

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 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
Sherwood Middle Magnet School

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

Submission Date: *June 1, 2008*

Sherwood Middle School

6 - 8

1020 Marlbrook Street
Baton Rouge, Louisiana 70815

Phyllis Crawford

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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
- LINC S
- 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
Phyllis Crawford	Principal
Carrie Slack	Teacher
Alesha Cavanaugh	Teacher
Elizabeth Kelly Fourrier	Teacher
Jamar Jackson	Teacher
Nicole Elmore	Teacher
Lisa Carter	Parent
Carla Collier	Parent
Shannon Farho	Parent
Venita Kelly	Parent
Hillary Greer	Parent
Karen Thomas	Parent
Marcy Olinde	School Executive Secretary
Edith Williams	Custodian
Moses Williams	Community
	Community

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 61

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.	Phyllis Crawford	Principal		
2.	Jamie Noel	Assistant Principal		
3.	Kathleen Randolph	Assistant Principal		
4.	Roosevelt Brown	Dean of Students		
5.	Sharon Sims	Magnet Lead Teacher		
6.	Missy Frye	Guidance Counselor		
7.	Ellen Burris	Guidance Counselor		
8.	Mary Ann Robbins	Time Out Room Moderator		
9.	Bonnie Ellis	Librarian		
10.	Heather Werth	Speech Therapist		
11.	MaryAnn Battaglia	Teacher		
12.	Alan Jeff Berthelot	Teacher		
13.	Charlotte Britten	Teacher		
14.	Ashley Castello	Teacher		
15.	Alesha Cavanaugh	Teacher		
16.	Kay Collier	Teacher		
17.	Georgina Cutrone	Teacher		
18.	Kimberly Daniels	Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19.	Emily Defoe	Teacher		
20.	Lauren Dugas	Teacher		
21.	Courtney Dumas	Teacher		
22.	Nicole Elmore	Teacher		
23.	Marcy Faust	Teacher		
24.	Darlene Ford	Teacher		
25.	Elizabeth Kelly Fourrier	Teacher		
26.	Amy Gillan	Teacher		
27.	Debra Hale	Teacher		
28.	Stacey Hines	Teacher		
29.	Jamar Jackson	Teacher		
30.	Lessie Johnson	Teacher		
31.	Allene Kaiser	Teacher		
32.	Holly Ketterer	Teacher		
33.	Monica Kimbrough	Teacher		
34.	Anna McMorran	Teacher		
35.	Sarah Matthews	Teacher		
36.	Joyce Metoyer	Teacher		
37.	Dana Morrison	Teacher		
38.	Patricia Murray	Teacher		
39.	Yolandra Newton	Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
40.	Andy Pizzo	Teacher		
41.	Clayton Randolph	Teacher		
42.	Jeff Rawlings	Teacher		
43.	Danica Robinson	Teacher		
44.	Victoria Robinson	Teacher		
45.	Georgia Roudeze	Teacher		
46.	Martha Ryan	Teacher		
47.	Debbie Schmidt	Teacher		
48.	Michelle Schulz	Teacher		
49.	Misty Segura	Teacher		
50.	Carrie Slack	Teacher		
51.	Ashley Spiers	Teacher		
52.	Shelia Stagnoli	Teacher		
53.	Susan Tullier	Teacher		
54.	Gina Vicknair	Teacher		
55.	Pamela Williams	Teacher		
56.	Laurie Williamson	Teacher		
57.	Mary Appiah	Paraprofessional		
58.	Cindy Varnado	Paraprofessional		
59.	Monica Carter	Clerk		
60.	Allegrì Gosserand	Clerk		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
61.	Marcia Olinde	Executive Secretary		

MISSION STATEMENT

At Sherwood Middles School all students can succeed and achieve.

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

Name	Title/Occupation
Phyllis Crawford	Principal
Iris Alexander	Teacher
Alesha Cavanaugh	Teacher
Elizabeth Fourrier	Teacher
Jamar Jackson	Teacher
Ashley Meyers	Teacher
Lisa Carter	Parent
Carla Collier	Parent
Marty Engle	Parent
Vanita Kelly	Parent
Alex Robertson	Parent
Monica Carter	School Clerk
Edith Williams	Custodian
Moses Williams	Community

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	X	13		
INTECH 2 Science	X	8		
INTECH Social Studies	X	8		
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership				
Pre-School Program				
School-to-Work				
The Strategic Instruction Model (SIM)				
Other: Understanding Math	X	8		
Accelerated Reader	X	13		

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

- [Click Here to Enter](#)

List the Distance Learning (i.e., web-based, satellite) courses provided for your students:

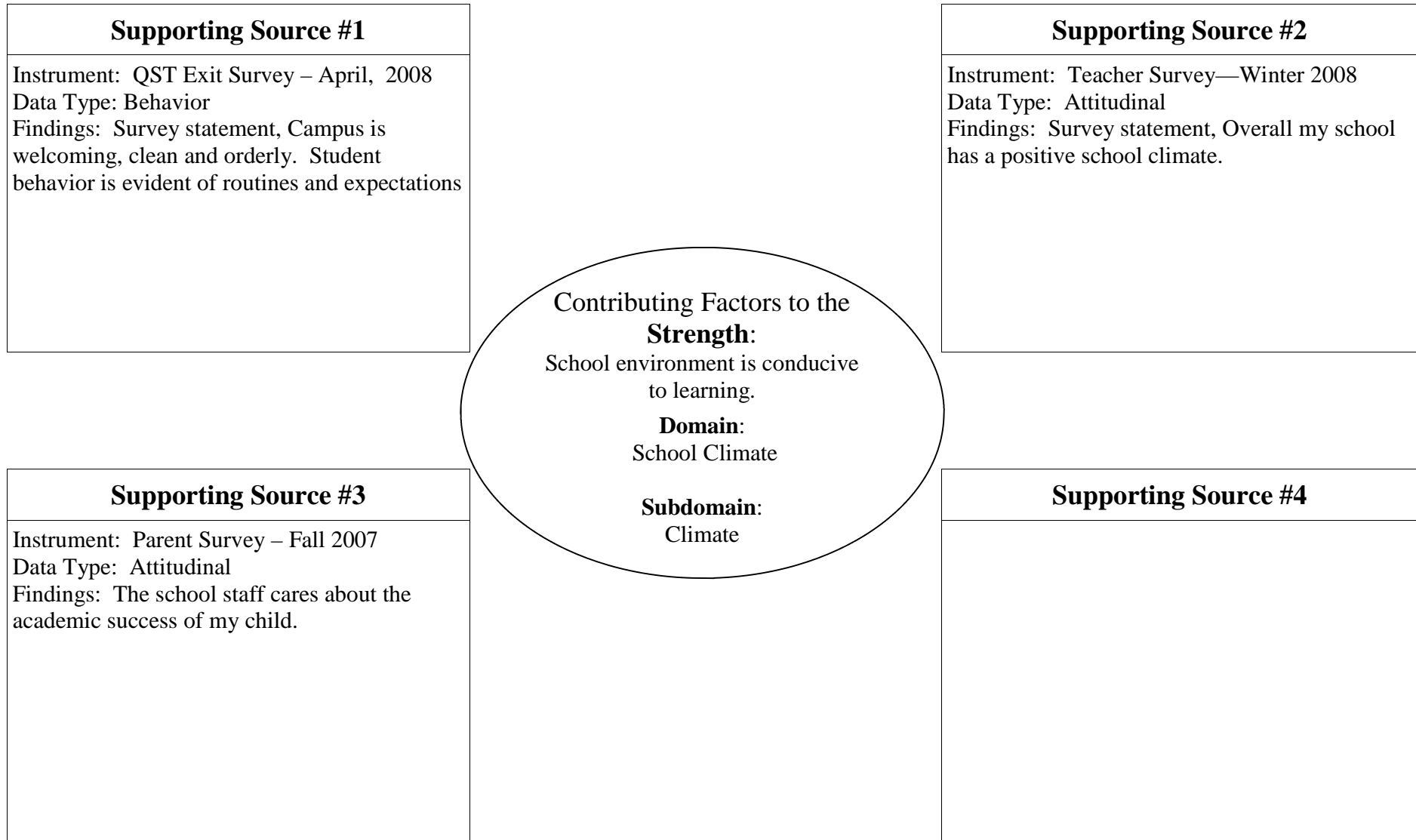
- [Click Here to Enter](#)

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	05/2008	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	05/2008	Yes
Security Procedures (metal detectors, etc.)	§ 339/741	07/2008	Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	04/2008	Yes
Student Code of Conduct	§ 1115/741	05/2008	Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	07/2008	Yes

School Partnerships (Type the name of each partner in the space provided)	
University	Louisiana State University Writing Project and Louisiana State University Holmes Program
Technical Institute	
Feeder School(s)	
Community	Junior League and Sherwood Forest Civic Association Garden Club
Business/Industry	LA Capitol Federal Credit Union and Best Buy
Private Grants	
Other	

DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1

Instrument: Deep CRT
Data Type: Cognitive
Findings: Sixth grade students scored 97% proficient and seventh grade students scored 96% proficient; Eighth grade students scored 97% proficient.

Supporting Source #2

Instrument: Teacher Survey-- Fall 2007
Data Type: Attitudinal/Quantitative
Findings: Survey statement, Professional development is provided to improve my mastery of instructional strategies

Contributing Factors to the Strength:
Varied instructional strategies are utilized in ELA.

Domain:
Curriculum and Instruction

Subdomain:
ELA

Supporting Source #3

Instrument: Student Survey—Winter 2008.
Data Type: Attitudinal/Quantitative
Findings: My teacher uses different ways to help me learn.

Supporting Source #4

DATA TRIANGULATION

Supporting Source #1

Instrument: Deep CRT
 Data Type: Cognitive
 Findings: Sixth grade students scored 91% proficient and seventh grade students scored 94% proficient; Eighth grade students scored 87% proficient.

Supporting Source #2

Contributing Factors to the Strength:
 Varied instructional strategies are utilized in Mathematics.

Domain:
 Curriculum and Instruction

Subdomain:
 Mathematics

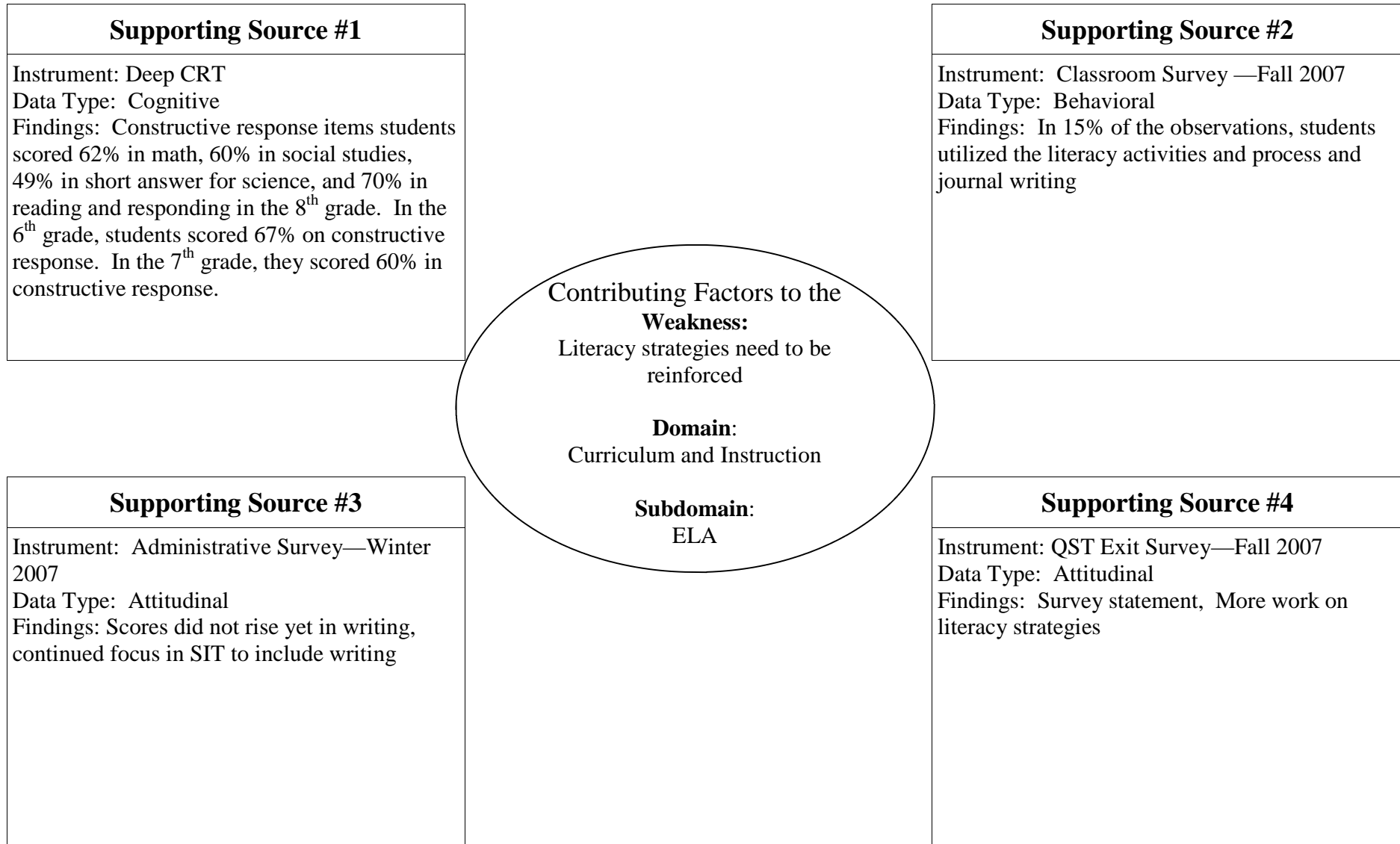
Supporting Source #3

Instrument: Teacher Survey—Winter 2008.
 Data Type: Attitudinal/Quantitative
 Findings: Survey statement, Professional development is provided to improve my mastery of instructional strategies

Supporting Source #4

Instrument: Student Survey—Winter 2008
 Data Type: Attitudinal/Quantitative
 Findings: Survey statement, My teacher uses different ways to help me learn. My teacher does a good job teaching mathematics

DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1
 Instrument: Administrator Survey
 Data Type: Attitudinal
 Findings: Recommended continuous working on the use of higher levels of Bloom’s Taxonomy

Supporting Source #2
 Instrument: Classroom Surveys—Fall 2007
 Data Type: Behavioral
 Findings: In 30% of the observations only synthesis were used and in 10% of the observations only evaluations were shown

Contributing Factors to the Weakness:
 Higher levels of questioning are not consistently utilized.

Domain:
 Curriculum and Instruction

Subdomain:
 Instructional Strategies

Supporting Source #3
 Instrument: QST Exit Survey—Spring 2008
 Data Type: Attitudinal
 Findings: Bloom’s Taxonomy: The number of lessons using higher order thinking strategies has improved but still has room for improvement

Supporting Source #4
 Instrument:
 Data Type:
 Findings:

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. Made AYP subgroup component in ELA and math	Principal's Report Card Winter 2008
2. Meet AMD in both subgroups for the past 2 years	Trend Data Analysis of Spring 2007 Testing
3. School ELA index we are at goal	Trend Data Analysis of Spring 2007 Testing
4. 6 th grade Math index, we are at goal	Trend Data Analysis of Spring 2007 Testing
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. Black students (81%) index in math and (92%) ELA	Trend Data Subgroup Report
2. Economically Disadvantaged (85.7%) in Math and (93.9%) in ELA	Trend Data Subgroup Report
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. School environment is conducive to learning.	Teacher surveys, Parent surveys, exit surveys
2. Varied instructional strategies are utilized in ELA	Teacher survey, DEEP CRT, and Student survey
3. Varied instructional strategies are utilized in Mathematics	Teacher survey, DEEP CRT, and Student survey
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. Literacy strategies need to be reinforced.	DEEP CRT, Teacher Survey, Student Survey, Administrator Survey
2. Higher level of questioning are not consistently utilized	Administrator Survey, Classroom Survey, Exit Survey
3.	
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>2005-2007</u> : <u>117.3</u>	School Growth SOS <u>2007-08</u> : <u>119.3</u>	School GT <u>2007-08</u> : <u>2.0</u>
School Baseline SPS <u>2004-2006</u> : <u>114.9</u>	School Growth SOS <u>2006-07</u> : <u>116.9</u>	School GT <u>2006-07</u> : <u>2.0</u>
School Baseline SPS <u>2003-2005</u> : <u>66.8</u>	School Growth SPS <u>2005-06</u> : <u>114.9</u>	School GT <u>2005-06</u> : <u>48.2</u>
School Baseline SPS <u>2002-04</u> : <u>66.0</u>	School Growth SPS <u>2004-05</u> : <u>67.9</u>	School GT <u>2004-05</u> : <u>4.9</u>
School Baseline SPS <u>2001-03</u> : <u>66.5</u>	School Growth SPS <u>2003-04</u> : <u>67.0</u>	School GT <u>2003-04</u> : <u>4.5</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):

1. To increase ELA index scores in 7th grade from 118.1 to 118.4 by Spring 2009.
2. To increase ELA index scores in 8th grade from 119.9 to 120.0 by Spring 2009.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) –

1. Deep Curriculum Alignment
2. Job-embedded Staff Development

Bibliographic Notation: Bibliographic Notation:

Gorin, J., & Blanchard, J. (2004). *The effect of curriculum alignment on elementary mathematics and reading achievement*. Unpublished doctoral dissertation, Arizona State University.

Gorin, J., & Blanchard, J. (2004). *The effect of curriculum alignment on reading*. Unpublished doctoral dissertation, Arizona State University.

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.negp.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.nscd.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:

1. 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).

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).

A two-year longitudinal study of mathematics and reading achievement scores was conducted by Gorin (1999) to analyze the effectiveness of curriculum alignment. Based on reports of standardized tests in both reading and math, students exposed to curriculum alignment showed improvement in their scores between the 3rd and 5th grade.

Rightly or wrongly, the No Child Left Behind law has accelerated the importance of curriculum alignment. The large number of descriptive and comparative studies and the long term studies underway tend to favor alignment as a positive influence on achievement.

2. 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 learning 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 focus is diffused (1986). *Bringing All Students to High Standards*, the 2000 report of the National Education Goals Panel, links sustained professional development directly to student achievement. So too does *How Teaching Matters: Bringing the Classroom Back into Discussions of Teacher Quality* (Wellington, 2000).

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? Curriculum alignment processes will help The teachers understand the relationship between what they teach and how our students performed on LEAP/ILEAP. The curriculum alignment processes are important opportunities for teachers to talk about expectations, teaching, and student work. Furthermore, the alignment processes will give teachers a chance to understand precisely what students are expected to know and the extent to which students will be expected to demonstrate mastery. In EBRPSS we use benchmark assessments and teachers used the data from those assessments to improve instruction. For many of the teachers, the process gives them a much deeper understanding of what instruction is needed for students to perform well on the assessment. Alignment processes will also ensure that teachers will be able to teach all of the knowledge and skills that are to be learned during the school year. Job Embedded professional development will be the opportunity for teachers to plan collaboratively as they align the taught curriculum with the intended curriculum. In addition, it will serve as a support system before and during the implementation of the LACC.

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

Analyzing data of the subgroups and implement professional development and instructional strategies based on their needs and abilities.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Review and evaluate the results of walk-throughs, surveys, professional development evaluations, student work, school level common assessments, benchmark assessments, and iLEAP and LEAP assessments.

ACTION PLAN – GOAL 1

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	<p align="center">Indicator of Implementation (Observable Change)</p>	<p align="center">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>*During the summer of 2008 teachers will independently read <i>What Great Teachers Do Differently</i>. As a professional development activity From September 2008 to March 2009 teachers will participate in a book study and begin to incorporate the fourteen strategies into their instructional program.</p>				<p>Teachers will incorporate the strategies.</p> <p>Student performance will improve.</p>	<p>Administrators will review team meeting notes, handouts, and recommendations for implementation.</p>
	<p>*During the month of August the librarian will provide update training to all faculty and staff on the Accelerated Program. From September 2008 to May 2009 teachers will use the Accelerated Reader program, integrating AR into the content areas.</p>				<p>Teachers will implement AR.</p> <p>Student literacy will increase.</p>	<p>Administrators will review and analyze lesson plans and AR reports.</p>
	<p>*/### From August 2008 – May 2009 the Literacy Coach will provide job-embedded staff development to all teachers.</p>				<p>All teachers will implement the strategies.</p> <p>Students will utilize the strategies and their work / performance will improve.</p>	<p>Administration will conduct weekly walk throughs and review teacher lesson plans for evidence of implementation. Literacy Coach will conduct pre-conferences, observations, and post-conferences. Student progress will be monitored and measured by teacher-made and district-prescribed assessments.</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)
	*/**From August 2008 through May 2009, Instructional Management Team and district personnel will provided job-embedded professional development on the EBR curriculum to all teachers during team meetings and/or staff development days.				All teachers will implement the taught curriculum as intended. Student Work/performance will improve.	Administration and faculty will conduct weekly walk throughs, review teacher lesson plans, and maintain logs of team meetings. Teachers will collaborate and analyze test scores to improve student achievement. Student performance will be measured by common assessments and end of the unit Edusoft benchmark assessments.
	*From September 2008 to May 2009 teachers will collaborate in Professional Learning Communities in order to more effectively address the students' academic needs. The PLCs will meet during team meetings.				Teachers will implement the strategies of Critical Friends. Student performance will improve.	Administrators will participate in the PLCs and review team meeting agendas, notes, and student products. .

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	<p>(Pending BESE approval of lunch schedules) *Utilizing information provided during collaborative planning sessions and assessment instruments, teachers will provide students with additional instructional activities from September - April 2009.</p> <ul style="list-style-type: none"> • Students selected using school-based criteria (below 2.5 GPA) will attend reinforcement classes on a daily basis. • Eighth grade students selected using school-based criteria of 90% or above on ELA iLEAP will be invited to the “Book Guild” enrichment classes weekly. 				Student work/ performance will improve.	Administrators will determine the impact on achievement by examining the progress reports and benchmark assessments
	<p>*In Fall 2008, school and/or district personnel will provide additional training to all teachers on the creation and use of writing prompts and rubrics.</p>				Teachers will implement the use of common assessments. Student performance will improve.	Walkthroughs will be analyzed by teachers and administrators for evidence of implementation. Lesson plans and samples of student writings will be reviewed and collected by administrators. During team meetings teachers will analyze the prompts and rubrics to assess student progress and inform instruction.

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	<p>**From August 2008 through May 2009, administrators and designated personnel will utilize NTI and mass mailings to alert parents of school activities, workshops, and informational sessions. Teachers will facilitate the following events during the school year:</p> <p>Town Meeting/Open House Grade 6 "Brown Bag" Lunch Book Fair LEAP and iLeap Night for each grade Student Performance/Show-Off Nights iSAFE Presentation</p>				Increase in parental/community involvement	Administrators and designated personnel will review designated sign-in sheets, parent surveys and evaluation, NTI, and anecdotal records.
	<p>**From August 2008 to May 2009, every four and a half weeks, contact will be made with parents of students whose average fall below a 2.5. Parent/teacher conferences will be held to discuss student progress, make suggestions for improvement and distribute resource information. Parents will receive this booklet at the end of the conference.</p>	Title I PI	600	\$1,752.82 (parent booklets, etc.)	<p>Communication and cooperation between home and school will improve.</p> <p>Parents will become involved with their child's academic pursuits.</p> <p>Students work will improve.</p>	Administrators and designated personnel will review sign-in sheets, letters to parents, conference sheets, and anecdotal records.

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	<p>**From September to May, once a month, community representatives provide activities for students during enrichment class day such as representatives from a Show Me the Money Club, Chess Club, etc.</p>				<p>Community members will become involved with the school.</p> <p>Students will become more knowledgeable about different careers and high school requirements.</p>	<p>Administrators will review anecdotal records.</p>

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

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

STRATEGY PLANNING WORKSHEET – GOAL 2

GOAL 2: Increase Student Achievement in Mathematics
Objective(s): 1. To increase Math index scores in 7 th grade from 117.2 to 117.7 by Spring 2009. 2. To increase Math index scores in 8 th grade from 113.1 to 114.3 by Spring 2009.
SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – 1. Deep Curriculum Alignment 2. Job-embedded Staff Development
Bibliographic Notation: Bibliographic Notation: Gorin, J., & Blanchard, J. (2004). <i>The effect of curriculum alignment on elementary mathematics and reading achievement</i> . Unpublished doctoral dissertation, Arizona State University. Gorin, J., & Blanchard, J. (2004). <i>The effect of curriculum alignment on reading</i> . Unpublished doctoral dissertation, Arizona State University. Easton, L.B. (2002, March). <i>How the Tuning Protocol Works</i> . <i>Educational Leadership</i> , 59(6), 28-30. Guskey, T. (1996, June). <i>Staff Development and the Process of Teacher Change</i> . <i>Educational Researcher</i> . 15(5)5-12. Learning First Alliance. (2000) <i>Every Child Reading: A Professional Developmental Guide</i> . Washington, D.C.: Author. www.learningfirst.org/readingguide.html National Education Goals Panel. {2000, Dec.}. <i>Bringing All Students to High Standards</i> . <i>NEGP Monthly</i> . www.negp.gov/issues/issu/monthly/1200.pdf Nolan, K. (2000). <i>Looking at Student Work: Improving Practice by Closing in</i> . Providence, R.I: Annenberg Institute for School Reform. Schmoker, M. (1996). <i>Results: The Key to Continuous School Improvement</i> Alexandria, VA: ASCD. Sparks, D. <i>Designing Powerful Professional Development for Teachers and Principals</i> . JVSDC, 2002. ... http://www.nscd.org/Hbrary/book/sparksbook.pdf Sparks, D. (1999, Spring). <i>Assessment Without Victims: An Interview with Rick Stiggins</i> . <i>Journal of Staff Development</i> . 20(2), 54-56. www.nscd.org/library/isd/stiggins203.html Sparks, D. (1999, Summer). <i>Try on Strategies to Get a Good Fit: An Interview with Susan Loucks-Horsley</i> . <i>Journal Of Staff Development</i> . 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:

1. 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).

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).

A two-year longitudinal study of mathematics and reading achievement scores was conducted by Gorin (1999) to analyze the effectiveness of curriculum alignment. Based on reports of standardized tests in both reading and math, students exposed to curriculum alignment showed improvement in their scores between the 3rd and 5th grade.

Rightly or wrongly, the No Child Left Behind law has accelerated the importance of curriculum alignment. The large number of descriptive and comparative studies and the long term studies underway tend to favor alignment as a positive influence on achievement.

2. 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 learning 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 focus is diffused (1986). *Bringing All Students to High Standards*, the 2000 report of the National Education Goals Panel, links sustained professional development directly to student achievement. So too does *How Teaching Matters: Bringing the Classroom Back into Discussions of Teacher Quality* (Wellington, 2000).

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? Curriculum alignment processes will help The teachers understand the relationship between what they teach and how our students performed on LEAP/ILEAP. The curriculum alignment processes are important opportunities for teachers to talk about expectations, teaching, and student work. Furthermore, the alignment processes will give teachers a chance to understand precisely what students are expected to know and the extent to which students will be expected to demonstrate mastery. In EBRPSS we use benchmark assessments and teachers used the data from those assessments to improve instruction. For many of the teachers, the process gives them a much deeper understanding of what instruction is needed for students to perform well on the assessment. Alignment processes will also ensure that teachers will be able to teach all of the knowledge and skills that are to be learned during the school year. Job Embedded professional development will be the opportunity for teachers to plan collaboratively as they align the taught curriculum with the intended curriculum. In addition, it will serve as a support system before and during the implementation of the LACC.

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 limited English proficient (LEP). All teachers will work in collaboration to differentiate instruction. Collaborative teams are formed to include resource, inclusion and ELL teachers. Initial and follow-up training will occur for teacher to collaborate and focus on analyzing data and planning instruction based on the results.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Analyzing data of the subgroups and implement professional development and instructional strategies based on their needs and abilities.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Review and evaluate the results of walk-throughs, surveys, professional development evaluations, student work, school level common assessments, benchmark assessments, and iLEAP and LEAP assessments.

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	<p>Indicator of Implementation (Observable Change)</p>	<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, on a quarterly basis, district personnel will provide job-embedded professional development to math teachers.</p>				<p>Math teachers will implement the strategies.</p> <p>Student work/performance will improve.</p>	<p>Administration will conduct walk throughs and review teacher lesson plans for evidence of implementation. Student progress will be monitored and measured by teacher-made and district-prescribed assessments.</p>
	<p>*During the summer of 2008 teachers will independently read <i>What Great Teachers Do Differently</i>. As a professional development activity From September 2008 to March 2009 teachers will participate in a book study and begin to incorporate the fourteen strategies into their instructional program.</p>				<p>Teachers will incorporate the strategies.</p> <p>Student performance will improve.</p>	<p>Administrators will review team meeting notes, handouts, and recommendations for implementation.</p>
	<p>*During the month of August the librarian will provide update training to all faculty and staff on the Accelerated Program. From September 2008 to May 2009 teachers will use the Accelerated Reader program, integrating AR into the content areas.</p>				<p>Teachers will implement AR.</p> <p>Student literacy will increase.</p>	<p>Administrators will review and analyze lesson plans and AR reports.</p>

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	*/### From August 2008 – May 2009 the Literacy Coach will provide job-embedded staff development to all teachers.				All teachers will implement the strategies. Students will utilize the strategies and their work / performance will improve.	Administration will conduct weekly walk throughs and review teacher lesson plans for evidence of implementation. Literacy Coach will conduct pre-conferences, observations, and post-conferences. Student progress will be monitored and measured by teacher-made and district-prescribed assessments.
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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	\$51,820.00		\$1,752.82								\$53,572.82
Indirect Costs (if applicable)											
700 Property	\$4,290.00										\$4,290.00
800 Other Objects											
900 Other Uses of Funds											
Total	\$56,110.00		\$1,752.82								\$57,862.82

*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*	\$56,862.82
Non SIP Expenditures (list)	
Total Title I, Part A, Expenditures	\$56,862.82

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*	
Non SIP Expenditures (indicate source and expense)	
Total Other Funds, Expenditures	