increases in student mathematics achievement and improved attitudes towards mathematics.

Goal 2b: To improve students' Math skills schoolwide

Bibliographic Notation:

Good, T.L. D.A. Grouws, and H. Ebmeier. 1983 Active Mathematics Teaching. New York: Longman.

Carpenter, T.P., E. Fennema, P.L. Peterson, C.P. Chiang, and M. Loef. 1989 "Using Knowledge of Children's Mathematics Thinking in Classroom Teaching: An Experimental Study." American Educational Research Journal, Vol. 26: 499 - 531

Wenglinsky, H. of the Educational Testing Service Network, 2000. How Teaching Matters: Bringing the Classroom Back into Discussions of Teacher Quality. Princeton, NJ: Policy Information Center

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Research has also demonstrated that when students have the opportunities to develop their own solution methods, they are better able to apply mathematical knowledge in new problem situations.

Rationale: Describe how this strategy, in relation to the research, addresses the needs of the student population in your school.

Was the research conducted in similar school with similar populations and needs?

Based on all research and methods studied that are current, indications are that students in a hands-on math program will remember the material better, feel a sense of accomplishment when the task is completed, and be able to transfer the learning experience easier to other students. Students who have difficulty learning math because of academic barriers, socioeconomic status, behavioral interference are usually found to be on task more often because they are part of the learning process and not just spectators. It is found that students who are involved in labs and activities are empowered in their own learning process. Additionally, studies show that if students are learning and having fun, they are more likely stimulated into participation and eventually absorbing information that they probably would not get from "normal" direct instruction.

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

All economically deprived and minority students will be affected due to the individual work assigned.

TOTAL SCHOOL BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Indicate the total funds per Funding Source, per object category. See SAM 2000 for clarity on operational definitions.

FUNDING SOURCES*	TITLE I								TOTAL
SALARIES (100)									
EMPLOYEE BENEFITS (200)									
PURCHASED PROFESSIONAL and TECHNICAL SERVICES (300)									
PURCHASED PROPERTY SERVICES (400)									
OTHER PURCHASES SERVICES (500)									
SUPPLIES (600)									
INDIRECT COSTS (if applicable)									
PROPERTY (700)									
OTHER OBJECTS (800)									

OTHER USES OF FUNDS (900)									
TOTAL									

*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; McKinney-Vento 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*	PROFESSIONAL DEVELOPMENT				FAMILY INVOLVEMENT				OTHER			
	Goal 1	Goal 2	Goal 3	Total	Goal 1	Goal 2	Goal 3	Total	Goal 1	Goal 2	Goal 3	Total
TITLE I												
TITLE II												
Etc.												
TOTALS												

*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; McKinney-Vento 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.

TOTAL EXPENDITURE PER ACHIEVEMENT GOAL		TOTAL EXPENDITURE PER FUNDING SOURCE	
GOAL 1		FUNDING SOURCE 1	
GOAL 2		FUNDING SOURCE 2	
GOAL 3		FUNDING SOURCE 3	
ETC.		ETC.	

DATA ATTACHMENTS

The following items should be included in the data attachments:

- School Accountability Report Cards (Parent and Principal)
- Summary of Findings of Survey Data (Teachers, Parents, Students, and Principal)
- Summary of Findings of Interview Data (Principal, Counselor, Students, Teachers) (Not Optional for Schools in School Improvement/CSRP)
- Summary of Findings of Focus Group Data (Teachers, Students, Parents) (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)
- Special Education Monitoring Report (district level)
- Other Pertinent Data (other IOWA summary data, ACT summaries, PSAT summaries, etc.)