

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

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

**★ *School Improvement Plan* ★
for
*Shenandoah Elementary***

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

Submission Date: *May 23, 2008*

Shenandoah Elementary
Pre-Kindergarten-Grade 5
16555 Appomattox Avenue
Baton Rouge, Louisiana 70817
Carolyn H. Sauer
225.753.3560
CSauer@EBRSchools.org

Check where applicable:

- Louisiana Approved School
- Charter School
- Alternative School
- School in School Improvement
- School with Comprehensive School Reform Program
- Title I School Schoolwide Targeted Assistance
- Member of Southern Association of Colleges and Schools
- LINCS
- Distinguished Educator
- Reading First School
- Grant Application

Name of Grant: _____
Contact Person: _____
Phone: _____
E-mail: _____

Principal's Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

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

- ❑ For schools in School Improvement, submit the plan with the state's *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the designated division of the LDE, if required.
- ❑ Mail the Cover Page, District Assurance, and Faculty Assurance.
- ❑ Use 11 point font.
- ❑ Insert page numbers in the Table of Contents.
- ❑ For SIPs that have been revised, indicate material that has changed on the *Strategy Planning Worksheet* with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.
- ❑ For any completed activity, write the word *completed* in parenthesis following the strikethroughs.
- ❑ If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.
- ❑ For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.
- ❑ For original signatures, **USE BLUE INK.**
 - ❑ Principal's Signature
 - ❑ Superintendent's Signature
 - ❑ DAT Members' Signatures, if assigned.
 - ❑ School Support Team Members' Signatures
 - ❑ School Improvement Team Chair's Signature

**Schools submit SIPs to the district for evaluation using the state's rubric*

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DATA PORTFOLIO

The following items should make up the Data Portfolio (to be kept on file at the school):

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement/CSRP)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement/CSRP)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA and DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (ITBS/ITED, ACT, PSAT, etc.)
- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)
- Scholastic Audit Next Steps, if applicable.

DISTRICT ASSURANCE

- For schools in School Improvement, and for schools with CSRP models, I hereby certify that this plan was developed with the assistance of a District Assistance Team and/or School Support Team, as applicable, in collaboration with the School Improvement Team.
- I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- I hereby certify that this plan has all of the following components:
 - A statement of the school's mission
 - Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
 - Data Triangulation tables
 - Data Comprehensive Needs Assessment Summary Report
 - Goals and measurable objectives
 - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Professional Development components aligned with assessed needs
 - Family and community involvement activities aligned with assessed needs
 - Evaluation strategies that include methods to measure progress of implementation
 - Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
 - An action plan with timelines and specific activities for implementing the above criteria
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent's signature (blue ink)

Principal's signature (blue ink)

Assistant Superintendent's signature (blue ink)

Chair, School Improvement Team (blue ink)

District Assistance or School Support Team Leader (blue ink)

District Assistance or School Support Team Member (blue ink)

District Assistance or School Support Team Members (blue ink)

District Assistance or School Support Team Members (blue ink)

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

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Marcia Dabkowski	Business/Community
Franchesca Williams	Business/Community
Chandra Walker	Parent
Donna Sanders	Parent
Travis Johnson	Parent
Miranda Fendley	Parent
Patti Cook	Parent
Stephanie Martin	Support Staff
Felicia Barnes	Support Staff
Deborah Russell	Teacher
Brenda Bajoie	Teacher
Summer Cook	Teacher
Lori Bramlette	Teacher
Catherine Montgomery	Teacher
Catherine Broussard	Assistant Principal
Carolyn Sauer	Principal

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 44

Date: May 23, 2008

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

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
1.	Sarah Spell	Teacher – Pre Kindergarten		
2.	Michelle Martin	Paraprofessional		
3.	Melissa Bolton	Teacher – Autistic Resource		
4.	Stephanie Martin	Paraprofessional		
5.	Brenda Bajoie	Teacher – Kindergarten		
6.	Polly Rinaudo	Teacher – Kindergarten		
7.	Lori Bramlette	Teacher – Kindergarten		
8.	Kelly Williams	Teacher – Grade 1		
9.	Kimberly Brewington	Teacher – Grade 1		
10.	Anne Creighton	Teacher – Grade 1		
11.	Sylvia Patrick	Teacher – Grade 1		
12.	Nicole Montgomery	Teacher – Grade 2		
13.	Gloria Davis	Teacher – Grade 2		
14.	Cardis Campbell	Teacher – Grade 2		
15.	Gretchen Graphia	Teacher – Grade 2		
16.	Azure Augustus	Teacher – Grade 3		
17.	Kelley Faucheux	Teacher – Grade 3		
18.	Michele Dicharry	Teacher – Grade 3		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19.	Patti Haddad	Teacher – Grade 3		
20.	Angela Delaroderie	Teacher – Grade 4		
21.	Katherine Norris	Teacher – Grade 4		
22.	Aimee Shepherd	Teacher – Grade 4		
23.	Deborah Russell	Teacher – Grade 4		
24.	Amy Butler	Teacher – Grade 5		
25.	Sandra Kirkpatrick	Teacher – Grade 5		
26.	Summer Cook	Teacher – Grade 5		
27.	Dana Kelly	Teacher – Computer Lab		
28.	Kathrin Mundinger	Teacher – GT Resource		
29.	Kerry Daugherty	Teacher – GT Resource		
30.	Melissa Idong	Teacher – GT Resource		
31.	Brandi Bergeron	Teacher – Librarian		
32.	Sarah Boger	Teacher – Music & Fine Arts		
33.	Pamela Ford	Teacher – Guidance Counselor		
34.	Laverne Denman	Teacher – Foreign Language		
35.	Michelle Miller	Teacher – Physical Education		
36.	Mitzi Black	Teacher – ESS Resource		
37.	Andrea Moore	Teacher – ESS Resource		
38.	Beverly Hymel	Speech Therapist		
39.	Deborah Heuer	Speech Therapist		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
40.	Amie Martin	Paraprofessional		
41.	Ginger Melancon	Paraprofessional		
42.	Donielle Edwards	Time Out Room Moderator		
43.	Catherine Broussard	Assistant Principal		
44.	Carolyn Sauer	Principal		

MISSION STATEMENT

The Shenandoah Elementary School Faculty and Staff have accepted the responsibility of providing the best education possible for all of our students so that we may improve their academic abilities.

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

Name	Title/Occupation
Marcia Dabkowski	Business/Community
Franchesca Williams	Business/Community
Chandra Walker	Parent
Donna Sanders	Parent
Travis Johnson	Parent
Miranda Fendley	Parent
Patti Cook	Parent
Stephanie Martin	Support Staff
Felicia Barnes	Support Staff
Deborah Russell	Teacher
Brenda Bajoie	Teacher
Summer Cook	Teacher
Lori Bramlette	Teacher
Catherine Montgomery	Teacher
Catherine Broussard	Assistant Principal
Carolyn Sauer	Principal

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

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

Program List: (including during- and after-school programs)	Currently Using (Mark with an X)	No. of Years	Proposed Program (Mark with an X)	Deleted Program (Mark with an X)
Career to Work				
Extended Day Program				
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership				
Pre-School Program	X (8G)	<u>1</u>		
School-to-Work				
The Strategic Instruction Model (SIM)				
Other: Accelerated Reader – Enterprise Edition	X			

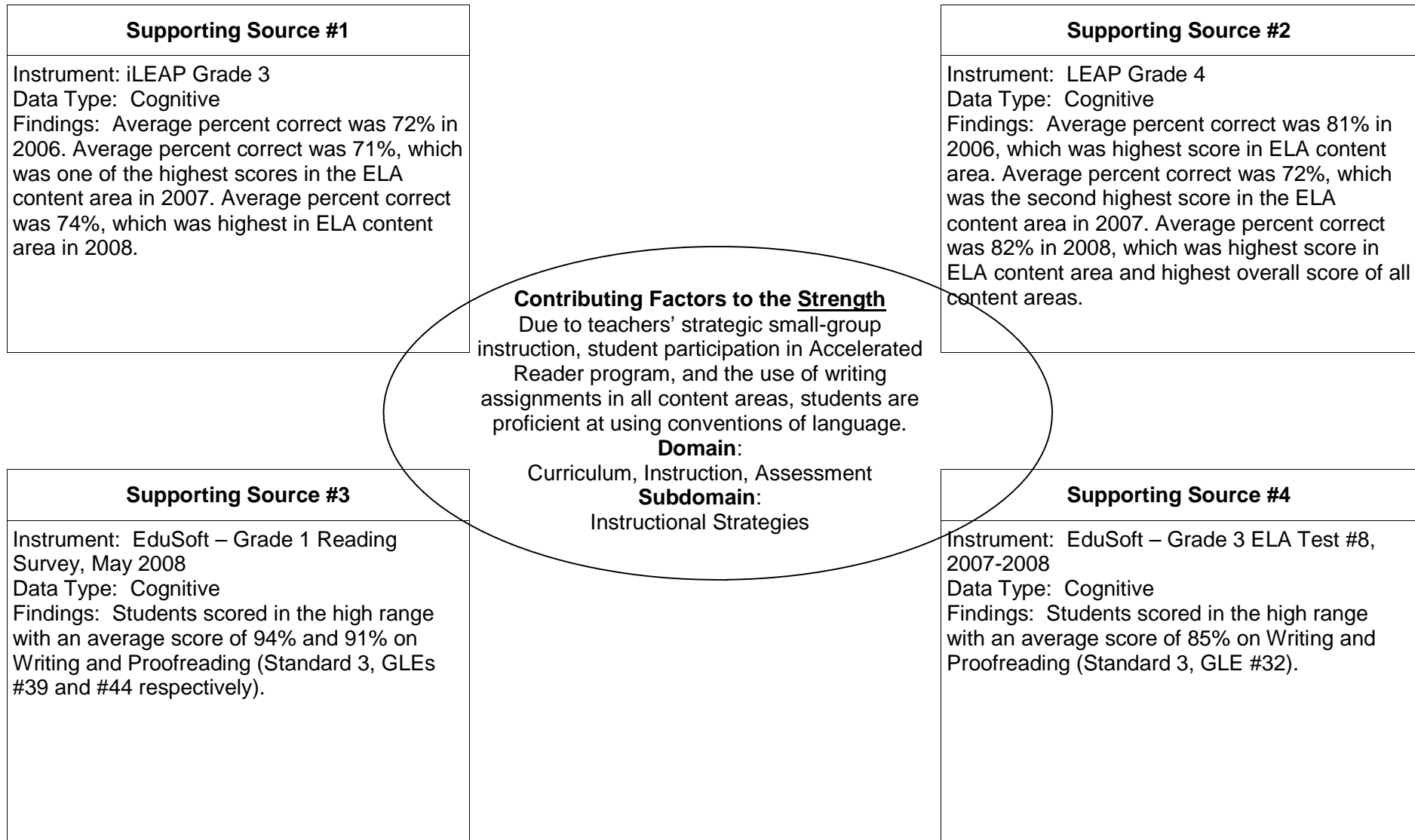
List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above): <ul style="list-style-type: none"> •
List the Distance Learning (i.e., web-based, satellite) courses provided for your students: <ul style="list-style-type: none"> •

SCHOOL POLICIES AND PARTNERSHIPS

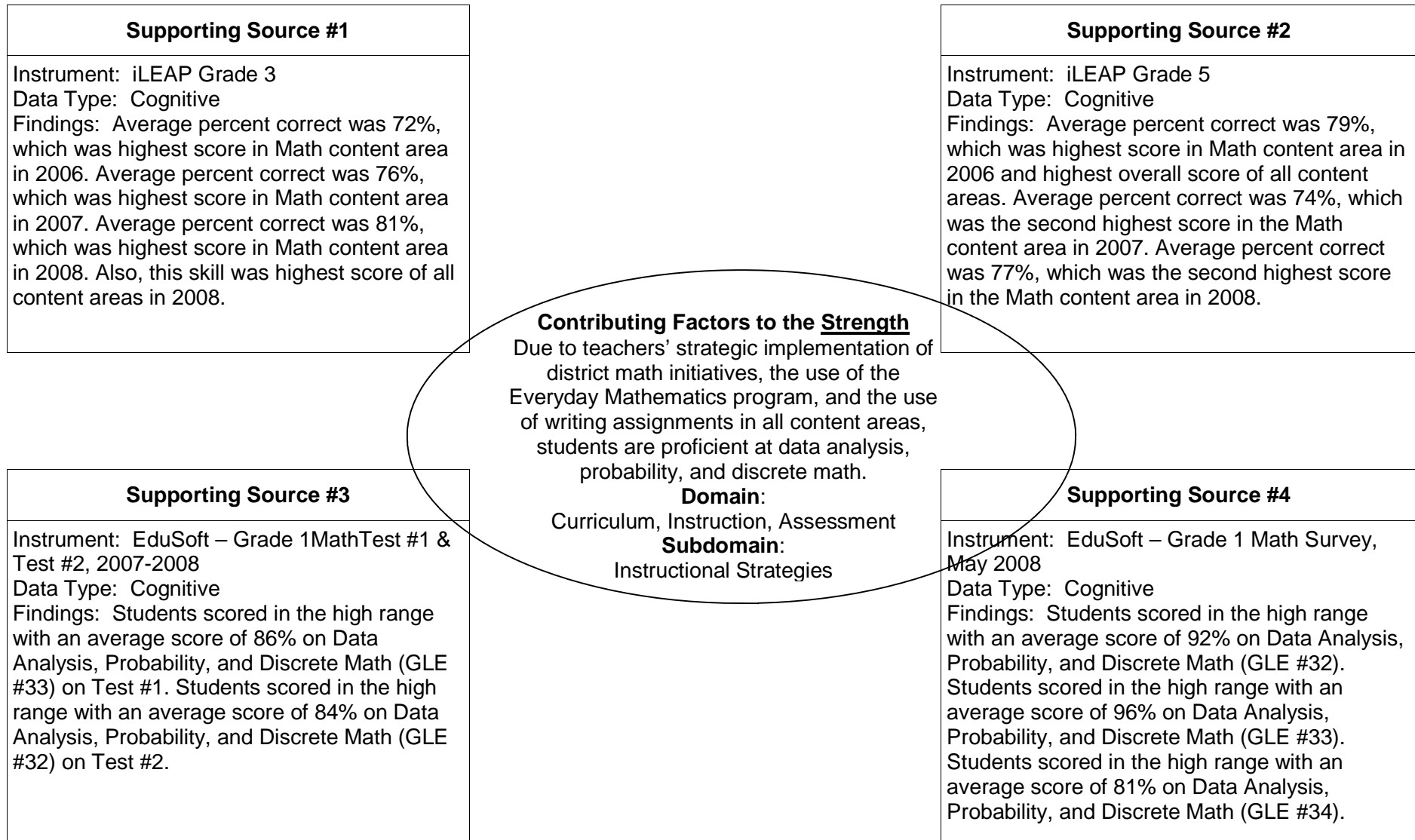
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	June 2008	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	June 2008	Yes
Security Procedures (metal detectors, etc.)	§ 339/741	June 2008	Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	June 2008	Yes
Student Code of Conduct	§ 1115/741	June 2008	Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	June 2008	Yes

School Partnerships (Type the name of each partner in the space provided)	
University	
Technical Institute	
Feeder School(s)	
Community	
Business/Industry	Citizens Bank & Trust; State Farms Insurance – Darnell Browning, Agent
Private Grants	
Other	

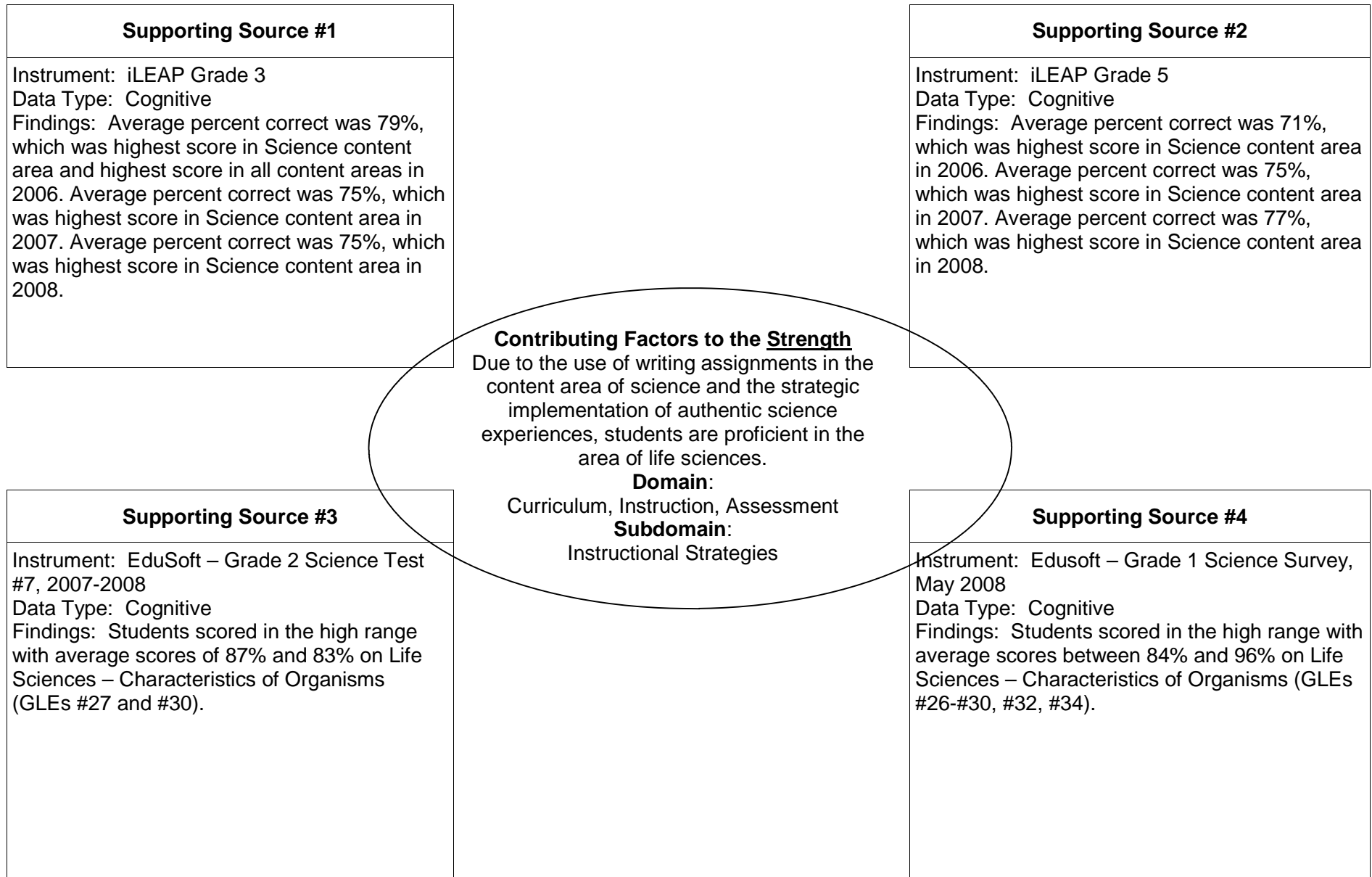
DATA TRIANGULATION



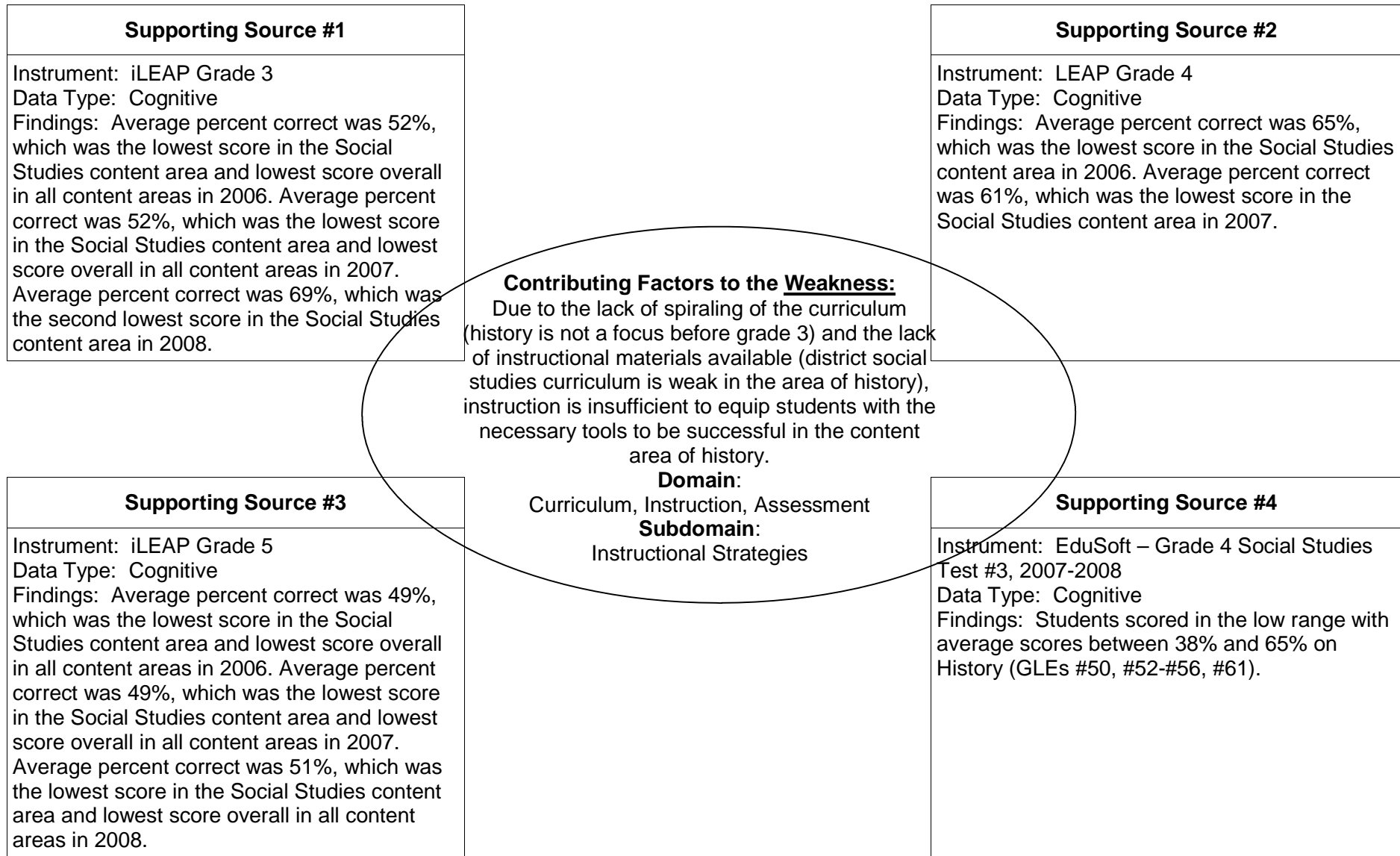
DATA TRIANGULATION



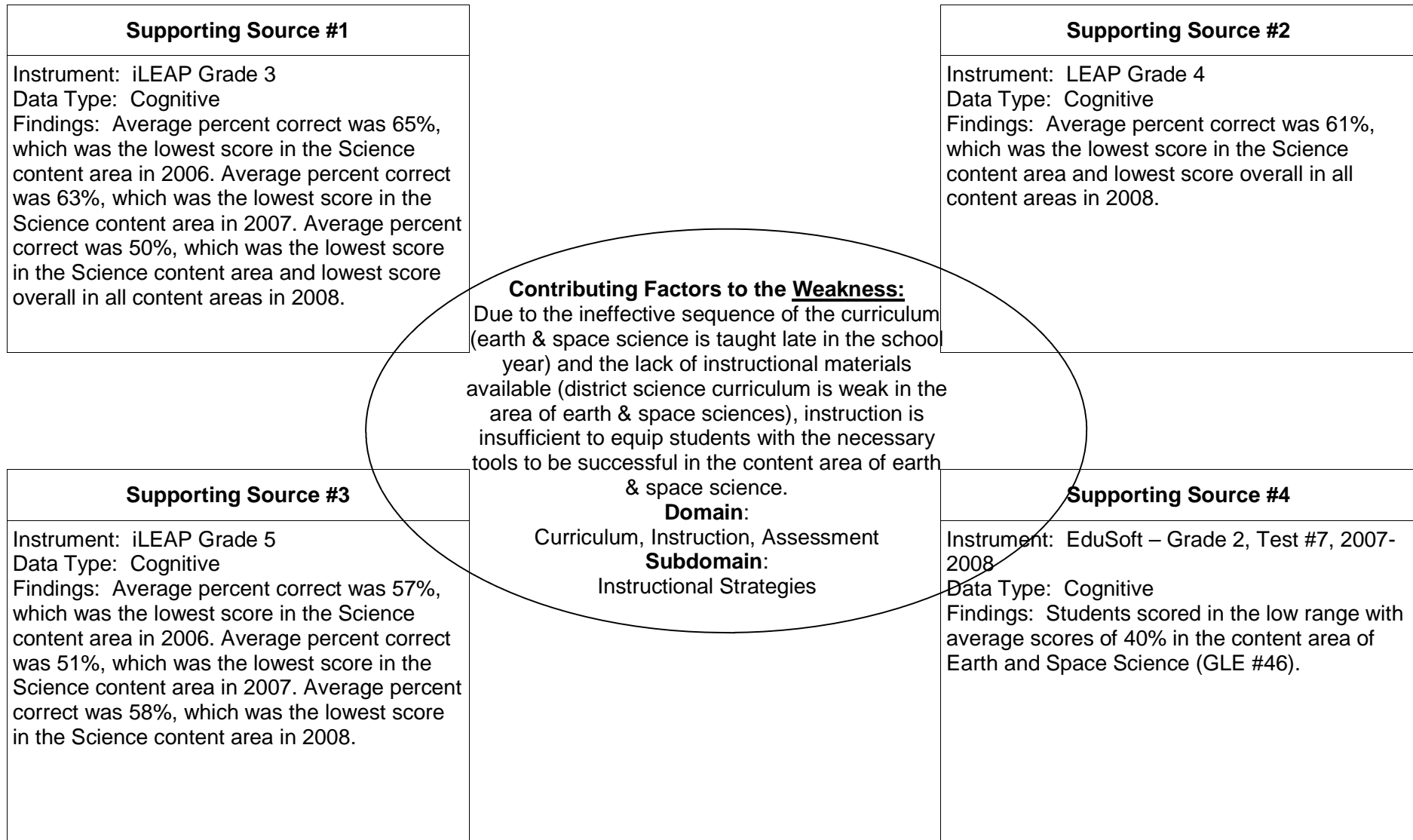
DATA TRIANGULATION



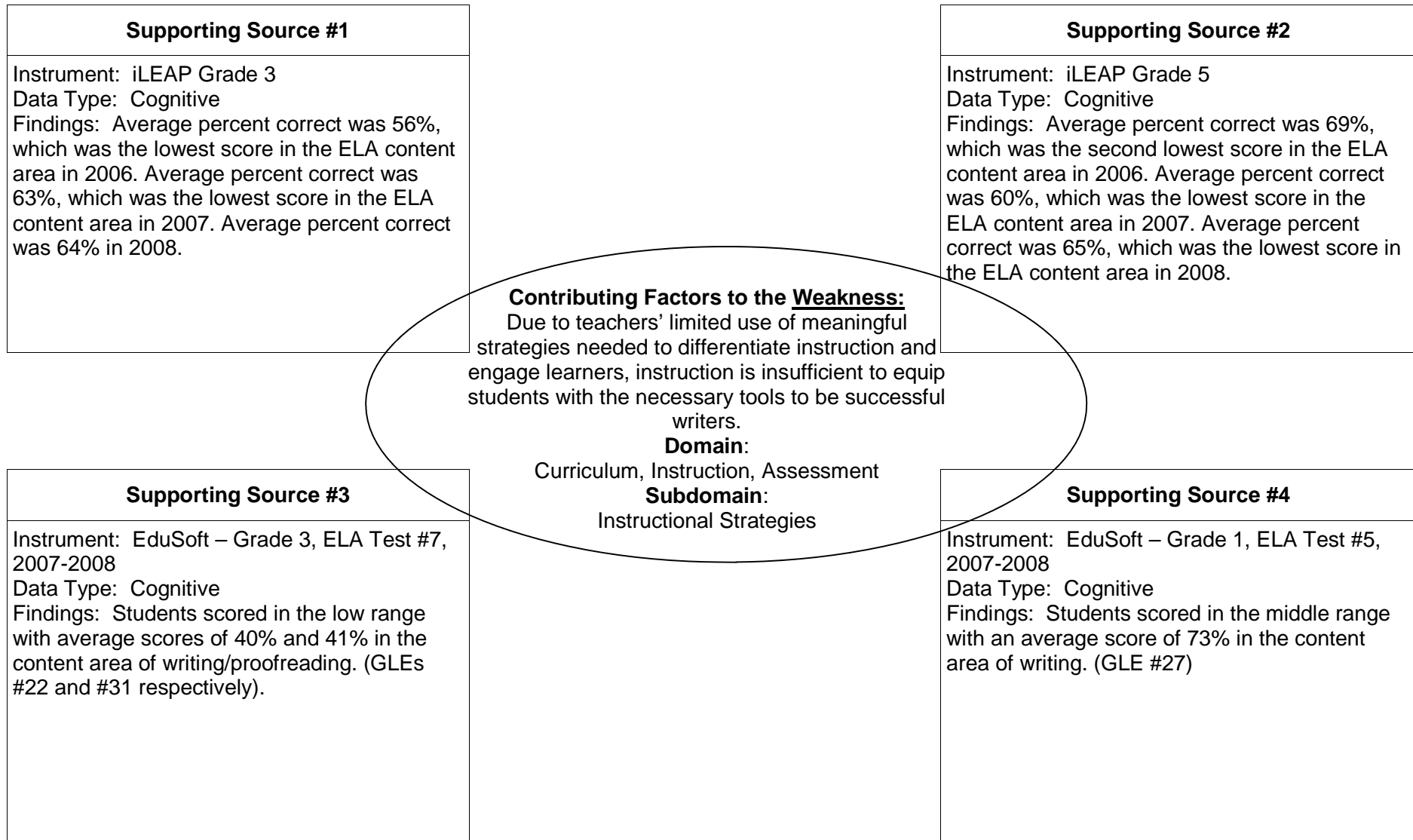
DATA TRIANGULATION



DATA TRIANGULATION



DATA TRIANGULATION



DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part 1:

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP. This data should reflect findings on *Step10* of the Trend Data Analysis worksheet.

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

STRENGTHS	DATA SOURCE
1. ELA – Using Conventions of Language	iLEAP Grade 3, LEAP Grade 4, EduSoft Grades 1 and 3
2. Math - Data Analysis, Probability, and Discrete Math	iLEAP Grades 3 and 5, EduSoft Grade 1
3. Science - Life Sciences	iLEAP Grades 3 and 5, EduSoft Grades 1 and 2
4.	
5.	

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

WEAKNESSES	DATA SOURCE
1. Social Studies - History	iLEAP Grades 3 and 5, LEAP Grade 4, EduSoft Grade 4
2. Science - Earth & Space Science	iLEAP Grades 3 and 5, LEAP Grade 4, EduSoft Grade 2
3. ELA - Write Competently	iLEAP Grades 3 and 5, EduSoft Grades 1 and 3
4.	
5.	

The identified weaknesses will lead to the goals.

Part 2:

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

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

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. Due to teachers' strategic small-group instruction, student participation in Accelerated Reader program, and the use of writing assignments in all content areas, students are proficient at using conventions of language.	iLEAP Grade 3, LEAP Grade 4, EduSoft Grades 1 and 3
2. Due to teachers' strategic implementation of district math initiatives, the use of the Everyday Mathematics program, and the use of writing assignments in all content areas, students are proficient at data analysis, probability, and discrete math	iLEAP Grades 3 and 5, EduSoft Grade 1
3. Due to the use of writing assignments in the content area of science and the strategic implementation of authentic science experiences, students are proficient in the area of life sciences.	iLEAP Grades 3 and 5, EduSoft Grades 1 and 3
4.	
5.	

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

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. Due to the lack of spiraling of the curriculum (history is not a focus before grade 3) and the lack of instructional materials available (district social studies curriculum is weak in the area of history), instruction is insufficient to equip students with the necessary tools to be successful in the content area of history.	iLEAP Grades 3 and 5, LEAP Grade 4, EduSoft Grade 4
2. Due to the ineffective sequence of the curriculum (earth & space science is taught late in the school year) and the lack of instructional materials available (district science curriculum is weak in the area of earth & space sciences), instruction is insufficient to equip students with the necessary tools to be successful in the content area of earth & space science	iLEAP Grades 3 and 5, LEAP Grade 4, EduSoft Grade 2
3. Due to teachers' limited use of meaningful strategies needed to differentiate instruction and engage learners, instruction is insufficient to equip students with the necessary tools to be successful writers	iLEAP Grades 3 and 5, EduSoft Grades 1 and 3
4.	
5.	

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Enter year and enter score)	Growth SPS (Enter year and enter score)	Growth Target (Enter year and enter target)
School Baseline SPS <u>2007-08</u> :	School Growth SPS <u>2007-08</u> : <u>112.1</u>	School GT <u>2007-08</u> : <u>2.0</u>
School Baseline SPS <u>2006-07</u> : <u>110.1</u>	School Growth SPS <u>2006-07</u> : <u>108.7</u>	School GT <u>2006-07</u> : <u>2.0</u>
School Baseline SPS <u>2005-06</u> : <u>111.6</u>	School Growth SPS <u>2005-06</u> : <u>113.6</u>	School GT <u>2005-06</u> : <u>2.0</u>

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

STRATEGY PLANNING WORKSHEET – GOAL 1

GOAL 1: Increase Student Achievement in Reading/English Language Arts
Objective(s): <ul style="list-style-type: none">• 3rd Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from <u>85.5%</u> in 2008 to <u>87.0%</u> in 2009.• 4th Grade - Increase the percentage of students scoring Proficient on LEAP in English/language arts from <u>93.8%</u> in 2008 to <u>94.4%</u> in 2009.• 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from <u>78.8%</u> in 2008 to <u>80.9%</u> in 2009.
SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Response to Intervention Job-Embedded Professional Development On iLEAP Grade 3 average percent correct was 56%, which was the lowest score in the ELA content area in 2006. Average percent correct was 63%, which was the lowest score in the ELA content area in 2007. Average percent correct was 64% in 2008. On iLEAP Grade 5 average percent correct was 69%, which was the second lowest score in the ELA content area in 2006. Average percent correct was 60%, which was the lowest score in the ELA content area in 2007. Average percent correct was 65%, which was the lowest score in the ELA content area in 2008. On EduSoft Grade 3 students scored in the low range with average scores of 40% and 41% in the content area of writing/proofreading. (GLEs #22 and #31 respectively). On EduSoft Grade 1 students scored in the middle range with an average score of 73% in the content area of writing. (GLE #27)
Bibliographic Notation: Response to Intervention Fuchs, Douglas, Fuchs, Lynn. (Sept/Oct2001). <i>Responsiveness-To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents</i> . Teaching Exceptional Children, 57-61. Fuchs, Douglas; Devery Mock; Paul L. Morgan and Caresa L. <i>Young Responsiveness-to-Intervention: Definitions, Evidence, and Implications for Learning Disabilities Construct</i> Gresham, F.M. (1991,). <i>Conceptualizing behavior disorders in terms of resistance to intervention</i> , School Psychology Review, 20, 23-36. Gresham, Frank <i>Responsiveness to Intervention: an Alternative Approach to the Identification of Learning Disabilities</i> . University of California, Riverside. Mellard, Daryl. (Sept 2004) NRCLD Principal Investigator. <i>Understanding Responsiveness to Intervention in Learning Disabilities Determination</i> . Understanding RTI.

Mellard, D.F., Byrd, S.E., Johnson, E., Toltefson, J.M., & Boesche, L. (Fall 2004). Foundations and Research on Identifying Model Responsiveness-to-Intervention Sites. *Learning Disability Quarterly*, 27, 243-256.

Torgesen, Joseph K. *Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters* Learning Disabilities Research & Practice, 15(1), 55-64.

Brown-Chidsey, R., Steege, M.W. (2005). *Response to Intervention Principles and Strategies for Effective Practice*. New York: Guilford

The Response-To-Intervention (RTI) Model http://www.ldonline.org/indepth/response_to_intervention/html

Job-Embedded Professional Development

Easton, L.B. (2002, March). *How the Tuning Protocol Works*. *Educational Leadership*, 59(6), 28-30.

Guskey, T. (1996, June). *Staff Development and the Process of Teacher Change*. *Educational Researcher*. 15(5)5-12.

Learning First Alliance. (2000) *Every Child Reading: A Professional Developmental Guide*. Washington, D.C.: Author. www.learningfirst.org/readingguide.html

National Education Goals Panel. (2000, Dec.). *Bringing All Students to High Standards*. *NEGP Monthly*. www.neqp.gov/issues/issu/monthly/1200.pdf

Nolan, K. (2000). *Looking at Student Work: Improving Practice by Closing in*. Providence, R.I: Annenberg Institute for School Reform.

Schmoker, M. (1996). *Results: The Key to Continuous School Improvement* Alexandria, VA: ASCD.

Sparks, D. *Designing Powerful Professional Development for Teachers and Principals*. JVSDC, 2002. <http://www.nsd.org/Hbrary/book/sparksbook.pdf>

Sparks, D. (1999, Spring). *Assessment Without Victims: An Interview with Rick Stiggins*. *Journal of Staff Development*. 20(2), 54-56. www.nscd.org/library/isd/stiggins203.html

Sparks, D. (1999, Summer). *Try on Strategies to Get a Good Fit: An Interview with Susan Loucks-Horsley*. *Journal Of Staff Development*. 20(3), 56-60. www.nscd.org/library/isd/louck5-horslev203.html

WestEd. (2000). *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development* San Francisco: Author. http://Web/WestEd.org/online_pubs/modellPD/welcome.shtml

Brief Summary of Research: Response to Intervention

Responsiveness to Intervention can be defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). *The Individuals With Disabilities Education Improvement Act* of 2004 (IDEA; P.L. 108-446) encourages educators to use Response-To-Intervention (RTI) as a substitute for, or supplement to, the Discrepancy Model to identify students with learning disabilities (LD). Although there is no universal RTI model, it is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic difficulties. Tier one provides high-quality instruction and behavioral supports in general education, tier two provides more specialized instruction for students whose performance and rate of progress lag behind classroom peers, and tier three provides comprehensive evaluation by a multidisciplinary team to determine if the student has a disability and is eligible for special education and related services.

The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students and represent a better method of LD identification. The IQ-achievement discrepancy, which had been the predominant method of identifying learning disabilities since the original establishment of regulations was challenged on a number of issues (wrong students being identified, requires that students "wait to fail" before receiving needed services, does not lead to useful educational remediation of academic difficulties). The research has demonstrated through a number of studies (Mellard, Byrd, Johnson, Tollefson, & Boesche, 2004) that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way.

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

Job-Embedded Professional Development

Professional development that is conducted during the hours of an educator's work day is described as job-embedded professional development. This concept is derived from fairly recent research which concludes that in order for professional development to be truly effective, it should be integrated into the established teaching schedule. Two studies in particular articulate and validate the importance of embedding training into the school day. *Every Child Reading: A Professional Development Guide* from the Learning First Alliance (2000) and *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development*, a report of WestEd (2000).

Malcolm Knowles, in his book *7776 Adult Learner: A Neglected Species*, makes several assumptions about adults which are all addressed with properly conducted job-embedded professional development. Teachers are problem-centered and learn best, he states, when self-directed. They also use past experiences to understand new information and are willing to learn when it is considered important to them.

Mike Schmoker, for instance, argues that data should first be examined in order to determine which staff development initiative should be used to target a school's student achievement goals (1996). The study of student work, for example, can result in the collection of such data that reveal student strengths and weaknesses. Rick Stiggins advises that this, along with effective monitoring of student progress, is crucial. (Sparks, 1999). Katharine Nolan (2000) discovered seven qualities that have proven effective in improving the quality of teacher assignments and student work, and a particular approach to examining student work is advocated by Lois Easton (2002).

Susan Loucks-Horsley (1999) promotes the use of several learning strategies for teachers which, she argues, is coincidental to the progress of designing staff development. Leaders must ask themselves which strategies "make sense to use at what particular time with that particular set of teachers for a particular set of outcomes."

There are pitfalls, of course. Michael Fullan (2001) defines perhaps the most common of all—fragmentation/coherence. Powerful professional development must pursue only one of two student [earning goals, and there must be alignment between those goals and teacher training. Goals also provide a meaningful purpose for teamwork and goal-oriented units, says Schmoker (1996). Moreover, teachers find it difficult to sustain a sense of passion for their time and effort if they are unable to see real growth. This will not occur, explains Tom Guskey, if

<p>focus is diffused (1986). <i>Bringing All Students to High Standards</i>, the 2000 report of the National Education Goals Panel, links sustained professional development directly to student achievement. So too does <i>How Teaching Matters: Bringing the Classroom Back into Discussions of Teacher Quality</i> (Wellington. 2000).</p>
<p>Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?</p> <p>The research was conducted in schools with similar pupil and teacher populations to ours. The research is applicable to our population.</p>
<p>Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:</p> <p>Students with Disabilities subgroup scored 55.3% proficient in ELA in 2006. This was the lowest percentage among subgroups. Students with Disabilities subgroup scored 54.3% proficient in ELA in 2006. This was among the lowest percentages. Economically Disadvantaged subgroup declined in ELA from 85.6% proficient in 2006 to 76.8% proficient in 2007. That is an 8.8 % decrease.</p>
<p>If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:</p> <p>Students with Disabilities subgroup scored 55.3% proficient in ELA in 2006. This was the lowest percentage among subgroups. Students with Disabilities subgroup scored 54.3% proficient in ELA in 2006. This was among the lowest percentages. Economically Disadvantaged subgroup declined in ELA from 85.6% proficient in 2006 to 76.8% proficient in 2007. That is an 8.8 % decrease. Focus on the activities listed in the next section will improve scores in this subgroup thus addressing the achievement gap between this subgroup and the whole school subgroup.</p>
<p>Procedures for Evaluating the Goal, Objective(s) and Strategy:</p> <p>iLEAP, LEAP, and EduSoft test data will show improvement</p>

ACTION PLAN – GOAL 1

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	During the summer of 2008, teachers in all grades will attend professional development sessions to become trained on the effective implementation of the district's new McGraw-Hill Treasures Reading & Language Arts Program. It is a comprehensive, research-based program which offers high quality literature. Lessons integrate grammar, writing, and spelling for a total language arts approach.	Consultants are funded by EBRPSS			Classroom teachers will document implementation of strategies learned from the inservices in weekly lesson plans. Strategies will be observable in classroom lessons.	Weekly lesson plans kept on file with principal Classroom Observations conducted the principal and assistant principal throughout the school year
	From August 2008-May 2009, teachers in all grades will conduct lessons in explicit writing instruction as outlined in McGraw-Hill program. Lessons will focus on writing in a variety of forms, including narrative, how-to, persuasive, compare/contrast, research, and stories. Lessons will target the steps of the writing process, including prewriting, writing, editing, revising, and publishing.	New McGraw-Hill texts & instructional materials are purchased by EBRPSS			Teachers' weekly lesson plans and records of principals' observations will document the implementation of explicit writing instruction.	Students' will produce written work in a variety of forms, including narrative, how-to, persuasive, compare/contrast, research, and stories. Students will appropriately address audience and use correct writing style in well-organized compositions in class and on high-stakes tests.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	From August 2008-May 2009, teachers in all grades will direct lesson extensions to expand students' writing abilities. Extension activities will include computer-based projects, research projects, center activities, journaling, and literacy-based projects.	NA		NA	Teachers' weekly lesson plans and records of principals' observations will document the implementation of extension activities.	Students' projects and journals will be evidence of the use of extension activities in the area of writing.
	From August 2008-May 2009, teachers in all grades will administer reading assessments that require students to write in response to open-ended questions.	NA		NA	Teachers' weekly lesson plans and records of principals' observations will document the administration of assessments.	Students' scored tests will include responses to open-ended questions.

SAP Indicator	<p align="center">Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></p>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<p align="center">Procedures for Evaluating Indicators of Implementation</p> <p>(How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)</p>
	<p>From August 2008- May 2009, the principal will assist the grade level teams during weekly collaborative planning with the alignment of the intended and taught curriculum (i.e., Identify GLE's to be addressed, construct lessons to address these GLE's, create common assessments that determine mastery of GLE's and effectiveness of teaching, analyze student performance to determine interventions for students still lacking mastery.)</p> <p>Teachers will participate in collaborative sessions to analyze data (Edusoft and teacher-created tests, iLEAP, and LEAP) with the intent of determining students' individual needs for re-teaching and remediation.</p> <p>Teachers will implement the curriculum into their classroom instruction using research-based and data-driven strategies based on the specifically identified needs of students.</p> <p>Teacher will work in collaborative sessions to examine common assessments which are supported by Bloom's Taxonomy. Teachers will conduct progressive and end of year assessment of students to measure growth throughout the year.</p>	NA		NA	<p>Grade level teams will meet weekly. The grade level chairperson will be responsible for facilitation the meeting, maintaining the grade level logs, and providing a group report to the principal after every meeting. The logs will be kept on file and reviewed weekly by the principal to assist in meeting the needs of teachers.</p>	<p>The principal and assistant principal will conduct walk-through observations, review teachers' lesson plans, and maintain logs of team meetings as evidence of collaborative planning and implementation of strategies developed.</p> <p>Students' reading scores on teacher-created tests, Edusoft tests, iLEAP, and LEAP will improve based on the research-based and aligned curriculum being implemented.</p>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	**School monthly newsletters will include tips on ways parents can involve themselves in their child's learning. Newsletters will be sent home with students and will be available for download from the school's website http://shenandoah.ebrschools.org	PTA Funds	600	\$300	Newsletters will be kept on file in the school office.	Students reading test scores will improve due to the fact that parents will be able to better assist their children in learning at home by being aware of research-based tips that are proven effective.
	**Home reading logs will be utilized in all classrooms from August 2008-May 2009 to promote family involvement in the learning process.	NA		NA	Teachers will check reading logs on a regular basis to ensure that students are reading at home.	Students reading fluency and comprehension scores will improve because of the regular home practice.

* Indicates Professional Development Learning
 ** Indicates Family Involvement Activities
 *** Indicates Curriculum Activities (if applicable)

Indicates Safe and Drug-Free Activities (if applicable)
 ## Indicates Discipline Support Activities (if applicable)
 ### Indicates PK –12 Literacy Activities (if applicable)

STRATEGY PLANNING WORKSHEET – GOAL 2

GOAL 2: Increase Student Achievement in Mathematics
Objective(s): <ul style="list-style-type: none">• 3rd Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from <u>81.9%</u> in 2008 to <u>83.7%</u> in 2009.• 4th Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from <u>80.1%</u> in 2008 to <u>82.1%</u> in 2009.• 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from <u>77.6%</u> in 2008 to <u>79.8%</u> in 2009.
SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Data-Driven Decision Making Deep Curriculum Alignment
Bibliographic Notation: Data-Driven Decision Making <p>Black, S. (1996). Redefining the teacher's role. <i>The Executive Educator</i> (March). 23-26. EJ 519 765.</p> <p>Blum, R., Yap, K., & Butler, J. (1992). <i>Onward to excellence impact study</i>. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.</p> <p>Brederson, P. (March 1989). <i>'Redefining leadership and the roles school principals: Responses to changes in the professional worklife of teachers</i>. ED 304 782. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.</p> <p>Boudett, Kathryn Parker, et aL., eds. <i>Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning</i>. 2005</p> <p>Calhounm Emily F. (1994). <i>How to use action research in the self-renewing school</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Johnson, J. H. (May 1996). Data-Driven School Improvement. <i>QSSC Bulletin Series</i>. Eugene; OR: Oregon School Study Council, 38 pages.</p> Deep Curriculum Alignment <p>Gorin, J., & Blanchard, J. (2004). <i>The effect of curriculum alignment on elementary mathematics and reading achievement</i>. Unpublished doctoral dissertation, Arizona State University.</p> <p>Gorin, J., & Blanchard, J. (2004). <i>The effect of curriculum alignment on reading</i>. Unpublished doctoral dissertation, Arizona State University.</p>
Brief Summary of Research:

Data Driven Decision Making is the process of gathering student data - academic performance, attendance, demographics, and other information - which aids administrators, teachers, and parents in accurately assessing student learning. With this information, adjustments to teaching styles or curricula can be made resulting in measurable improvements. Also, students encountering difficulty can be identified and helped earlier than is currently possible. The concept of Data Driven Decision Making stresses continuous improvement as data is collected for a well-defined set of objectives on an ongoing basis, so that subsequent action plans can be designed to address these objectives.

English (1992) considers curriculum alignment a process that improves the agreement between the written, the taught, and the tested curriculum. Many researchers support the idea that alignment of instruction and assessment is crucial to success in improving instruction (Gorin & Blanchard, 2004; Liebling, 1997; Johnson & Asera, 1999; Mitchell, 1998).

Most states, including Louisiana, have mandated standards-based and high stakes tests. Therefore, the question is not "Should we align curriculum, instruction and assessment?" Rather the question is "How can we make the alignment process teacher-directed and teacher-friendly?" (Glatthorn, 1999).

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

In a 1999 comparative study commissioned by the United States Department of Education of nine high-performing-high-poverty urban elementary schools, curriculum alignment was among the strategies used to improve student academic achievement (Johnson et al. 1999). Teachers and administrators worked together to understand precisely what students were expected to know and be able to do. Then, they planned instruction to ensure that students would have an excellent chance to learn what was expected of them. Likewise, a 1999 study by the Education Trust found that hundreds of poor and minority schools are succeeding with exceptional numbers of students by teaching to assessed standards and by continuously learning and refining better ways to teach to these standards. At the majority of these schools, teachers meet with colleagues regularly to discuss standards and how to teach them (Barth et al. 1999).

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:

Assessment data are used to appropriately plan for instruction to meet individual needs of all students within the confines of the intended curriculum to ensure effective learning for all. Assessment data shall consist of all appropriate curriculum-related testing along with Individual education plans for exceptional students (SWD) and Language Assessment Scales and ELDA results for ELLs as appropriate. ESL teachers, resource teachers, and inclusion teachers shall work in collaboration with content teachers to differentiate instruction.

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

Students with Disabilities subgroup scored 51.9% proficient in Math in 2006. This was the lowest percentage among subgroups.
Students with Disabilities subgroup scored 67.1% proficient in Math in 2006. This was among the lowest percentages.

Procedures for Evaluating the Goal, Objective(s) and Strategy:

iLEAP, LEAP, and EduSoft test data will show improvement

ACTION PLAN – GOAL 2

SAP Indicator	<p>Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></p>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<p>Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)</p>
	<p>From August 2008-May 2009, teachers will facilitate math, science, and social studies lessons.</p> <p>Teachers will require students to provide a written reply to open-ended questions on tests and in math, science, and social studies journals as they reflect on their activities.</p> <p>Students and teachers will use rubrics for scoring writing in math, science, and social studies.</p>	NA	NA	NA	<p>Teachers' weekly lesson plans and reports of principals' observations will show evidence of implementation.</p> <p>Students' math, science, and social studies journals and tests will include reflective writing.</p>	<p>Students will write and use rubrics to score writing in math, science, and social studies. Thus their test scores in these content areas will improve due to their systematic participation in this reflective process.</p>
	<p>Teachers will incorporate higher-order thinking strategies, cooperative learning groups, and manipulatives designed to promote problem solving concepts into current math curriculum from August 2008-May 2009.</p> <p>Teachers will incorporate Everyday Mathematics with the ongoing mathematics program to strengthen and enhance math concepts.</p>				<p>Teachers' weekly lesson plans and records of principals' observations will document the incorporation of the strategies.</p>	<p>Students' math test scores will improve because of their active engagement in math instruction utilizing problem-solving strategies.</p>

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	**Math Home Links will be utilized in all grades to allow caregivers the opportunity to reinforce strategies learned in class and to allow students the opportunity to practice math concepts on a regular basis.	Title I – Parental Involvement	600 – Materials & Supplies	\$1,170.20	Teachers will systematically check students' math home links to determine if the students are practicing math with their families.	Students' math test scores will improve due to the intensive reinforcement practice in which they participate.
	From August 2008- May 2009, the principal will assist the grade level teams during weekly collaborative planning with the alignment of the intended and taught curriculum (i.e., Identify GLE's to be addressed, construct lessons to address these GLE's, create common assessments that determine mastery of GLE's and effectiveness of teaching, analyze student performance to determine interventions for students still lacking mastery.)	NA		NA	Grade level teams will meet weekly. The grade level chairperson will be responsible for facilitation the meeting, maintaining the grade level logs, and providing a group report to the principal after every meeting. The logs will be kept on file and reviewed weekly by the principal to assist in meeting the needs of teachers.	The principal and assistant principal will conduct walk-through observations, review teachers' lesson plans, and maintain logs of team meetings as evidence of collaborative planning and implementation of strategies developed.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>Teachers will participate in collaborative sessions to analyze data (Edusoft and teacher-created tests, iLEAP, and LEAP) with the intent of determining students' individual needs for re-teaching and remediation.</p> <p>Teachers will implement the curriculum into their classroom instruction using research-based and data-driven strategies based on the specifically identified needs of students.</p> <p>Teacher will work in collaborative sessions to examine common assessments which are supported by Bloom's Taxonomy. Teachers will conduct progressive and end of year assessment of students to measure growth throughout the year.</p>				<p>Grade level teams will meet weekly. The grade level chairperson will be responsible for facilitation the meeting, maintaining the grade level logs, and providing a group report to the principal after every meeting. The logs will be kept on file and reviewed weekly by the principal to assist in meeting the needs of teachers.</p>	<p>Students' math scores on teacher-created tests, Edusoft tests, iLEAP, and LEAP will improve based on the research-based and aligned curriculum being implemented.</p>
	<p>**School monthly newsletters will include tips on ways parents can involve themselves in their child's learning. Newsletters will be sent home with students and will be available for download from the school's website http://shenandoah.ebrschools.org</p>	PTA	600	Previously stated-non-recurring expense	<p>Newsletters will be kept on file in the school office.</p>	<p>Students reading test scores will improve due to the fact that parents will be able to better assist their children in learning at home by being aware of research-based tips that are proven effective.</p>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	Students will engage in cross-curricular, technology-based writing assignments including multimedia writing projects such as timelines, research reports, brochures, and PowerPoint presentations, which reinforce concepts learned in math, science, and social studies lessons.	Title I	600 – Materials & Supplies 700 - Property	\$20,610 \$15,870	Teachers' weekly lesson plans and reports of principals' observations will show evidence of social studies lessons that incorporate writing. Multimedia writing projects will demonstrate students' understanding of social studies concepts. Rubrics will serve as assessments of written work.	Students will write and use rubrics to score writing in social studies. Thus their social studies test scores will improve due to their systematic participation in this reflective process which promotes understanding of social studies concepts. Students' finished technology-based, multimedia products will be displayed and assessed using rubrics.

* Indicates Professional Development Learning
 ** Indicates Family Involvement Activities
 *** Indicates Curriculum Activities (if applicable)

Indicates Safe and Drug-Free Activities (if applicable)
 ## Indicates Discipline Support Activities (if applicable)
 ### Indicates PK –12 Literacy Activities (if applicable)

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Funding Sources	Title I	Magnet	PI	FSI	Other						Total
100 Salaries											
200 Benefits											
300 Purchased Professional Services											
400 Purchased Property											
500 Other Purchased Services											
600 Materials & Supplies	\$20,610		\$1,170.20								\$21,780.20
Indirect Costs (if applicable)											
700 Property	\$15,870										\$15,870
800 Other Objects											
900 Other Uses of Funds											
Total	\$36,480		\$1,170.20								\$37,650.20

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

FEDERAL FUNDING

Title I, Part A, Expenditures	
(Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	\$37,650.20
Non SIP Expenditures (list)	
Total Title I, Part A, Expenditures	\$37,650.20

Title I, Part B, Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part B, Expenditures	

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

Title I, Part F, Expenditures	
(CSRP)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part F, Expenditures	

Other Title I Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Other Title I Expenditures	

Title II Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title II Expenditures	

Title IV Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title IV Expenditures	

Title V Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title V Expenditures	

K-3 Initiative Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total K-3 Initiative Expenditures	

Other Funds	
Projected Expenditures	
SIP Expenditures*	\$300.00
Non SIP Expenditures (indicate source and expense)	
Total Other Funds, Expenditures	\$300.00