

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" at the bottom 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 *The Dufrocq School* *Elementary Programs*

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

Submission Date: *May 18, 2009*

The Dufrocq School
Elementary Programs
Pre-K to 5th Grade
330 S. 19th Street
Mrs. Mary Robvais
225-343-6323
mrobvais@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
- LINC
- 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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<The page numbers for each component will change as information is added.>

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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
Mr. Harry Johnson	Chairman-Community
Mrs. Mary D. Robvais	Principal
Mrs. Deatreus Johnson	School Representative
Ms. Jessica Hall	Teacher
Mrs. Antoinette Alexander	Parent
Mrs. Noi Mills	Parent
Mrs. Joe Rose Porche	Teacher
Ms. Diane Vickers	Teacher
Mrs. Raquel Robvais	Parent
Mrs. Sheila Brock	Teacher

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 37

Date: May 18, 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.	Mary D. Robvais	Principal		
2.	Christy Mensah	PreK		
3.	Judith Berthelot	Kindergarten		
4.	Margo Eglin	Kindergarten		
5.	Jessica Hall	Teacher		
6.	Jenifer Mouton	Second Grade Teacher		
7.	Inez Jenkins	Third Grade Teacher		
8.	Dorothy Devall	Second Grade Teacher		
9.	Joe Rose Porche	Fourth Grade Teacher		
10.	Noi Mills	Third Grade Teacher		
11.	Antoinette Alexander	Fifth Grade Teacher		
12.	Melanie Thomas	Resource		
13.	Diane Vickers	Montessori PreK-K		
14.	Claudia Brown	Montessori PreK-K		
15.	June Lavergne	Montessori Elementary		
16.	Ashley Ransburg	Montessori Elementary		
17.	Linda Johnson	Montessori Upper Elementary		
18.	Deatreaus Johnson	Guidance		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19.	Sheila Brock	Librarian		
20.	Donald Robertson	PE Coach		
21.	Melanie Newport	Art Teacher		
22.	Shirley Comena	TOR Moderator		
23.	Candace Allen	PreK Assistant		
24.	Nadira Hussain	PreK-K Assistant		
25.	Lorraine Bienville	PreK-K Assistant		
26.	Martha Crayton	Montessori Assistant		
27.	Celeste Howard	Montessori Assistant		
28.	Carles Fleming	Secretary		
29.	Marjorie Crutchfield	Clerk		
30.	Shobha Krishnan	First Grade Teacher		
31.	Amy Reynado	First Grade Teacher		
32.	Maribeth Jasildo	Fifth Grade Teacher		
33.	Allison Sterling	ESS		
34.	Lucile Cole	Assistant		
35.	Shawanna Blaze	Speech Therapist		
36.	Darrell Harrell	Custodian		
37.	B. C. Simmons	Staff Consultant		
38.				
39.				

MISSION STATEMENT

“All students at Dufrocq will succeed academically.”

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

Name	Title/Occupation
Mr. Harry Johnson	School Improvement Team Chairperson
Mrs. Margaret Gordon	Parent
Mrs. June Lavergne	Teacher
Mrs. Judith Berthelot	Teacher
Jalil Johnson	Student
Jamie Crockett	Student
Zachary Crayton	Student
Mrs. Joe Rose Porche	Teacher
Mrs. Sandra Mangrum	Teacher for Instructional Support
Mary Robvais	Principal

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

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

Program List: (including during- and after-school programs)	Currently Using (Mark with an X)	No. of Years	Proposed Program (Mark with an X)	Deleted Program (Mark with an X)
Career to Work				
Extended Day Program				
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership				
Pre-School Program				
School-to-Work				
The Strategic Instruction Model (SIM)				
Other: LEAP Camp	X	<u>9</u>		
TANF	X	<u>1</u>		

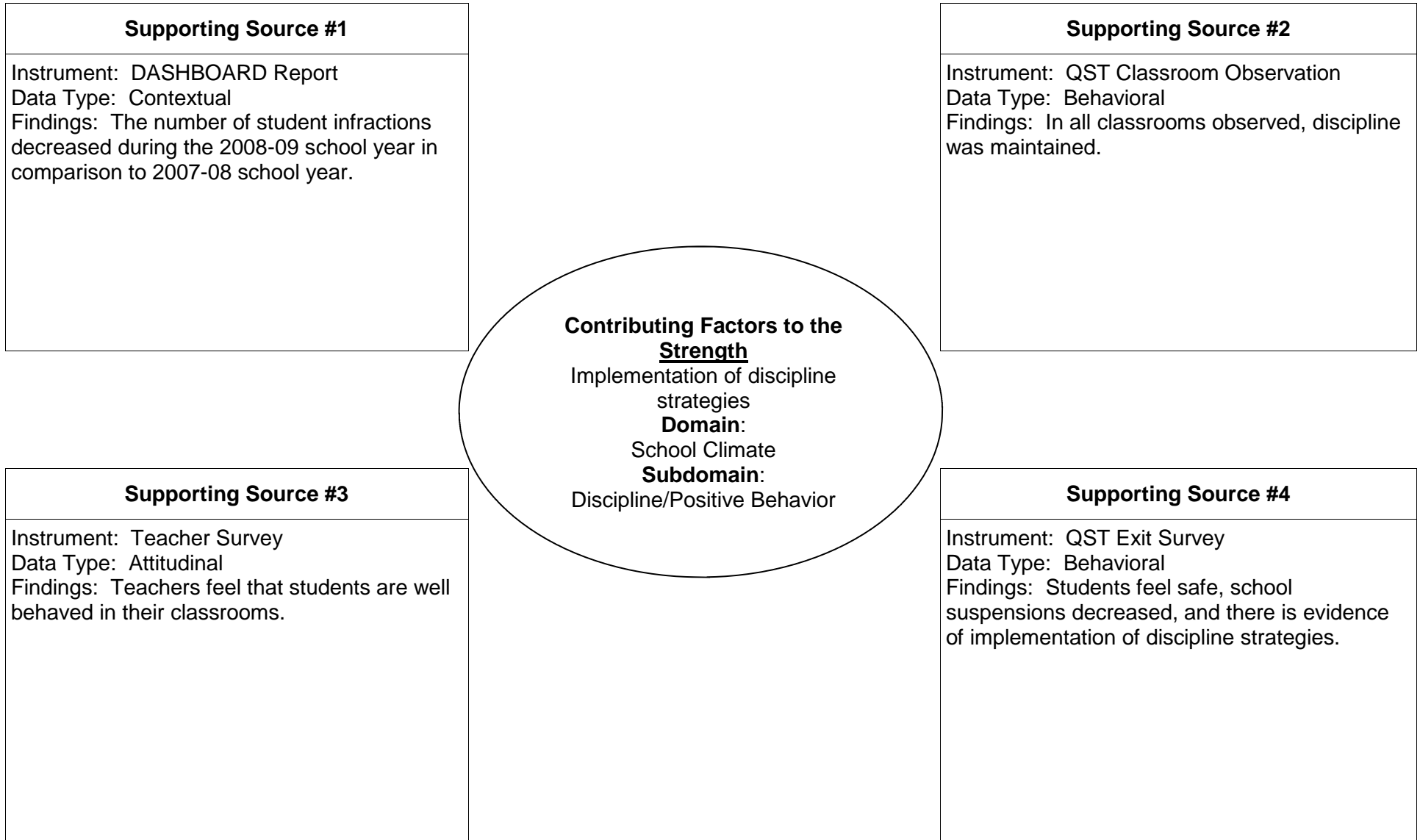
<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> • Click Here to Enter
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> • 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	08/07/2009	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	08/08/2006	Yes
Security Procedures (metal detectors, etc.)	§ 339/741		
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	08/08/2006	Yes
Student Code of Conduct	§ 1115/741	08/08/2006	Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	08/08/2006	Yes

School Partnerships (Type the name of each partner in the space provided)	
University	LSU, Southern University and A&M College
Technical Institute	
Feeder School(s)	
Community	Act & Deeds, Louisiana Women in Ministry, Saint James Episcopal, The Arts Council
Business/Industry	Diabetes Depot
Private Grants	The Lions Club, Michael Jordan Grant
Other	

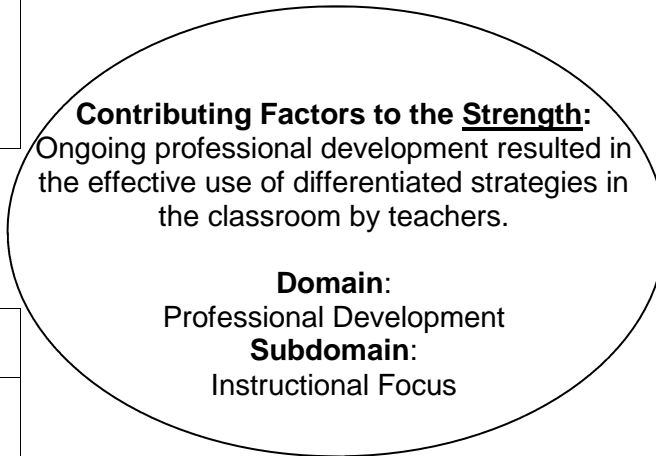
DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1
Instrument: QST Exit Survey Winter 2009 Data Type: Behavioral Findings: Evidence of sharing of strategies obtained from book study of differentiation strategies by the QST.

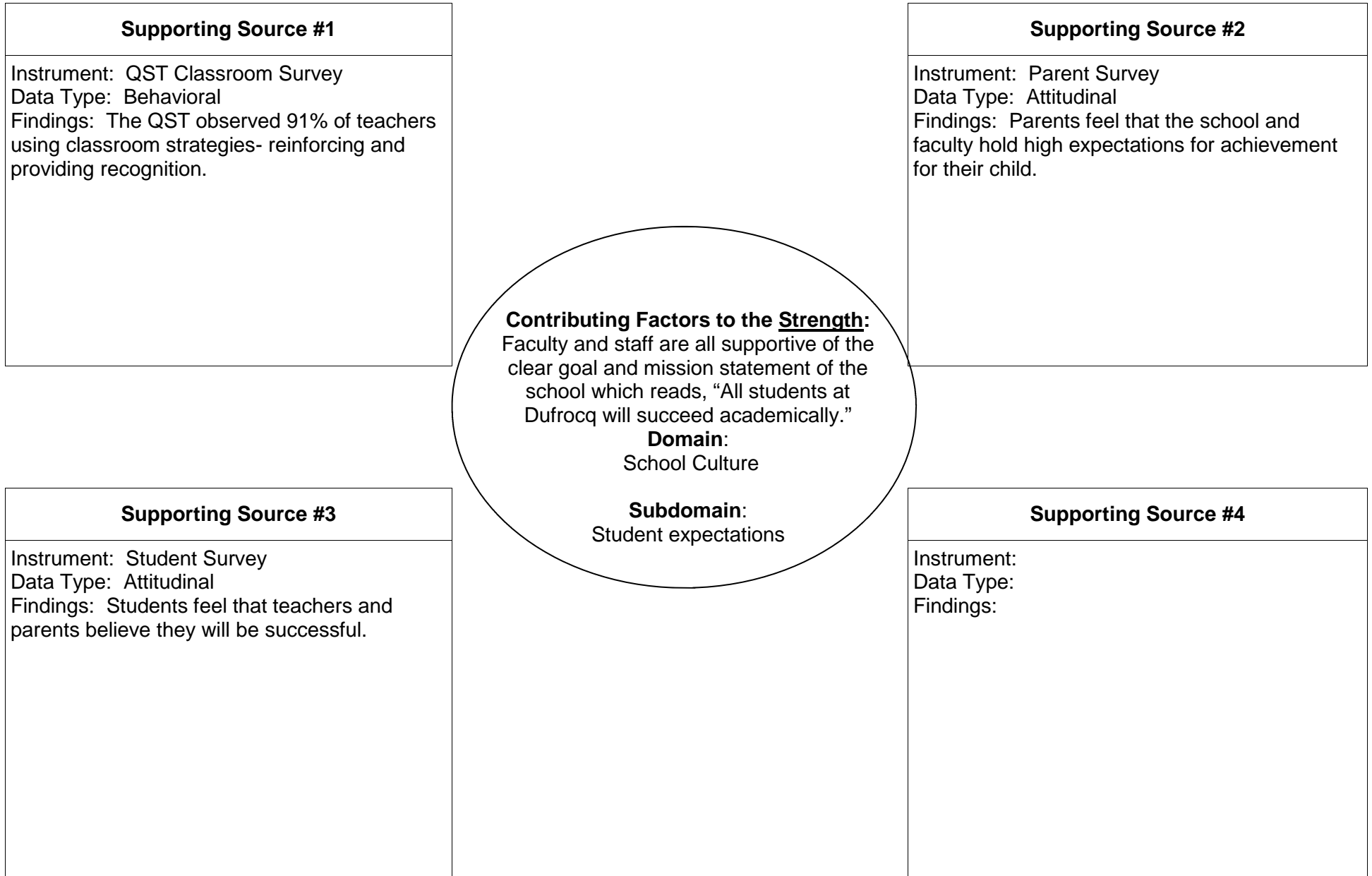
Supporting Source #2
Instrument: Teacher Survey Data Type: Attitudinal Findings: Teachers believe that their administrator willingly provides assistance to improve their instructional strategies.



Supporting Source #3
Instrument: Principal Walk-Through Data Type: Behavioral Findings: During walk throughs principal observed 71% of the time that teachers were providing differentiated instruction.

Supporting Source #4
Instrument: Data Type: Findings:

DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1

Instrument: Criterion Referenced Test School Performance Report
 Data Type: Cognitive
 Findings: Science scores are below proficient across all grade levels

Supporting Source #2

Instrument: QST – Teacher Survey
 Data Type: Attitudinal
 Findings: Teachers feel there is not enough time to teach science during the instructional day.

Contributing Factors to the Weakness:

Due to teacher’s limited application of meaningful strategies needed to engage students in learning and reading across content areas, instruction is deficient in meaningfully engaged learning strategies.

Domain:

Curriculum, Instruction, Assessment

Subdomain:

Instructional Strategies

Supporting Source #3

Instrument: QST Exit Survey
 Data Type: Attitudinal
 Findings: QST feels that in 2009-10 professional development should be focused on integrating science into other content areas.

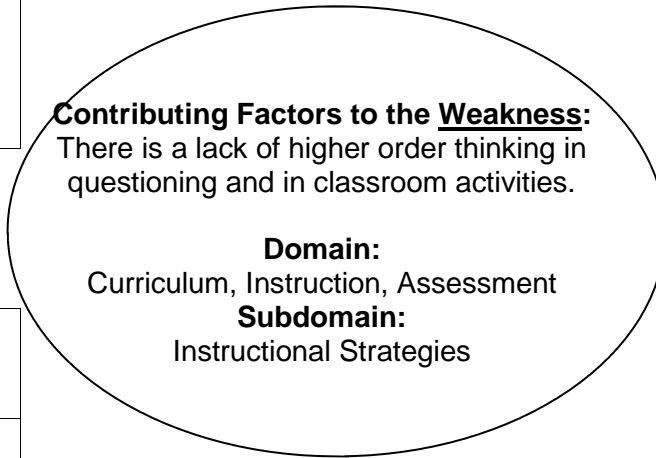
Supporting Source #4

Instrument: Criterion References Test School Performance Report
 Data Type: Cognitive
 Findings: The average percent correct on comprehensive science task was 38%.

DATA TRIANGULATION

Supporting Source #1
Instrument: Criterion Referenced Test School Performance Report Data Type: Cognitive Findings: 3 rd , 4 th , and 5 th grade students scored below proficient in read, comprehend, and respond/constructed response on LEAP and iLEAP.

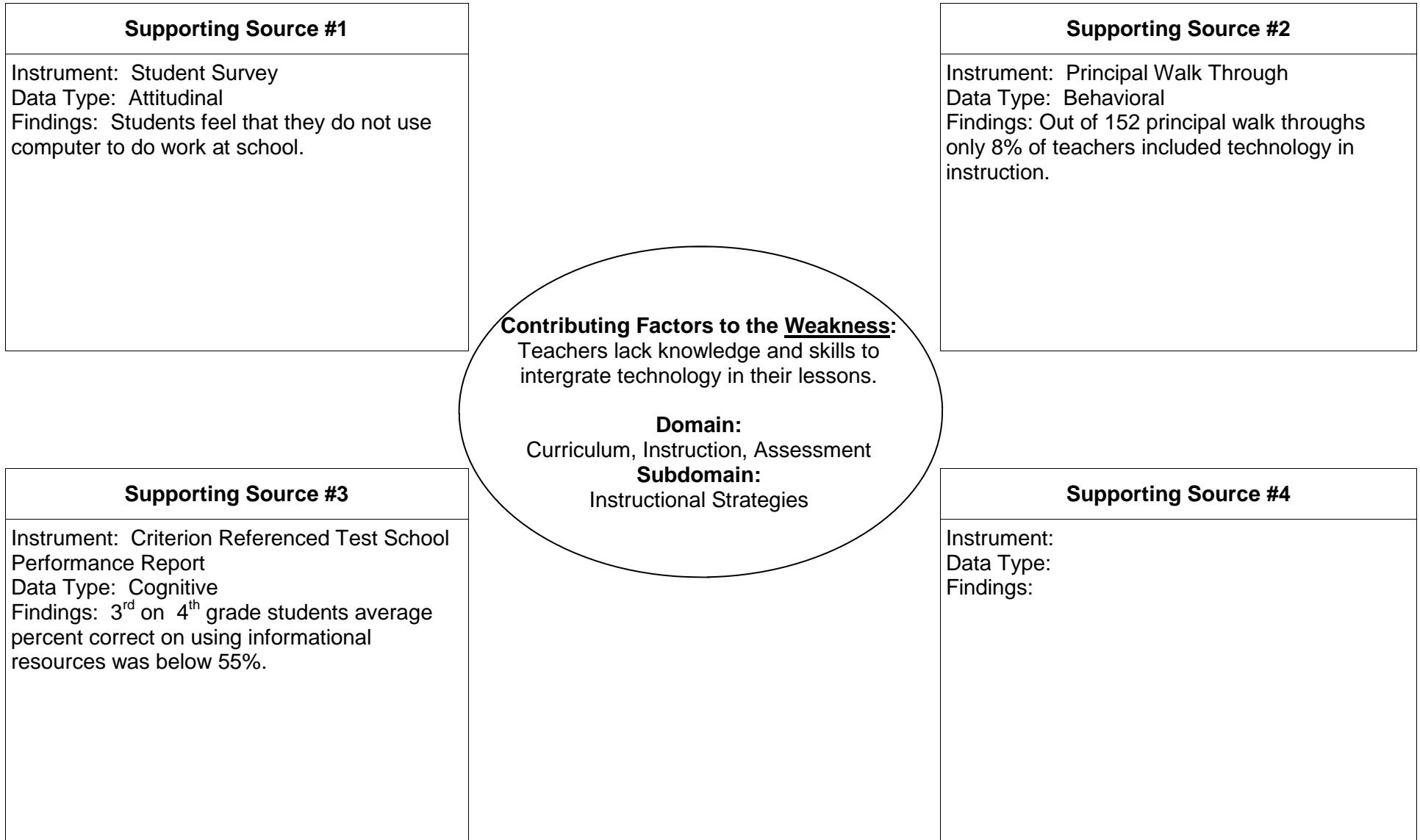
Supporting Source #2
Instrument: Teacher Survey Data Type: Attitudinal Findings: Teachers do not believe that the school does a good job of teaching students to write well.



Supporting Source #3
Instrument: QST Classroom Survey/Principal Walk Through Data Type: Behavioral Findings: QST observed only 25% of teachers using cues, questions, and advanced organizers and Principal observed only 6% during walk-throughs.

Supporting Source #4
Instrument: QST Classroom Survey/Principal Walk Through Data Type: Behavioral Findings: Synthesis and evaluation level questions from Bloom's Taxonomy were used less than 25% of the time when observed by QST and the Principal.

DATA TRIANGULATION



DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part 1:

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP. This data should reflect findings on *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. 5 th grade – 77 average percent correct on using informational resources	iLEAP
2. ELA in 3 rd and 4 th grade students scoring basic and above was 66% and 74%	iLEAP and LEAP
3. Math has improved	LEAP and 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. Science – whole school	LEAP and iLEAP
2. SWD – math percent proficient is significantly below the AMO	Trend Data Subgroup Report
3. Writing – percent proficient was below 50% on constructed response	LEAP and iLEAP
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. Implementation of discipline strategies	DASHBOARD Report, QST Classroom Observation, Teacher Survey, Exit Survey
2. Faculty and staff are supportive of the clear goal and mission statement of the school which reads, "All students at Dufrocq will succeed academically."	QST Classroom Survey, Parent Survey, Student Survey
3. Ongoing professional development resulted in the effective use of differentiated strategies in the classroom by teachers.	QST Exit Survey, Teacher Survey, Principal Walk Through
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. Teachers lack knowledge and skills to integrate technology in their lessons.	Criterion Referenced Test School Performance Report, QST Teacher Survey, Exit Survey
2. There is a lack of higher order thinking in questioning and in classroom activities.	Criterion Referenced Test School Performance Report, QST Teacher Survey, Classroom Survey, Principal Walk Through
3. Due to teacher's limited application of meaningful strategies needed to engage students in learning and reading across content areas, instruction is deficient in meaningfully engaged learning strategies.	Student Survey, Principal Walk Through, 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>2008-2009</u> :	School Growth SPS <u>2008-2009</u> : <u>Score</u>	School GT <u>2008-2009</u> : <u>Target</u>
School Baseline SPS <u>2007-2008</u> : <u>86.1</u>	School Growth SPS <u>2007-2008</u> : <u>Score</u>	School GT <u>2007-2008</u> :
School Baseline SPS <u>2006-2007</u> : <u>83.2</u>	School Growth SPS <u>2006-2007</u> : <u>87.8</u>	School GT <u>2006-2007</u> : <u>4.6</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):

- 3rd Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from 73% in 2009 to 75% in 2010.
- 4th Grade - Increase the percentage of students scoring Proficient on LEAP in English/language arts from 71% in 2009 to 73% in 2010.
- 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from 54% in 2009 to 56% in 2010.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) - **Job-Embedded Professional Development**

Bibliographic Notation:

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*. NSDC, 2002.

<http://www.nscd.org/library/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/jsd/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/jsd/loucks-horsley203.html

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

Brief Summary of Research: 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 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 *The 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). Katherine 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 a teacher 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? Job-embedded professional development provides learning opportunities through individual or collaborative activity and is conducted during the school day. The emphasis in job embedded options is on teacher inquiry, discussion, planning, reflection, decision-making, and use of data. The program that supports these activities that we have chosen is: Book discussion groups – dialogue and reflection based on reading and discussing a book or major report. As our teachers study student data and the book Never Work Harder Than Your Students And Other Principles of Great Teaching, it will reveal student strengths and weaknesses, provide effective monitoring of student progress, and teachers will engage in the Seven Principles of Great Teaching.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Through study of the book, teachers will develop a student intervention cycle using a tiered model of intervention. Tier I is the foundation and contains the core curriculum. The core curriculum should be effective for approximately 80%-85% of the students. Tier II interventions serve approximately 15% of students. Interventions are targeted group interventions. Tier III serves approximately 5% of the students. Students at this tier receive intensive, individual interventions. Use of the intervention cycle using the tiered model will address the needs of students with disabilities and/or limited English proficiency.

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

Procedures for Evaluating the Goal, Objective(s) and Strategy: Summative data for 2010 will be LEAP, iLEAP, Benchmark Tests, and DIBELS.

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)
*	1. All teachers grades Pre-K to 5 will be required to complete a mastery self-assessment. The self-assessment will determine how well teachers apply the Seven Principles of Great Teaching from <u>Never Work Harder Than Your Students and Other Principles of Great Teaching</u> by Robyn R. Jackson <u>Person responsible:</u> Staff consultant Teachers <u>Timeline:</u> August 5, 2009	Title I	600	\$1000.00	Teachers will begin thinking about instruction, about students, about learning and about teaching in general that makes teaching fluid, efficient and effective in order to be a master teacher.	Principal and Consultant will evaluate the assessment instrument by using the scoring sheet outlined in the book <u>Never Work Harder Than Your Students and Other Principles of Great Teaching</u> by Robyn R. Jackson.
*	2. Initial - All teachers and staff will be introduced to the Seven Principles of Great Teaching from <u>Never Work Harder Than Your Students and Other Principles of Great Teaching</u> by Robyn R. Jackson. <u>Person responsible:</u> Staff consultant Principal <u>Timeline:</u> August 5, 2009				Teachers will study this book to help them figure out where they are on their journey to becoming a master teacher and how to move from one stage to the next. <ol style="list-style-type: none"> 1. Novice 2. Apprentice 3. Practitioner 4. Master Teacher 	Agenda and sign-in sheet Principal and Staff Consultant

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)
*	3. Discuss and plan the implementation of the Seven Principles of Great Teaching in grade level collaborative planning sessions (Pre-K through 5) <u>Person responsible:</u> Teacher Staff Consultant <u>Timeline:</u> August 2009 – May 2010	Title I	300	\$45,000.00	Teachers will share and reflect upon their experiences in implementing the Seven Principles of Great Teaching. Review activities that are aligned with these principles. Teachers will integrate the Seven Principles of Great Teaching by implementing the suggested strategies, in all subjects, outlined in the book.	Professional Development binder will be available for review weekly Collaborative Planning Minutes Agenda Sign-in Sheets Principal walk-throughs Feedback will be provided monthly
***	4. Implementation – Teachers of grade 2 through 5 will continue to implement Achieve 3000 in their classrooms.	Magnet funds		\$26,000.00	Teachers will implement Achieve 3000 in their classrooms. Students will be given opportunities to write in different contexts, formats, and for different purposes.	Schedule Achieve 3000 reports

* 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 66% in 2009 to 68% in 2010.
- 4th Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from 58% in 2009 to 60% in 2010.
- 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 63% in 2009 to 65% in 2010.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) - **Job-Embedded Professional Development**

Bibliographic Notation: 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*. NSDC, 2002.

<http://www.nscd.org/library/book/sparksbook.pdf>

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Brief Summary of Research: 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 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 *The 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). Katherine 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 a teacher 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? Job-embedded professional development provides learning opportunities through individual or collaborative activity and is conducted during the school day. The emphasis in job embedded options is on teacher inquiry, discussion, planning, reflection, decision-making, and use of data. The program that supports these activities that we have chosen is: Book discussion groups – dialogue and reflection based on reading and discussing a book or major report. As our teachers study student data and the book Never Work Harder Than Your Students And Other Principles of Great Teaching, it will reveal student strengths and weaknesses, provide effective monitoring of student progress, and teachers will engage in the Seven Principles of Great Teaching.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Through study of the book, teachers will develop a student intervention cycle using a tiered model of intervention. Tier I is the foundation and contains the core curriculum. The core curriculum should be effective for approximately 80%-85% of the students. Tier II interventions serve approximately 15% of students. Interventions are targeted group interventions. Tier III serves approximately 5% of the students. Students at this tier receive intensive, individual interventions. Use of the intervention cycle using the tiered model will address the needs of students with disabilities and/or limited English proficiency.

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

Procedures for Evaluating the Goal, Objective(s) and Strategy: Summative data for 2010 will be LEAP, iLEAP, Benchmark Tests, and DIBELS.

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>1. All teachers grades Pre-K to 5 will be required to complete a mastery self-assessment. The self-assessment will determine how well teachers apply the Seven Principles of Great Teaching from <u>Never Work Harder Than Your Students and Other Principles of Great Teaching</u> by Robyn R. Jackson</p> <p><u>Person responsible:</u> Staff consultant Teachers</p> <p><u>Timeline:</u> August 5, 2009</p>	Title I	600	\$1000.00	Teachers will begin thinking about instruction, about students, about learning and about teaching in general that makes teaching fluid, efficient and effective in order to be a master teacher.	Principal and Consultant will evaluate the assessment instrument by using the scoring sheet outlined in the book <u>Never Work Harder Than Your Students and Other Principles of Great Teaching</u> by Robyn R. Jackson.
*	<p>2. Initial - All teachers and staff will be introduced to the Seven Principles of Great Teaching from <u>Never Work Harder Than Your Students and Other Principles of Great Teaching</u> by Robyn R. Jackson.</p> <p><u>Person responsible:</u> Staff consultant Principal</p> <p><u>Timeline:</u> August 5, 2009</p>				Teachers will study this book to help them figure out where they are on their journey to becoming a master teacher and how to move from one stage to the next. <ol style="list-style-type: none"> 1. Novice 2. Apprentice 3. Practitioner 4. Master Teacher 	Agenda and sign-in sheet Principal and Staff Consultant

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)
*	3. Discuss and plan the implementation of the Seven Principles of Great Teaching in grade level collaborative planning sessions (Pre-K through 5) <u>Person responsible:</u> Teacher Staff Consultant <u>Timeline:</u> September 2009 – May 2010				Teachers will share and reflect during collaborative planning upon their experiences in implementing the Seven Principles of Great Teaching. Review activities that are aligned with these principles.	Professional Development binder will be available for review weekly Collaborative Planning Minutes Agenda Sign-in Sheets
*	4. Implementation: Practicing the Seven Principles of Great Teaching in the classroom. <u>Person responsible:</u> Teacher <u>Timeline:</u> September 2009-May 2010				Teachers will integrate the Seven Principles of Great Teaching by implementing suggested strategies, in all subjects, outlined in the book.	Principal walk-throughs
*	5. Initial - All teachers grades Pre-K to 5 will be given an in-service on FASTT (Fluency and Automaticity through Systematic Teaching with Technology) MATH by Scholastic <u>Person responsible:</u> Principal <u>Timeline:</u> August 5, 2009				Teachers will watch a Demo CD on FASTT MATH and receive informational handouts describing the program and how to implement it into their daily schedules.	Agenda Sign-in sheet Informational handouts

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***	9. Implementation/Follow up – Teachers of grades 2 through 5 will use FASTT MATH intervention program in their classrooms daily <u>Person Responsible:</u> Teachers <u>Timeline:</u> Once a month during collaborative planning from August 2009 to May 2010 Follow-up at January 2010 in-service	District		\$9,000.00	Teachers will implement the FASTT MATH Program into their daily schedule. During monthly collaborative planning sessions will discuss student progress in FASTT MATH. All teachers will review actionable reports from FASTT MATH in January 2010 staff development. Students will become more fluent in basic math facts.	Staff consultant Schedule Actionable reports that provide data on student progress

* 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 3

GOAL 2: Increase Student Achievement in Science

Objective(s):

- 3rd Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 46% in 2009 to 48% in 2010.
- 4th Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from 55% in 2009 to 57% in 2010.
- 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 49% in 2009 to 51% in 2010.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) - **Job-Embedded Professional Development**

Bibliographic Notation: 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.

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*	1. Initial - Professional development for all teachers <u>Person responsible:</u> EBR content trainers <u>Timeline:</u> 6 hour training on grade level between September 8-24, 2009				Teachers will be trained on grade-leveled science kits for implementation in the classroom.	Training agenda Certificate
***	2. Planning, follow-up, and support in implementation of Science across the curriculum <u>Person responsible:</u> Classroom teachers Staff consultant Principal <u>Timeline:</u> Once a month during collaborative planning teachers will discuss, share, and do long range planning from September 2009 to May 2010				Teachers meet in collaborative planning sessions to discuss, share and do long range planning in implementing grade-leveled science kits in guided group and work station experiences. Teachers will create an environment of learning promoting student proficiency using science strategies assessed by unit tests.	Minutes Agenda Principal walk-throughs Feedback will be provided monthly Teacher science materials Increase student scores in science on unit tests

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 ** Indicates Family Involvement Activities
 *** Indicates Curriculum Activities (if applicable)

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 ## Indicates Discipline Support Activities (if applicable)
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TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Funding Sources	Title I	Magnet	PI	FSI	Other						Total
100 Salaries	\$16,577.00										\$16,577.00
200 Benefits	\$500.00										\$500.00
300 Purchased Professional Services	\$45,000.00										\$45,000.00
400 Purchased Property	\$8,334.72										\$8,334.72
500 Other Purchased Services											
600 Materials & Supplies	\$5,588.28										\$5,588.28
Indirect Costs (if applicable)											
700 Property											
800 Other Objects											
900 Other Uses of Funds											
Total	\$76,000.00										\$76,000.00

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

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	