

The background features a large, faint watermark of the Louisiana 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 globe.

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 15, 2009*

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
Carolyn H. Sauer	Principal
Catherine Broussard	Assistant Principal
Dana Kelly	Teacher
Anne Creighton	Teacher
Deborah Russell	Teacher
Lori Bramlette	Teacher
Michelle Miller	Teacher
Kelley Faucheux	Teacher
Felicia Barnes	Support Staff
Stephanie Martin	Support Staff
Travis Johnson	Parent
Donna Sanders	Parent
Patty Cook	Parent
Donoel Johnson	Parent
Chandra Walker	Parent
Francesca Williams	Community Member
Marcia Dabkowski	Community Member

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 46

Date: May 2009

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

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
1.	Sarah Spell	Teacher – Pre Kindergarten		
2.	Cindy DiVincenti	Paraprofessional – Pre Kindergarten		
3.	Melissa Bolton	Teacher – Autistic Resource		
4.	Stephanie Martin	Paraprofessional – Autistic Self Contained		
5.	Brenda Bajoie	Teacher – Kindergarten		
6.	Polly Rinaudo	Teacher – Kindergarten		
7.	Kimberly Brewington	Teacher – Kindergarten		
8.	Ellen Johnson	Teacher – Grade 1		
9.	Anne Creighton	Teacher – Grade 1		
10.	Sylvia Patrick	Teacher – Grade 1		
11.	Kelly Williams	Teacher – Grade 2		
12.	Gretchen Graphia	Teacher – Grade 2		
13.	Gloria Davis	Teacher – Grade 2		
14.	Cardis Campbell	Teacher – Grade 2		
15.	Lori Bramlette	Teacher – Grade 3		
16.	Angela Delaroderie	Teacher – Grade 3		
17.	Patti Haddad	Teacher – Grade 3		
18.	Michele Dicharry	Teacher – Grade 3		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19.	Kaitlin Chamberlain	Teacher – Grade 4		
20.	Kelley Fauchaux	Teacher – Grade 4		
21.	Katherine Norris	Teacher – Grade 4		
22.	Deborah Russell	Teacher – Grade 4		
23.	Michelle Casrill	Teacher – Grade 4		
24.	Amy Butler	Teacher – Grade 5		
25.	Nicole Montgomery	Teacher – Grade 5		
26.	Summer Cook	Teacher – Grade 5		
27.	Dana Kelly	Teacher – Computer Lab		
28.	Kathrin Munding	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 (PreK-2)		
33.	Jamie Leonard	Teacher – Music & Fine Arts (3-5)		
34.	Pamela Ford	Teacher – Guidance Counselor		
35.	Laverne Denman	Teacher – Foreign Language		
36.	Michelle Miller	Teacher – Physical Education (PreK-2)		
37.	Courtney Comeaux	Teacher – Physical Education (3-5)		
38.	Mitzi Black	Teacher – ESS Resource		
39.	Andrea Cary	Teacher – ESS Self Contained		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
40.	Beverly Hymel	Speech Therapist		
41.	Deborah Heuer	Speech Therapist		
42.	Amie Bliss	Paraprofessional – Resource		
43.	Ginger Melancon	Paraprofessional – Self Contained		
44.	Donielle Edwards	Time Out Room Moderator		
45.	Catherine Broussard	Assistant Principal		
46.	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
Carolyn H. Sauer	Principal
Catherine Broussard	Assistant Principal
Dana Kelly	Teacher
Anne Creighton	Teacher
Deborah Russell	Teacher
Lori Bramlette	Teacher
Michelle Miller	Teacher
Kelley Faucheux	Teacher
Felicia Barnes	Support Staff
Stephanie Martin	Support Staff
Travis Johnson	Parent
Donna Sanders	Parent
Patty Cook	Parent
Donoel Johnson	Parent
Chandra Walker	Parent
Francesca Williams	Community Member
Marcia Dabkowski	Community Member

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 8(g)	X	2		
School-to-Work				
The Strategic Instruction Model (SIM)				
Other:				

<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> • Accelerated Reading Program (Renaissance Learning) • Renzulli Learning System (Online)
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> • 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	July 2009	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	July 2009	Yes
Security Procedures (metal detectors, etc.)	§ 339/741	July 2009	Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	July 2009	Yes
Student Code of Conduct	§ 1115/741	July 2009	Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	July 2009	Yes

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

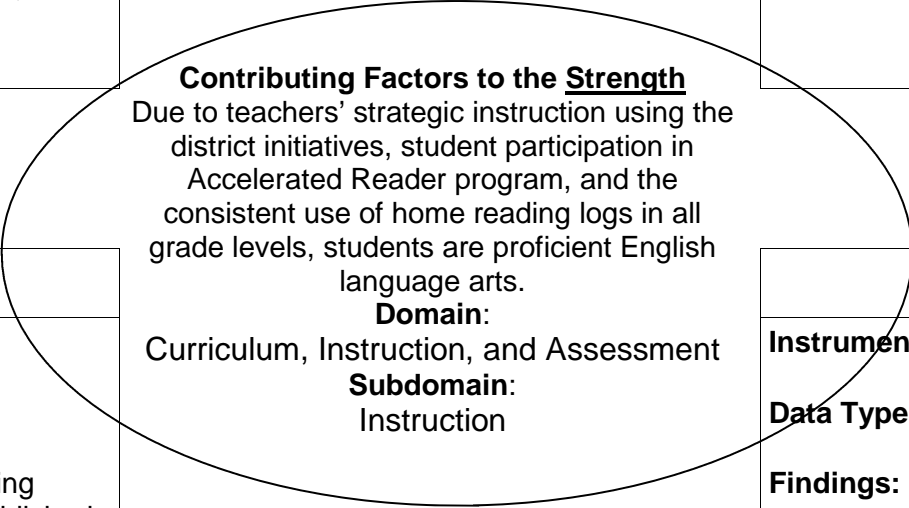
DATA TRIANGULATION

Supporting Source #1
<p>Instrument: Criterion Referenced Test Reports (LEAP, iLEAP)</p> <p>Data Type: Cognitive</p> <p>Findings: ELA index scores in 3rd, 4th, and 5th grade LEAP/iLEAP tests are higher as compared to other subject areas over a three-year span (116.5 in 2006, 107.6 in 2007, and 115.1 in 2008).</p>

Supporting Source #2
<p>Instrument: QST Classroom Survey, Fall 2008</p> <p>Data Type: Behavioral</p> <p>Findings: 58.82% of classrooms observed were engaged in literacy activities.</p>

Supporting Source #3
<p>Instrument: DIBELS Reports</p> <p>Data Type: Cognitive</p> <p>Findings: Performance in “Oral Reading Fluency” is consistently above the established district benchmark goal in 1st, 2nd, and 3rd grades for 2007 and 2008.</p>

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



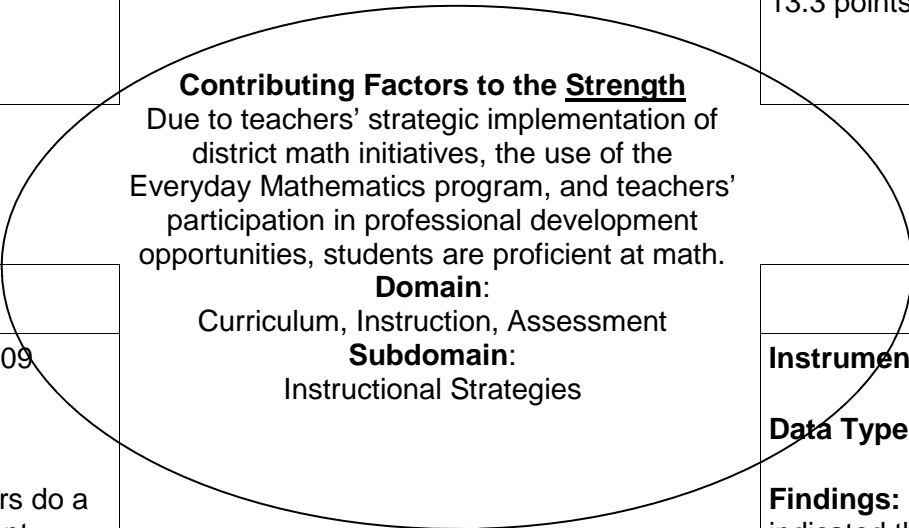
DATA TRIANGULATION

Supporting Source #1
<p>Instrument: Criterion Referenced Test School Performance Report (LEAP, iLEAP)</p>
<p>Data Type: Cognitive</p>
<p>Findings: Over a three-year span, between 77% and 82% of students in grades 3, 4, and 5 have scored proficient in Math.</p>

Supporting Source #2
<p>Instrument: Criterion Referenced Test Subgroup Analysis Report (iLEAP, LEAP)</p>
<p>Data Type: Cognitive</p>
<p>Findings: In math, the achievement gap between the “Students with Disabilities” and “Whole School” subgroups has decreased from 13.3 points in 2007 to 7.7 points in 2008.</p>

Supporting Source #3
<p>Instrument: Student Survey Winter 2009</p>
<p>Data Type: Attitudinal</p>
<p>Findings: Students report that teachers do a good job at teaching math on the student survey from Winter 2009.</p>

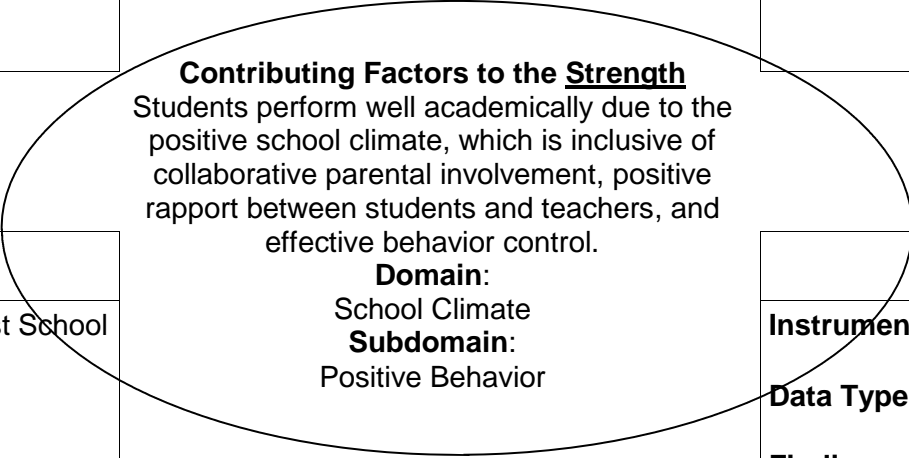
Supporting Source #4
<p>Instrument: 2008 LEAP Student Questionnaire</p>
<p>Data Type: Attitudinal</p>
<p>Findings: Sixty-one percent of students indicated that they use math concepts or skills in their daily activities.</p>



DATA TRIANGULATION

Supporting Source #1
Instrument: QST Classroom Survey Fall 2008
Data Type: Behavioral
Findings: There is a positive rapport between teachers and students as evidenced in the classroom observations conducted by the QST in Fall 2008.

Supporting Source #2
Instrument: Average Incidence Behavior Report
Data Type: Contextual
Findings: There is a very low number of behavior incidences reported during the 2008-2009 school year.



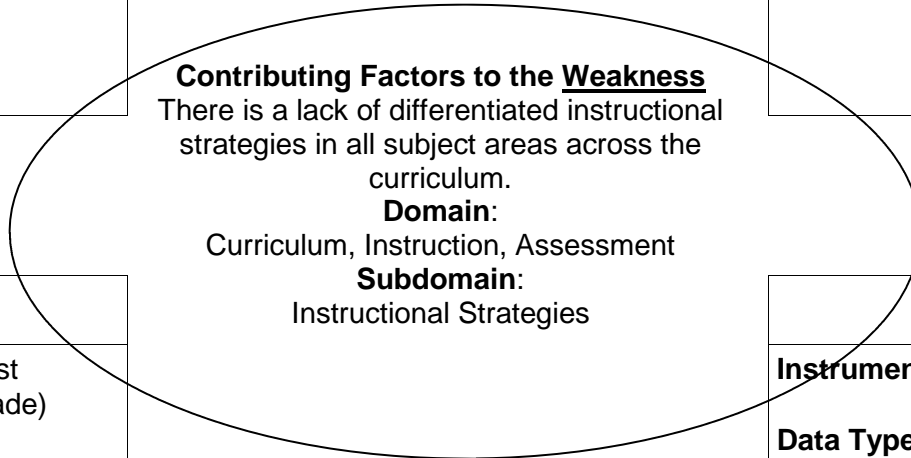
Supporting Source #3
Instrument: Criterion Referenced Test School Performance Report (LEAP, iLEAP)
Data Type: Cognitive
Findings: A 12.2 point increase in the Social Studies index for grades 3, 4, and 5 on LEAP and iLEAP (from 97.3 in 2007 to 109.5 in 2008) indicates an improvement in students' achievement. This can be partly attributed to the positive school climate present at the school.

Supporting Source #4
Instrument: Parent Survey Fall 2008
Data Type: Attitudinal
Findings: Parents indicated that they would recommend the school to other families, the school faculty and staff holds high expectations for achievement, and that volunteers work at the school on a regular basis on the Parent Survey Fall 2008.

DATA TRIANGULATION

Supporting Source #1
<p>Instrument: QST Classroom Survey – Fall 2008</p> <p>Data Type: Behavioral</p> <p>Findings: Instructional strategies are focused on whole groups (65%) as opposed to small group (23%) or individually-focused instruction (23%).</p>

Supporting Source #2
<p>Instrument: QST Classroom Survey-Fall 2008</p> <p>Data Type: Contextual</p> <p>Findings: There is a high percentage (65%) of students using worksheets and workbooks to complete classroom activities.</p>



Supporting Source #3
<p>Instrument: Criterion Referenced Test Subgroup Analysis Report (3rd -5th grade)</p> <p>Data Type: Cognitive</p> <p>Findings: There is a significant achievement gap (12.8 in 2007, 11.9 in 2008) in academic performance between the content areas of ELA and Math in the “Students with Disabilities” subgroup in 2007 and 2008.</p>

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

DATA TRIANGULATION

Supporting Source #1
Instrument: Criterion Referenced Test School Performance Report
Data Type: Cognitive
Findings: Overall, students performed better on multiple-choice response items as opposed to constructed-response items.

Supporting Source #2
Instrument: QST Classroom Survey
Data Type: Behavioral
Findings: Activities that require students to evaluate and synthesize information as indicated in Bloom's Taxonomy were rarely observed.

Contributing Factors to the Weakness
There is limited use of higher-order thinking strategies needed to expand Bloom's educational levels of intellectual behavior.
Domain:
Curriculum, Instruction, and Assessment
Subdomain:
Instructional Strategies

Supporting Source #3
Instrument: Principal Walkthrough Reports
Data Type: Behavioral
Findings: There is limited evidence of activities that require students to integrate, create, and invent as indicated in Bloom's Taxonomy.

Supporting Source #4
Instrument:
Data Type:
Findings:

DATA TRIANGULATION

Supporting Source #1
<p>Instrument: Criterion Referenced Test School Performance Report</p>
<p>Data Type: Cognitive</p>
<p>Findings: Students' average percent correct in the content standard for writing has been lowest or nearly lowest score for three consecutive years, ranging from 63% to 76%.</p>

Supporting Source #2
<p>Instrument: Criterion Referenced Test School Performance Reports</p>
<p>Data Type: Cognitive</p>
<p>Findings: Students' abilities to demonstrate proficiency in developing constructed responses in all content areas is low, ranging from 58% to 68%.</p>

Supporting Source #3
<p>Instrument: Student Questionnaire Report (2008 LEAP)</p>
<p>Data Type: Attitudinal</p>
<p>Findings: Students report that their use of writing short answer responses is limited to several times a week.</p>

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

Contributing Factors to the Weakness
 Due to the inconsistent use of writing assignments in the content areas and the lack of strategic implementation of writing instruction, students are not proficient at writing.
Domain:
 Curriculum, Instruction, and Assessment
Subdomain:
 Instruction

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 *Step 10* 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. Social Studies index in 3 rd grade is 113.9 in 2008	iLEAP
2. 4 th Grade ELA is highest index score: 130.6 in 2008	LEAP
3. Whole School Science index has been consistent (101.0 in 2006, 95.5 in 2007, and 98.8 in 2008)	LEAP, iLEAP
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. Whole school Math index has decreased from 112.5 in 2006, to 105.5 in 2007, and then to 106.5 in 2008.	iLEAP, LEAP
2. The whole school Science index is consistently the lowest of all indices over a three-year span.	iLEAP, LEAP
3. Oral Reading Fluency benchmark for 2 nd grade was not met in Spring 2009.	DIBELS
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 instruction using the district initiatives, student participation in Accelerated Reader program, and the consistent use of home reading logs in all grade levels, students are proficient English language arts.	Criterion Referenced Test School Performance Report, DIBELS Report, QST Classroom Survey, Fall 2008
2. Due to teachers' strategic implementation of district math initiatives, the use of the Everyday Mathematics program, and teachers' participation in professional development opportunities, students are proficient at math	Criterion Referenced Test School Performance Report, Criterion Referenced Test Subgroup Analysis Report, LEAP Student Questionnaire (2008), Student Survey (Winter 2009)
3. Students perform well academically due to the positive school climate, which is inclusive of collaborative parental involvement, positive rapport between students and teachers, and effective behavior control.	QST Classroom Survey Fall 2008, Criterion Referenced Test School Performance Report (LEAP, iLEAP), Average Incidence Behavior Report, Parent Survey (Fall 2008)
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. There is a lack of differentiated instructional strategies in all subject areas across the curriculum.	QST Classroom Survey, Criterion Referenced Report Subgroup Analysis
2. Higher-order thinking strategies are not used to expand Bloom's educational levels of intellectual behavior.	QST Classroom Survey, Criterion Referenced Report Trend Data Analysis, Principal Walkthrough Report
3. Due to the inconsistent use of writing assignments in the content areas and the lack of strategic implementation of writing instruction, students are not proficient at writing	Criterion Referenced Test School Performance Report, Student Questionnaire, Criterion Referenced Test School Performance Report
4.	
5.	

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

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Enter year and enter score)	Growth SPS (Enter year and enter score)	Growth Target (Enter year and enter target)
School Baseline SPS <u>2007</u> : <u>110.1</u>	School Growth SPS <u>2008</u> : <u>112.1</u>	School GT <u>2008</u> : <u>2.0</u>
School Baseline SPS <u>2006</u> : <u>111.6</u>	School Growth SPS <u>2007</u> : <u>108.7</u>	School GT <u>2007</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 English Language Arts

Objective(s):

- 3rd Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from 85.5% in 2008 to 88.3% in 2010.
- 4th Grade - Increase the percentage of students scoring Proficient on LEAP in English/language arts from 93.8% in 2008 to 95.0% in 2010.
- 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from 78.8% in 2008 to 82.8% in 2010.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – **Meaningful Engaged Learning**

Bibliographic Notation:

Alvermann, D. E. (2003). Seeing themselves as capable and engaged readers: Adolescents and re/mediated instruction. Naperville, IL: Learning Point Associates. Retrieved June 7, 2005. from <http://www.ncrel.org/reading/readingers/re3ders.pdf>

Blachowicz, C., Sögle, D. (2001). Reading comprehension: Strategies for independent learners. New York: Guilford Press.

Blackford, L. (2002). Secondary school reading. *The School Administrator*. 59(1). Retrieved June 7, 2005, from http://www.aasa.org/publications/sa/2002_01/balckford.htm

Boston Plan for Excellence. (2002). Introduction to CCL: Collaborative coaching & learning. Retrieved June 7, 2005, from <http://www.bpe.org/pubs/ccl/Getting&20Started&20CCL.pdf>

Boston Plan for Excellence. (2002). Work with schools 2002-2003. Retrieved June 7, 2005, from <http://www.bpe.org/lexl/workwithschools.aspx>

Ciesemier, K., Coughlin, E., & Williamson, J. (1997). Area One Learning Technology Hub: Engaged learning with technology. [Online]. Available: <http://www.lth1.k12.il.us/engaged>

Brief Summary of Research:

Current research supports the role of engaged learning as important to student achievement. Students learn when they are highly involved in meaningful tasks. Student motivation is one aspect of MEL; however, motivation is more than a quality within students. Motivation is a quality that can be profoundly affected by the attitudes and actions of educators. The three models discussed below provide an overview of meaningful, engaged learning.

The work of Mike Muir of McMEL has identified a model for meaningful engaged learning focusing on four key components and nine essential elements. These components and essential elements are outlined below.

- Environment: Relationship and Rapport
 - > Student/Teacher Relationship - positive attitude, fun, sense of humor, physically and emotionally safe, belonging and respect

- > Helping Students Succeed - high expectations, confidence in abilities
- Experience
 - > Hands-On - doing things, activities, experiential learning, learning = patterns from experience
 - > Learning Styles - multiple intelligences, differentiated instruction
- Motivation
 - > Interest - novelty, mystery, curiosity, "blood and guts," fantasy, driven by students' questions
 - > Autonomy - choices, decision-making, planning, designing, creating
 - > Avoid Rewards
- Meaning
 - > Connections - to previous learning, relates to students' lives, the "Velcro mind"
 - > Context - making personal meaning, real world work or audience, metaphors and mental frameworks, how used or useful

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? Research has shown that use of the strategy, Meaningful Engaged Learning, has been successful across all populations and needs. This strategy seeks to differentiate instruction through modification of the environment, experiences, motivation, and connection to real world work.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Meaningful Engaged Learning strategies address the needs of students with disabilities by focusing on four key components: environment, experience, motivation, and meaning. Students with disabilities will benefit from the use of strategies that incorporate hands-on experiences, differentiated instruction, and methods that address multiple intelligences.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: The Students with Disabilities subgroup is consistently our lowest subgroup in ELA. In 2007, 54.3% of students with disabilities were proficient in ELA as compared to an 81.0% proficiency in the whole school subgroup. In 2008, 60.2% of students with disabilities were proficient in ELA as compared to an 85.9% proficiency in the whole school subgroup. Although the gap has narrowed, it is still a weakness that needs to be addressed. We expect Meaningful Engaged Learning to significantly impact the subgroup as well as other subgroups that are a part of the whole school.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Summative evaluation to include Spring 2010 iLEAP, LEAP, and DIBELS scores in ELA, Subgroup trend data from iLEAP and LEAP

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)
	<p><i>Initial Professional Development</i> *During July of 2009, district content trainers will provide professional development opportunities for teachers in all grades to become proficient in the effective implementation of the district's 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.</p>	District Content trainers and McGraw Consultants are funded by EBRPSS	NA	NA	<p>Classroom teachers will document implementation of strategies learned from the inservices in weekly lesson plans.</p> <p>Strategies will be modeled and observed in classroom lessons.</p>	<p>Weekly lesson plans kept on file with principal</p> <p>Classroom Observations conducted by the principal and assistant principal throughout the school year will indicate that the strategies are being implemented.</p> <p>Feedback will be provided to classroom teachers indicating their progress towards implementation of strategies.</p>
	<p><i>Follow Up/ Implementation</i> *During professional development meetings on the third Wednesday of each month from September 2009-May 2010, the principal will maintain and reinforce strategies learned through initial professional development.</p>	McGraw-Hill texts & instructional materials are purchased by EBRPSS	NA	NA	Teachers will implement the curriculum into their classroom instruction using research-based and data-driven strategies based on the specifically	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. Data from Principal's walkthroughs will be used to provide feedback to teachers. This information will drive future strategies to improve students' writing.

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><i>Follow Up/ Implementation (cont'd)</i></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>*The principal will assist the grade level teams during weekly collaborative planning as they incorporate strategies gained from professional development during June 2009. Teachers will:</p> <ul style="list-style-type: none"> • Identify GLE's to be addressed • Construct aligned lessons to address these GLE's • Create common assessments that determine mastery of GLE's and effectiveness of teaching • Analyze student performance (Edusoft, teacher-created tests, DIBELS, iLEAP, LEAP) to determine interventions for students still lacking mastery • Design opportunities for reteaching/relearning. 				<p>Teachers' weekly lesson plans and records of principals' observations will document the implementation of explicit writing instruction, assessments requiring constructed responses, and extension strategies.</p> <p>Students will produce written work in a variety of forms, including narrative, how-to, persuasive, compare/contrast, research, and stories.</p> <p>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.</p>	<p>At weekly grade level meetings, teachers will analyze data from students' samples to help determine the level of implementation of strategies and opportunities for changes in classroom strategies.</p> <p>Students' projects and journals will be evidence of the use of extension activities in the area of writing.</p> <p>Assessments will be aligned to open-ended response items on criterion referenced tests.</p> <p>Students' reading scores on teacher-created tests, DIBELS, 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)
	Family Involvement **The principal and classroom teachers will create monthly newsletters which 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	Parents' level of involvement will increase as indicated in the number of volunteer hours logged and on online parent survey through school website.	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.
	Family Involvement **Home reading logs will be utilized in all classrooms from August 2009-May 2010 to promote family involvement in the learning process.	NA	NA	NA	As parents work with students at home to accomplish the reading logs nightly, they will become better aware of their child's progress.	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):

- 3rd Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 81.9% in 2008 to 85.3% in 2010.
- 4th Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from 80.1% in 2008 to 83.9% in 2010.
- 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 77.6% in 2008 to 81.9% in 2010.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – **Meaningful Engaged Learning**

Bibliographic Notation:

Alvermann, D. E. (2003). Seeing themselves as capable and engaged readers: Adolescents and re/mediated instruction. Naperville, IL: Learning Point Associates. Retrieved June 7, 2005. from <http://www.ncre!.o^Viito'eb/read£rs/re3ders.pdf>

Blachowicz, C., SOgle, D. (2001). Reading comprehension: Strategies for independent learners. New York: Guilford Press.

Blackford, L. (2002). Secondary school reading. *The School Administrator*. 59(1). Retrieved June 7, 2005, from http://www.aasa.org/publications/sa/2002_01/balckford.htrn

Boston Plan for Excellence. (2002). Introduction to CCL:Collaborative coaching & learning. Retrieved June 7, 2005, from <http://www.bpe.ora/pubs/ccl/Getting&20Started&20CCL.pdf>

Boston Plan for Excellence. (2002). Work with schools 2002-2003. Retrieved June 7, 2005, from <http://www.bpe.org/lexl/workwithschools.aspx>

Ciesemier, K., Coughlin, E., & Williamson, J. (1997). Area One Learning Technology Hub: Engaged learning with technology. [Online]. Available: <http://www.lth1.k12.il.us/engaged>

Brief Summary of Research:

Current research supports the role of engaged learning as important to student achievement. Students learn when they are highly involved in meaningful tasks. Student motivation is one aspect of MEL; however, motivation is more than a quality within students. Motivation is a quality that can be profoundly affected by the attitudes and actions of educators. The three models discussed below provide an overview of meaningful, engaged learning.

The work of Mike Muir of McMEL has identified a model for meaningful engaged learning focusing on four key components and nine essential elements. These components and essential elements are outlined below.

- Environment: Relationship and Rapport
 - > Student/Teacher Relationship - positive attitude, fun, sense of humor, physically and emotionally safe, belonging and respect

- > Helping Students Succeed - high expectations, confidence in abilities
- Experience
 - > Hands-On - doing things, activities, experiential learning, learning = patterns from experience
 - > Learning Styles - multiple intelligences, differentiated instruction
- Motivation
 - > Interest - novelty, mystery, curiosity, "blood and guts," fantasy, driven by students' questions
 - > Autonomy - choices, decision-making, planning, designing, creating
 - > Avoid Rewards
- Meaning
 - > Connections - to previous learning, relates to students' lives, the "Velcro mind"
 - > Context - making personal meaning, real world work or audience, metaphors and mental frameworks, how used or useful

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? Research has shown that use of the strategy, Meaningful Engaged Learning, has been successful across all populations and needs. This strategy seeks to differentiate instruction through modification of the environment, experiences, motivation, and connection to real world work.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Meaningful Engaged Learning strategies address the needs of students with disabilities by focusing on four key components: environment, experience, motivation, and meaning. Students with disabilities will benefit from the use of strategies that incorporate hands-on experiences, differentiated instruction, and methods that address multiple intelligences.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: The Students with Disabilities subgroup consistently scores lower than the Whole School subgroup. In 2007, 67.1% of students with disabilities were proficient in Math as compared to an 80.4% proficiency in the whole school subgroup. In 2008, 72.1% of students with disabilities were proficient in Math as compared to a 79.8% proficiency in the whole school subgroup. Although the gap has narrowed, it is still a weakness that needs to be addressed. We expect Meaningful Engaged Learning to significantly impact the subgroup as well as other subgroups that are a part of the whole school.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Summative evaluation to include Spring 2010 iLEAP and LEAP scores in Math, Subgroup trend data from iLEAP and LEAP

ACTION PLAN – GOAL 2

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>Professional Development *During professional development meetings, which occur on the third Wednesday of each month during the 2009-2010 school year, the principal will maintain and reinforce strategies needed by teachers to incorporate higher-order thinking skills into the taught curriculum.</p>	NA	NA	NA	<p>Strategies will be modeled and observed in classrooms.</p> <p>Teachers will use the strategies across the curriculum as indicated in weekly lesson plans.</p> <p>Student work will indicate that the strategies are being implemented.</p>	<p>Classroom Observations conducted by the principal and assistant principal throughout the school year will indicate that the strategies are being implemented.</p> <p>Feedback will be provided to classroom teachers indicating their progress towards implementation of the strategies.</p> <p>Teachers will examine their students' use of constructed-responses questions and share their findings at weekly collaborative grade level meetings.</p> <p>Teachers will analyze findings. The analysis will direct changes in classroom instructional strategies.</p>

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	<p><i>Follow up/ Implementation – Higher Order thinking in Writing</i></p> <p>*Grade level teams will meet weekly from August 2009-May 2010. The principal and grade level chairs will facilitate the team meetings to collaborate and focus strategies learned in professional development.</p> <p>*Teachers in all grades will conduct lessons which require students to use higher-order thinking strategies to provide a written response to open-ended questions weekly on tests or journals in math, science, and/or social studies.</p>	NA	NA	NA	<p>Teachers' weekly lesson plans and records of principals' observations will document the implementation of the strategy.</p> <p>Teachers will model behaviors related to the strategies in the classroom.</p> <p>Students will produce written work in a variety of formats, including multimedia.</p> <p>Students' math, science, and social studies journals and tests will include reflective writing.</p> <p>Test scores in these content areas will improve due to their systematic participation in this reflective process.</p>	<p>Data from Principal's walkthroughs will be used to provide feedback to teachers. This information will drive future strategies to improve students' achievement.</p> <p>At weekly grade level meetings, teachers will analyze data from students' samples to help determine the level of implementation of strategies.</p> <p>Based on analysis of students' work samples, teachers will make necessary changes in their classroom strategies.</p> <p>Students' work will be displayed in classrooms and hallways.</p>

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	<p><i>Follow up/ Implementation: Higher-Order thinking in Math</i></p> <p>During daily classroom activities, teachers will incorporate higher-order thinking strategies, cooperative learning groups, and manipulatives designed to promote problem solving concepts into current math curriculum 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 will utilize strategies they learn in real-world applications.</p> <p>Students' math test scores will improve because of their active engagement in math instruction utilizing problem-solving strategies.</p>	<p>Weekly lesson plans will be kept on file with principal.</p> <p>Reports of principals' observations will show evidence of implementation and will be shared with teachers.</p> <p>Students' test scores will be examined by teachers during weekly collaborative grade level meetings to determine progress towards implementation of strategy. Analysis of student work will lead to changes in instructional practices.</p>

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	<p><i>Follow up/ Implementation: Higher-Order thinking in Science & Social Studies</i></p> <p>*The technology coordinator will provide ongoing training to teachers during weekly computer lab classes. Students will engage in cross-curricular, technology-based assignments focused on the development of higher-order thinking skills including multimedia writing projects such as timelines, research reports, brochures, and PowerPoint presentations, which reinforce concepts learned in math, science, and social studies lessons.</p>	Title I	600 – Materials & Supplies	\$45,824	<p>Teachers' weekly lesson plans and reports of principals' observations will show evidence of social studies lessons that incorporate writing.</p> <p>Multimedia writing projects will demonstrate students' understanding of social studies concepts.</p>	<p>Students will write 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.</p> <p>Students' finished technology-based, multimedia products will be displayed.</p>
	<p><i>Follow up/ Support Activities</i></p> <p>*The principal will assist the grade level teams from August 2009-May 2010 during weekly collaborative planning as they incorporate strategies which promote students' use of higher-order thinking skills.</p> <ul style="list-style-type: none"> • Identify GLE's to be addressed • Develop common, cross-curricular activities based on Bloom's Taxonomy to promote students' use of higher-order thinking skills 	NA	NA	NA	<p>Teachers will implement the curriculum into their classroom instruction using research-based and data-driven strategies based on the specifically</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</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>Feedback will be provided to classroom teachers indicating their progress towards implementation of strategies.</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)
	<ul style="list-style-type: none"> • Construct aligned lessons to address these GLE's • Create common assessments that determine mastery of GLE's and effectiveness of teaching • Analyze student performance (Edusoft, teacher-created tests, DIBELS, iLEAP, LEAP) to determine interventions for students still lacking mastery • Design opportunities for reteaching/relearning 				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.	Students' reading scores on teacher-created tests, DIBELS, Edusoft tests, iLEAP, and LEAP will improve based on the research-based and aligned curriculum being implemented.
	Family Involvement **During open house night in September 2009, teachers will model the use of supplemental math materials 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	\$1,691.25	Families will be better able to reinforce skills from school at home by working on the supplemental math materials with their children at home.	Students' math test scores will improve due to the intensive reinforcement practice in which they participate.

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	Family Involvement **The Principal and classroom teachers will create monthly newsletters which will include tips on ways parents can involve themselves in their child's learning. Newsletters will be sent home with all students and will be available for download from the school's website http://shenandoah.ebrschools.org	PTA	600	\$300 Previously stated- non-recurring expense	Parents' level of involvement will increase as indicated in the number of volunteer hours logged and on online parent survey through school website.	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.

* 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	\$45,824		\$1,691.25		\$300						\$47,815.25
Indirect Costs (if applicable)											
700 Property											
800 Other Objects											
900 Other Uses of Funds											
Total	\$45,824		\$1,691.25		\$300						\$47,815.25

*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 (CSRP); Title II, Part A (Professional Development), Part D (Technology); Title III – English Language Proficient; Title V – Parental Choice and Innovative Programs; Title VII, Part A (Indian Education), Part B (Native Hawaiian Education, Part C (Alaska Native Education); Learn and Serve America; Stewart B. McKinney Homeless Assistance Act; State Funding; 8(g); LaSIP; IDEA; K-3 Initiatives; MSL; Education Excellence Fund; State School Improvement Funds; miscellaneous funding sources; foundations/grants, etc.

FEDERAL FUNDING

Title I, Part A, Expenditures (Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	\$47,515.25
Non SIP Expenditures (list)	
Total Title I, Part A, Expenditures	\$47,515.25

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

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

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

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

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

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

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

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

Other Funds	
Projected Expenditures	
SIP Expenditures*	\$300
Non SIP Expenditures (indicate source and expense)	
Total Other Funds, Expenditures	\$300