

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

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

**★ *School Improvement Plan* ★  
for  
*Dufrocq Montessori Magnet Elementary***

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

**Submission Date: *June 9, 2008***

# Dufrocq Montessori Magnet Elementary

Pre-K through 5

4501 Winbourne Avenue

Baton Rouge, LA 70805

Mary D. Robvais

225-355-4392

mrobvais@ebschools.org

Check where applicable:

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

Name of Grant: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

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## DATA PORTFOLIO

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

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

## DISTRICT ASSURANCE

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

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Superintendent's signature (blue ink)

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Principal's signature (blue ink)

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Assistant Superintendent's signature (blue ink)

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Chair, School Improvement Team (blue ink)

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District Assistance or School Support Team Leader (blue ink)

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District Assistance or School Support Team Member (blue ink)

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District Assistance or School Support Team Members (blue ink)

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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
Ms. Sharon Thomas	Community
Mrs. Deatreous Johnson	School Representative
Ms. Jessica Hall	Teacher
Mrs. Antoinette Alexander	Parent
Mrs. Noi Mills	Parent
Mrs. Jo Rose Porche	Teacher
Ms. Diane Vickers	Teacher
Mrs. Margaret Gordon	Parent

## ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 36

Date: Click to Enter Date

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
<b>1.</b>	Mary D. Robvais	Principal		
<b>2.</b>	Christy Mensah	PreK		
<b>3.</b>	Judith Berthelot	Kindergarten		
<b>4.</b>	Margo Eglin	Kindergarten		
<b>5.</b>	Jessica Hall	Teacher		
<b>6.</b>	Jenifer Mouton	Second Grade Teacher		
<b>7.</b>	Inez Jenkins	Third Grade Teacher		
<b>8.</b>	Dorothy Devall	Second Grade Teacher		
<b>9.</b>	Betty Jourdain	Fourth Grade Teacher		
<b>10.</b>	Joe Rose Porche	Fourth Grade Teacher		
<b>11.</b>	Noi Mills	Third Grade Teacher		
<b>12.</b>	Antoinette Alexander	Fifth Grade Teacher		
<b>13.</b>	Sadie Woods	Fifth Grade Teacher		
<b>14.</b>	Melanie Thomas	ESS		
<b>15.</b>	Diane Vickers	Montessori PreK-K		
<b>16.</b>	Claudia Brown	Montessori PreK-K		
<b>17.</b>	June Lavergne	Montessori Elementary		
<b>18.</b>	Ashley Ransburg	Montessori Elementary		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
<b>19.</b>	Linda Johnson	Montessori Upper Elementary		
<b>20.</b>	Elizabeth Lazarus	Resource		
<b>21.</b>	Deatreus Johnson	Guidance		
<b>22.</b>	Sheila Brock	Librarian		
<b>23.</b>	Donald Robertson	PE Coach		
<b>24.</b>	Melanie Newport	Art Teacher		
<b>25.</b>	Shirley Comena	TOR Moderator		
<b>26.</b>	Candace Allen	PreK Assistant		
<b>27.</b>	Nadira Hussain	PreK-K Assistant		
<b>28.</b>	Lorraine Bienville	PreK-K Assistant		
<b>29.</b>	Martha Crayton	Montessori Assistant		
<b>30.</b>	Celeste Howard	Montessori Assistant		
<b>31.</b>	Jennifer Turner	ESS Assistant		
<b>32.</b>	Carles Fleming	Secretary		
<b>33.</b>	Donald Spann	Custodian		
<b>34.</b>	Shobha Krishnan	First Grade Teacher		
<b>35.</b>	Gail Andrews	Permanent Substitute		
<b>36.</b>	Marjorie Crutchfield	Clerk		
<b>37.</b>				
<b>38.</b>				
<b>39.</b>				

## 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
Zachery 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>8</u>		
Big Buddy	X	<u>8</u>		

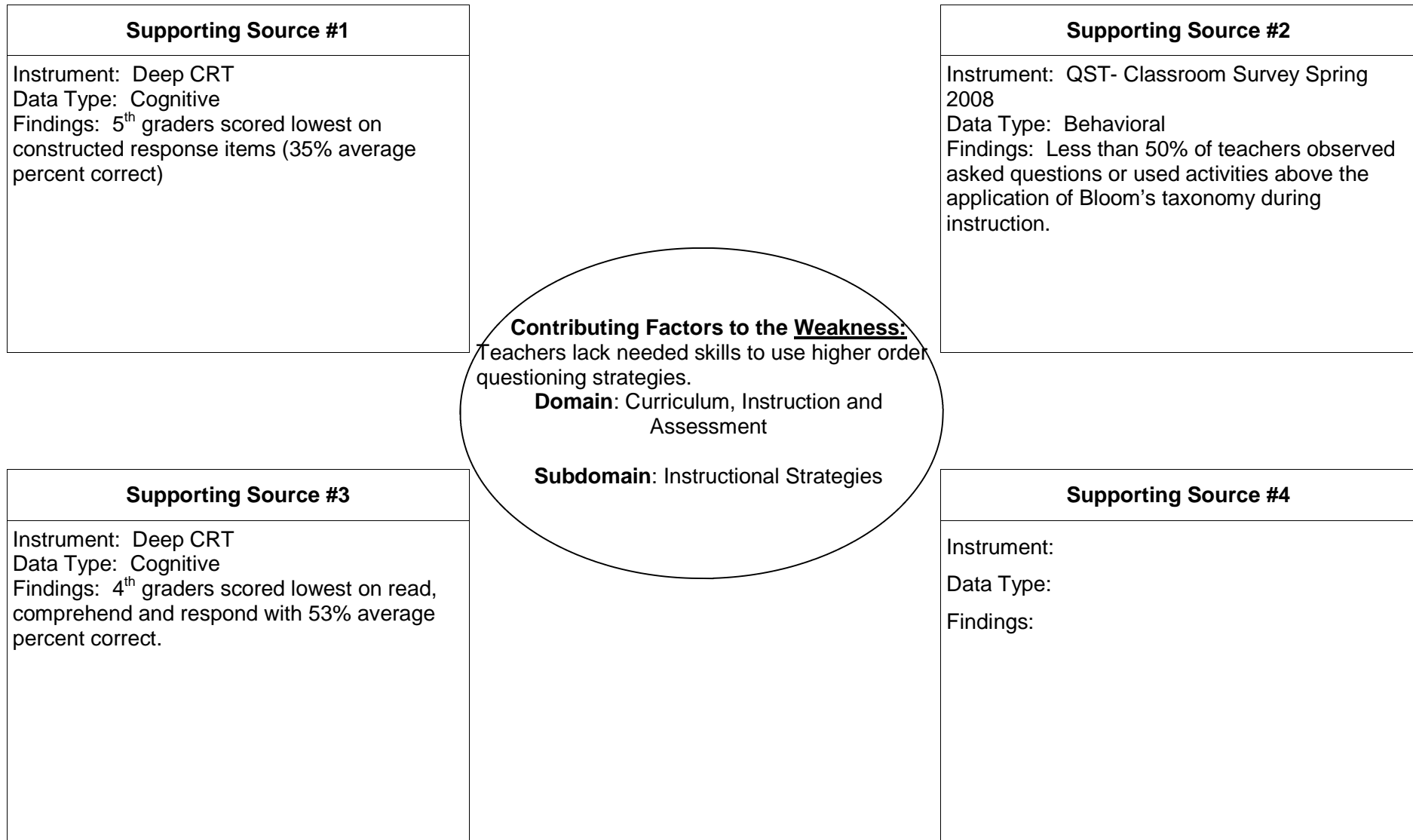
<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> <li>• <a href="#">Click Here to Enter</a></li> </ul>
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul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

## SCHOOL POLICIES AND PARTNERSHIPS

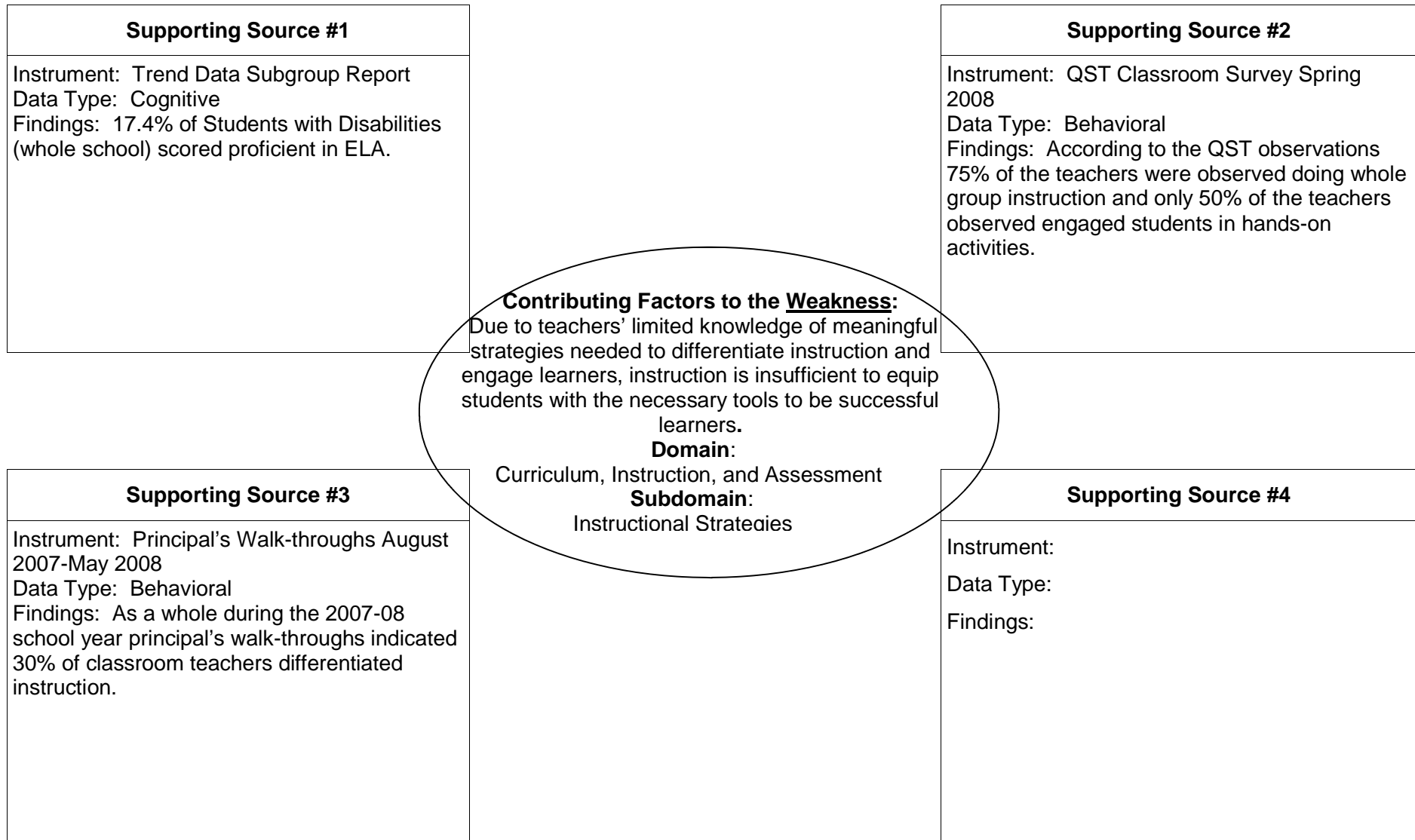
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	08-08-2008	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	08-08-2006	Yes
Security Procedures (metal 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

<b>School Partnerships</b> (Type the name of each partner in the space provided)	
University	LSU
Technical Institute	
Feeder School(s)	
Community	Act & Deeds; Louisiana Women in Ministry, New Sunlight B.C.
Business/Industry	
Private Grants	Michael Jordan Grant; QSM Grant; Target; ST. James Episcopal Church Grant; Best Buy
Other	

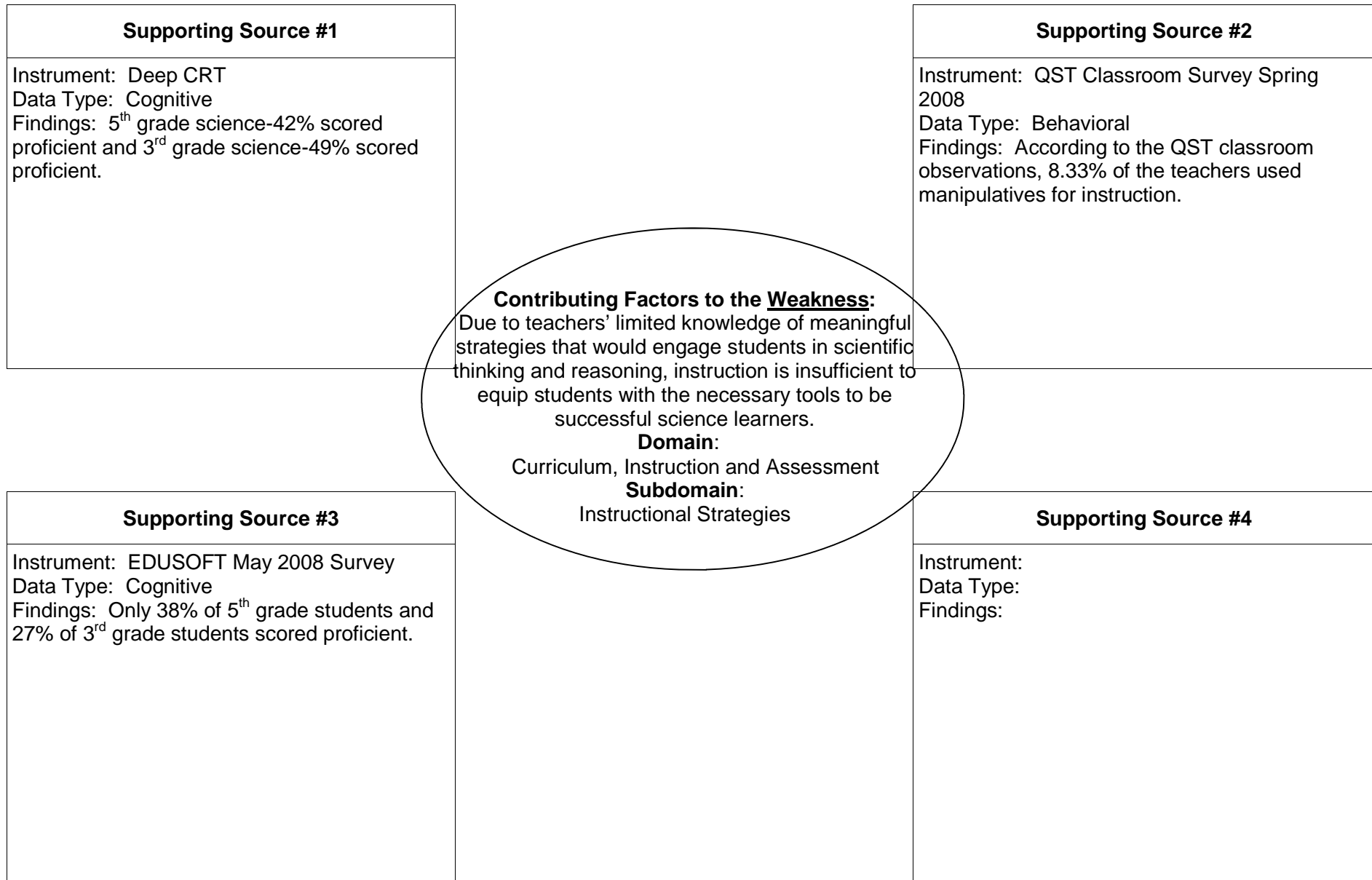
## DATA TRIANGULATION



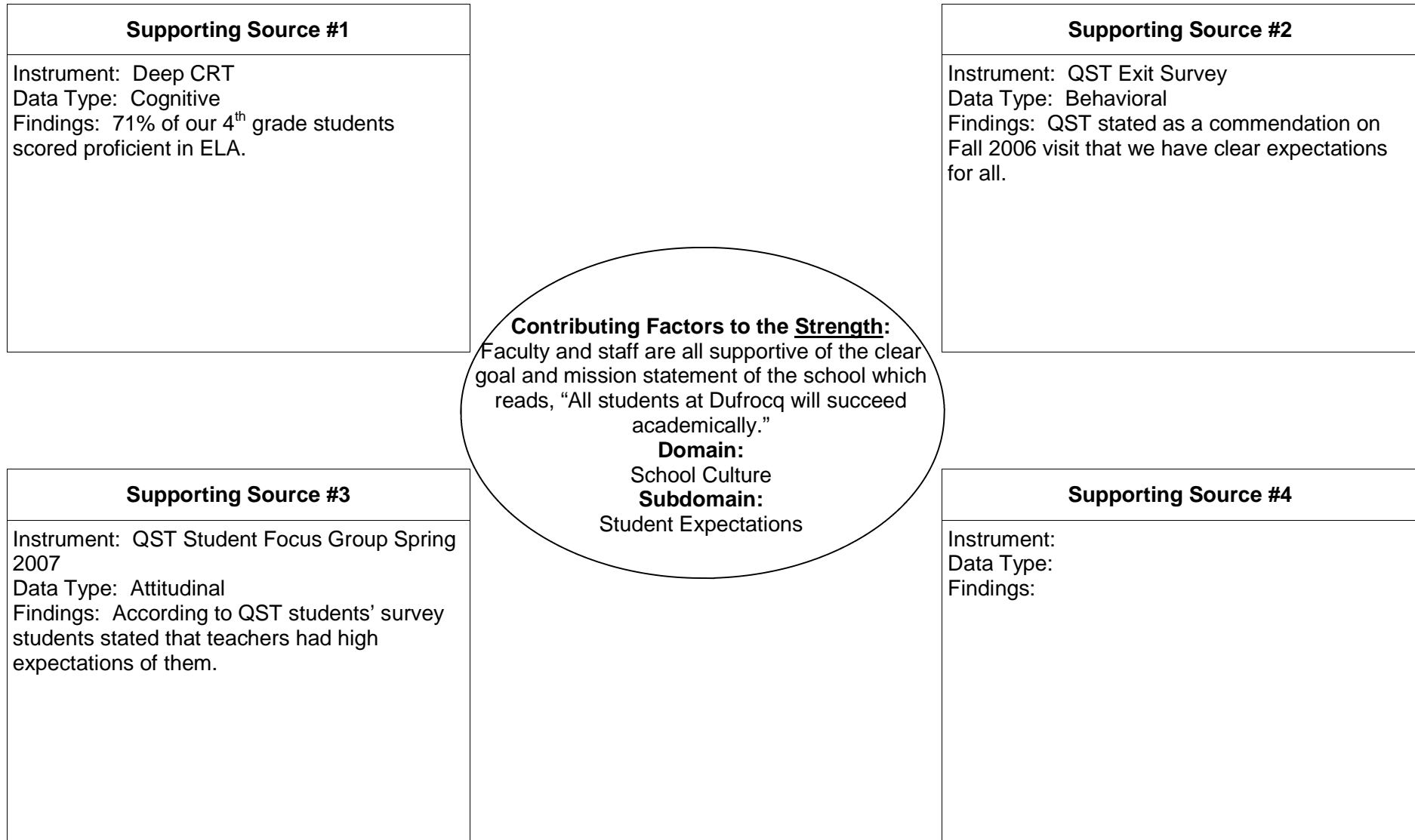
## DATA TRIANGULATION



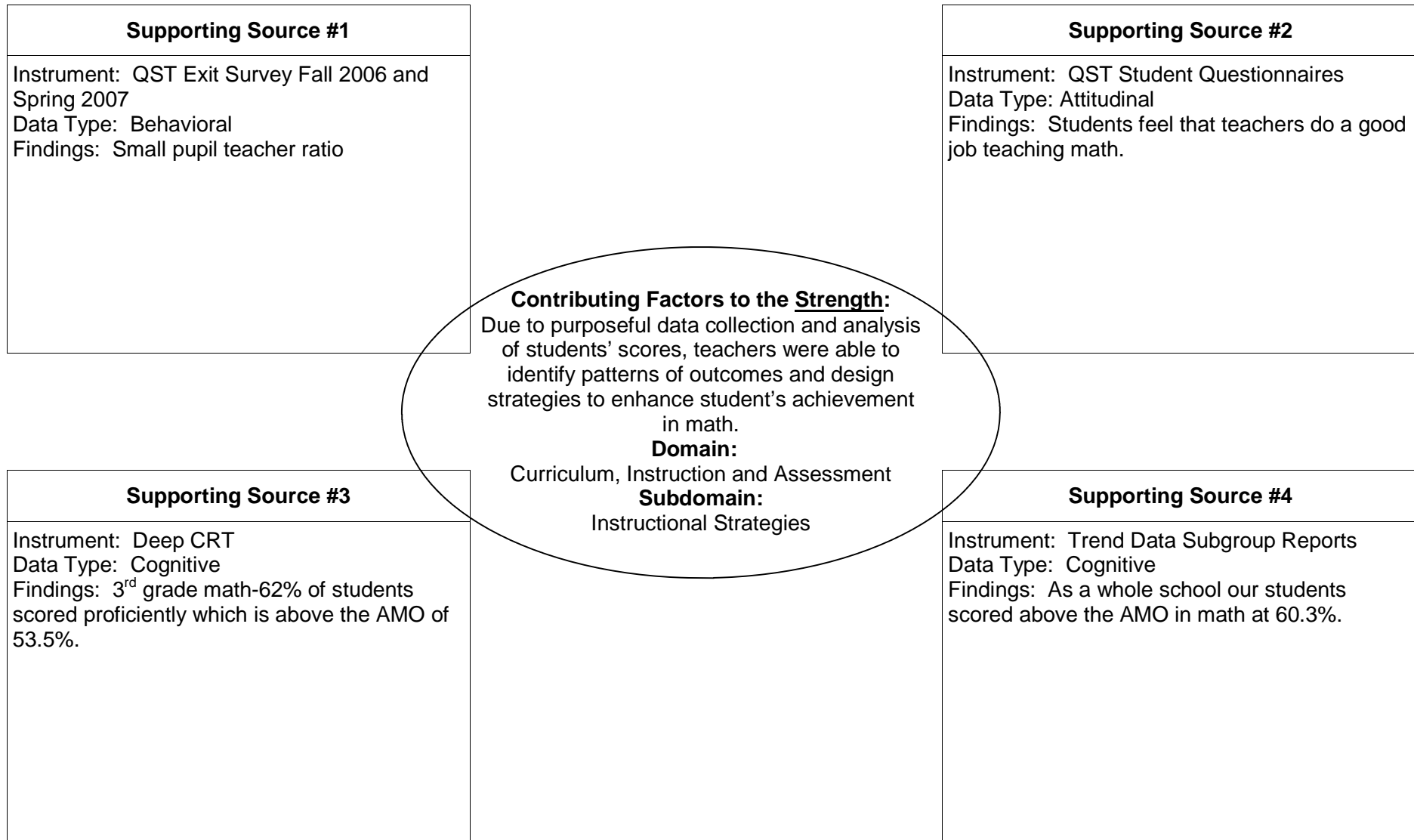
## DATA TRIANGULATION



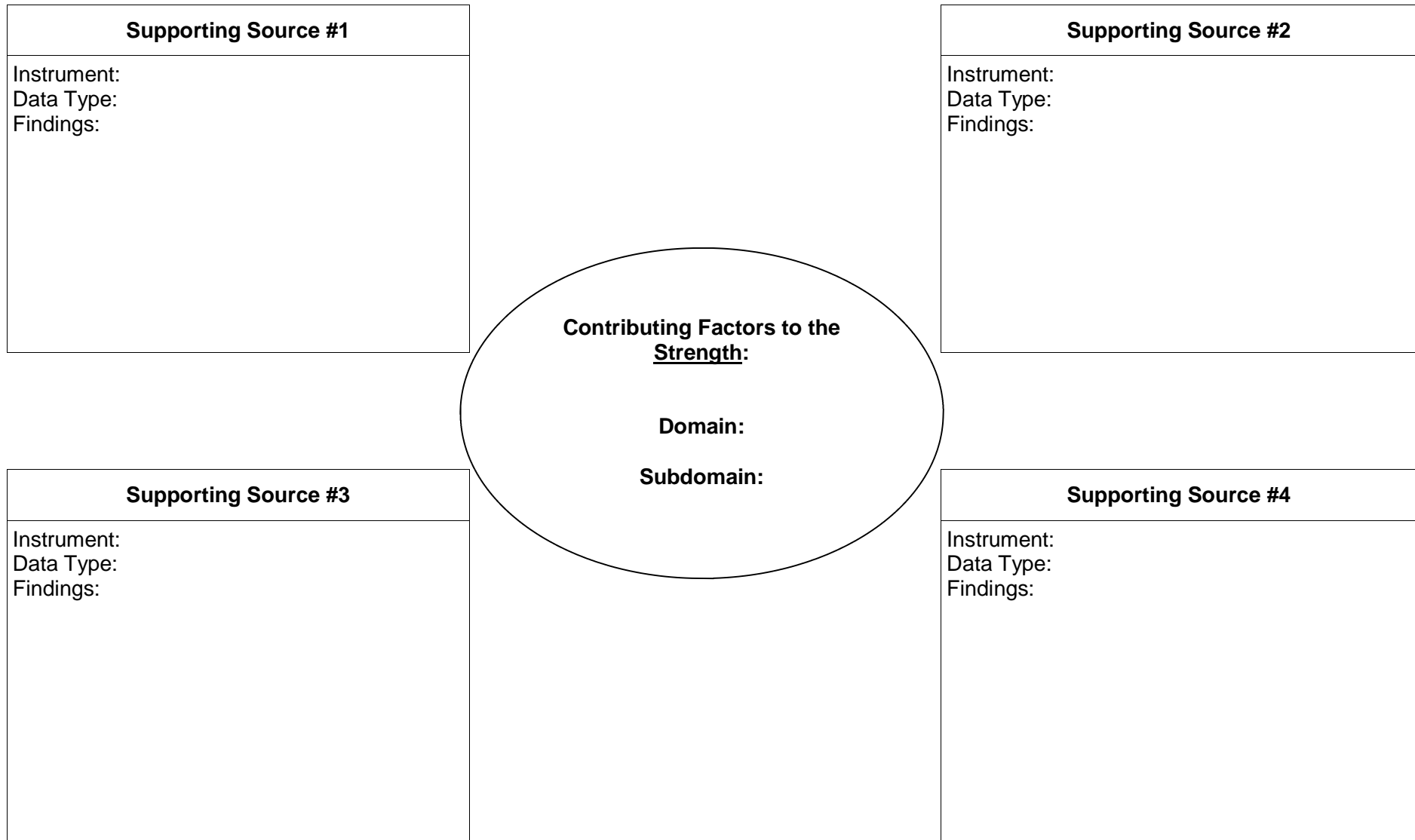
## DATA TRIANGULATION



## DATA TRIANGULATION



# DATA TRIANGULATION



## DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

### Part 1:

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

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

STRENGTHS	DATA SOURCE
1. Whole school- 60.3% proficient in math	Trend data subgroup report
2. 3 <sup>rd</sup> grade math- 62% proficient	iLEAP
3. 4 <sup>th</sup> grade math index score of 84.3	LEAP
4. 4 <sup>th</sup> grade ELA 71% proficient	LEAP
5. 3 <sup>rd</sup> grade ELA – Spelling 64% (average percent correct)	iLEAP

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

WEAKNESSES	DATA SOURCE
1. Whole school-ELA 56.9% proficient	Trend data subgroup report
2. 5 <sup>th</sup> grade constructed response items – 35% (average percent correct)	iLEAP
3. 4 <sup>th</sup> grade Read, Comprehend and Respond-53% (average percent correct)	LEAP
4. SWD-ELA 17.4% scored proficient	Trend data subgroup report
5. 5 <sup>th</sup> grade science – 42% scored proficient	iLEAP

**The identified weaknesses will lead to the goals.**

**Part 2:**

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

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

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. Due to purposeful data collection and analysis of students' scores, teachers were able to identify patterns of outcomes and design strategies to enhance student's achievement in math.	QST Exit Survey Fall 2006 and Spring 2007, Deep CRT, Student Questionnaires, Trend Data Subgroup Reports
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."	Deep CRT, QST Exit Survey, QST Student Focus Group Spring 2007
3.	
4.	
5.	

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

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. Teachers lack needed skills to use higher order questioning strategies.	Deep CRT and QST-Classroom Survey Spring 2008
2. Due to teachers' limited knowledge of meaningful strategies needed to differentiate instruction and engage learners, instruction is insufficient to equip students with the necessary tools to be successful learners.	Trend Data Subgroup Report, QST Classroom Survey Spring 2008, and Principal's Walk-throughs from August 2007-May 2008
3. Due to teachers' limited knowledge of meaningful strategies that would engage students in scientific thinking and reasoning, instruction is insufficient to equip students with the necessary tools to be successful science learners.	Deep CRT, QST Classroom Survey Spring 2008, and EDUSOFT May 2008 Survey
4.	
5.	

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

## SCHOOL PERFORMANCE SCORE CHART

<b>Baseline SPS</b> (Enter year and enter score)	<b>Growth SPS</b> (Enter year and enter score)	<b>Growth Target</b> (Enter year and enter target)
School Baseline SPS <u>2007-2008</u> :	School Growth SPS <u>2007-2008</u> :	School GT <u>2007-2008</u> :
School Baseline SPS <u>2006-2007</u> : <u>78.9</u>	School Growth SPS <u>2006-2007</u> : <u>87.8</u>	School GT <u>2006-2007</u> : <u>4.6</u>
School Baseline SPS <u>2005-2006</u> : <u>74.7</u>	School Growth SPS <u>2005-2006</u> : <u>75.1</u>	School GT <u>2005-2006</u> : <u>3.1</u>

**Use Principal's Report Card:** [www.louisianaschools.net/lde/pair/1989.asp](http://www.louisianaschools.net/lde/pair/1989.asp)

## STRATEGY PLANNING WORKSHEET – GOAL 1

<p><b>GOAL 1:</b> Increase Student Achievement in Reading/English Language Arts</p>
<p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from <u>74</u> in 2008 to <u>78.3</u> in 2009.</li> <li>• 4<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on LEAP in English/language arts from <u>67</u> in 2008 to <u>72.5</u> in 2009.</li> <li>• 5<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from <u>47</u> in 2008 to <u>55.8</u> in 2009.</li> </ul>
<p><b>SCIENTIFICALLY BASED RESEARCH STRATEGY:</b> (Derived from the contributing factors) – Response to Intervention</p>
<p><b>Bibliographic Notation:</b>            Fuchs, Douglas, Fuchs, Lynn. (Sept/Oct2001). <i>Responsiveness-To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents</i>. Teaching Exceptional Children, 57-61.            Fuchs, Douglas; Devery Mock; Paul L. Morgan and Caresa L. <i>Young Responsiveness-to-Intervention: Definitions, Evidence, and Implications for Learning Disabilities Construct</i>            Gresham, F.M. (1991,). <i>Conceptualizing behavior disorders in terms of resistance to intervention</i>, School Psychology Review, 20, 23-36.            Gresham, Frank <i>Responsiveness to Intervention: an Alternative Approach to the Identification of Learning Disabilities</i>. University of California, Riverside.            Mellard, Daryl. (Sept 2004) NRCLD Principal Investigator. <i>Understanding Responsiveness to Intervention in Learning Disabilities Determination</i>. Understanding RTI.            Mellard, D.F., Byrd, S.E., Johnson, E., Toltefson, J.M., &amp; Boesche, L. (Fall 2004). Foundations and Research on Identifying Model Responsiveness-to-Intervention Sites. <i>Learning Disability Quarterly</i>, 27, 243-256.            Torgesen, Joseph K. <i>Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters</i> Learning Disabilities Research &amp; Practice, 15(1), 55-64.            Brown-Chidsey, R., Steege, M.W. (2005). <i>Response to Intervention Principles and Strategies for Effective Practice</i>. New York: Guilford            The Response-To-Intervention (RTI) Model <a href="http://www.ldonline.org/indepth/response_to_intervention/html">http://www.ldonline.org/indepth/response_to_intervention/html</a></p>
<p><b>Brief Summary of Research:</b></p> <p>Responsiveness to Intervention can be defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). <i>The Individuals With Disabilities Education Improvement Act</i> of 2004 (IDEA; P.L. 108-446) encourages educators to use Response-To-Intervention (RTI) as a substitute for, or supplement to, the Discrepancy Model to identify students with learning disabilities (LD). Although there is no universal RTI model, it is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic difficulties. Tier one provides high-quality instruction and behavioral supports in general education, tier two provides more specialized instruction for students whose performance and rate of progress lag behind classroom peers, and tier three provides comprehensive evaluation by a multidisciplinary team to determine if the student has a disability and is eligible for special education and related services.</p> <p>The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students and represent a better method of LD identification. The IQ-achievement discrepancy, which had been the predominant method of identifying learning disabilities since the original establishment of regulations was challenged on a number of issues (wrong students being identified, requires that students "wait to fail" before receiving needed services, does not lead to useful educational remediation of academic difficulties). The research has demonstrated through a number of studies (Mellard, Byrd, Johnson, Tollefson, &amp; Boesche, 2004) that an RTI framework can benefit</p>

students by addressing academic difficulties in an individualized and timely way.

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

**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?** The response to intervention strategy will provide high-quality instruction/intervention which is defined as instruction or intervention matched to the student need that has been demonstrated through scientific research and practice to produce high learning rates for most students. The individual response is assessed in RTI and modifications to instruction/intervention or goals are made depending on results with individual students.

**Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:** Implementation of RTI requires the use of 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 students. Students at this tier receive intensive, individual interventions. Use of the tiered model will address the needs of students with disabilities and/or limited English proficient.

**If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:** 17.4% of SWD scored proficient in ELA which is below the AMO. The implementation of RTI will help bridge the gap between the percentage of SWD scoring proficient and the AMO of 57.9%

**Procedures for Evaluating the Goal, Objective(s) and Strategy:** Subgroup trend data from 2009 iLEAP and LEAP, DIBELS and benchmark assessments

## 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. Regular Ed and Montessori teachers will participate in a professional development training on <u>Applying Differentiated Strategies</u> (Wendy Conklin). <u>Person responsible:</u> Principal Teachers <u>Timeline:</u> August 4, 2008	Title I	600	\$1,000.00	During staff development in-service, teachers will examine and discuss proven strategies for differentiating instruction. Resource books and materials will be provided.	Principal will monitor lesson plans and will conduct classroom walk-throughs to evaluate the use of differentiation strategies.
* ##	2. Regular Ed and Montessori teachers will participate in professional development training on solving discipline problems. <u>Person responsible:</u> Educational consultant <u>Timeline/Target Audience:</u> August 4, 2008 Faculty	Grant		\$400.00	During staff development in-service, teachers will discuss with consultant ways to prevent and solve discipline problems. Each teacher will be provided the resource book <u>Educator's Guide to Preventing and Solving Discipline Problems</u> to use in study groups throughout the year.	Agenda and sign-in sheet
***	3. Implementation of applying differentiation strategies <u>Person responsible:</u> Teachers <u>Timeline:</u> September 2008-May 2009	None			Teachers will provide learning stations with differentiating activities to address student's individual needs.	Principal will monitor lesson plans and will conduct classroom walk-throughs to evaluate the use of differentiation strategies.

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)
* ***	4. Grade level collaboration discussions and activities on using strategies from <u>Applying Differentiation Strategies</u> and how to use Bloom's taxonomy to differentiate instruction. <u>Person responsible:</u> Educational consultant Teachers <u>Timeline:</u> August 2008-May 2009	Title I	300	\$20,000.00	In collaborative meetings teachers will identify student's needs and prescribe strategies to use in ELA lessons.	A compilation of strategies in teacher resource binders that will be reviewed at each collaborative meeting.

\* 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

<p><b>GOAL 2:</b> Increase Student Achievement in Mathematics</p>
<p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from <u>56</u> in 2008 to <u>63.3</u> in 2009.</li> <li>• 4<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from <u>63</u> in 2008 to <u>69.2</u> in 2009.</li> <li>• 5<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from <u>50</u> in 2008 to <u>58.3</u> in 2009.</li> </ul>
<p><b>SCIENTIFICALLY BASED RESEARCH STRATEGY:</b> (Derived from the contributing factors) – Response to Intervention</p>
<p><b>Bibliographic Notation:</b> Fuchs, Douglas, Fuchs, Lynn. (Sept/Oct2001). <i>Responsiveness-To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents</i>. Teaching Exceptional Children, 57-61.</p> <p>Fuchs, Douglas; Devery Mock; Paul L. Morgan and Caresa L. <i>Young Responsiveness-to-Intervention: Definitions, Evidence, and Implications for Learning Disabilities Construct</i></p> <p>Gresham, F.M. (1991,). <i>Conceptualizing behavior disorders in terms of resistance to intervention</i>, School Psychology Review, 20, 23-36.</p> <p>Gresham, Frank <i>Responsiveness to Intervention: an Alternative Approach to the Identification of Learning Disabilities</i>. University of California, Riverside.</p> <p>Mellard, Daryl. (Sept 2004) NRCLD Principal Investigator. <i>Understanding Responsiveness to Intervention in Learning Disabilities Determination</i>. Understanding RTI.</p> <p>Mellard, D.F., Byrd, S.E., Johnson, E., Toltefson, J.M., &amp; Boesche, L. (Fall 2004). Foundations and Research on Identifying Model Responsiveness-to-Intervention Sites. <i>Learning Disability Quarterly</i>, 27, 243-256.</p> <p>Torgesen, Joseph K. <i>Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters</i> Learning Disabilities Research &amp; Practice, 15(1), 55-64.</p> <p>Brown-Chidsey, R., Steege, M.W. (2005). Response to Intervention Principles and Strategies for Effective Practice. New York: Guilford</p> <p>The Response-To-Intervention (RTI) Model <a href="http://www.ldonline.org/indepth/response_to_intervention/html">http://www.ldonline.org/indepth/response_to_intervention/html</a></p>
<p><b>Brief Summary of Research:</b> Responsiveness to Intervention can be defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). <i>The Individuals With Disabilities Education Improvement Act</i> of 2004 (IDEA; P.L. 108-446) encourages educators to use Response-To-Intervention (RTI) as a substitute for, or supplement to, the Discrepancy Model to identify students with learning disabilities (LD). Although there is no universal RTI model, it is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic difficulties. Tier one provides high-quality instruction and behavioral supports in general education, tier two provides more specialized instruction for students whose performance and rate of progress lag behind classroom peers, and tier three provides comprehensive evaluation by a multidisciplinary team to determine if the student has a disability and is eligible for special education and related services.</p> <p>The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students and represent a better method of LD identification. The IQ-achievement discrepancy, which had been the predominant method of identifying learning</p>

disabilities since the original establishment of regulations was challenged on a number of issues (wrong students being identified, requires that students "wait to fail" before receiving needed services, does not lead to useful educational remediation of academic difficulties). The research has demonstrated through a number of studies (Mellard, Byrd, Johnson, Tollefson, & Boesche, 2004) that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way.

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

**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?** The response to intervention strategy will provide high-quality instruction/intervention which is defined as instruction or intervention matched to the student need that has been demonstrated through scientific research and practice to produce high learning rates for most students. The individual response is assessed in RTI and modifications to instruction/intervention or goals are made depending on results with individual students.

**Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:** Implementation of RTI requires the use of 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 students. Students at this tier receive intensive, individual interventions. Use of the tiered model will address the needs of students with disabilities and/or limited English proficient.

**If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:**  
21.7% of SWD scored proficient in MATH which is below the AMO. The implementation of RTI will help bridge the gap between the percentage of SWD scoring proficient and the AMO of 53.5%

**Procedures for Evaluating the Goal, Objective(s) and Strategy:** Subgroup trend data from 2009 iLEAP, LEAP and benchmark assessments.

## 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)
*	1. Regular Ed and Montessori teachers will participate in professional development training on <u>Applying Differentiated Strategies</u> (Wendy Conklin). <u>Person responsible:</u> Principal Teachers <u>Timeline:</u> August 4, 2008	Title I	600	\$1,000.00	During staff development in-service, teachers will examine and discuss proven strategies for differentiating instruction. Resource books and materials will be provided.	Principal will monitor lesson plans and will conduct classroom walk-throughs to evaluate the use of differentiation strategies.
***	2. Implementation of applying differentiation strategies <u>Person responsible:</u> Teachers <u>Timeline:</u> September 2008-May 2009	None			Teachers will provide learning stations with differentiating activities to address student's individual needs	Principal will monitor lesson plans and will conduct classroom walk-throughs to evaluate the use of differentiation strategies
***	3. Teachers will meet with Educational consultant to discuss activities that address open constructed response questions in math. <u>Person responsible:</u> Educational consultant Principal Teachers <u>Timeline:</u> August 2008-May 2009	none			Students in grades 3-5 will maintain a journal for open constructed response questions in math.	Student progress evidenced by benchmark test, iLEAP, and LEAP

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)
***	4. School-wide implementation of Everyday Counts Calendar Math	Title I	600	\$750.00	Calendar math activities will be on display in each classroom.	Principal walk-throughs Student progress evidenced by benchmark test, iLEAP, and LEAP
* ***	5. Grade level collaboration discussions and activities on using strategies from <u>Applying Differentiation Strategies</u> and how to use Bloom's taxonomy to differentiate instruction. <u>Person responsible:</u> Educational consultant Teachers <u>Timeline:</u> August 2008-May 2009	Title I	300	\$20,000.00	In collaborative meetings teachers will identify student's needs and prescribe strategies to use in math lessons.	A compilation of strategies in teacher resource binders that will be reviewed at each collaborative meeting.

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

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

## TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Funding Sources	Title I	Magnet	PI	FSI	Other						Total
100 Salaries	28,074.00										28,074.00
200 Benefits	10,805.31										10,805.31
300 Purchased Professional Services	20,000.00										20,000.00
400 Purchased Property	5,200.00										5,200.00
500 Other Purchased Services	2,500.00										2,500.00
600 Materials & Supplies	12,290.69										12,290.69
Indirect Costs (if applicable)											
700 Property											
800 Other Objects											
900 Other Uses of Funds											
<b>Total</b>											<b>\$78,870.00</b>

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

## FEDERAL FUNDING

<b>Title I, Part A, Expenditures</b>	
(Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	<b>\$78,870.00</b>
Non SIP Expenditures (list)	
Total Title I, Part A, Expenditures	

<b>Title I, Part B, Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part B, Expenditures	

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

<b>Title I, Part F, Expenditures</b>	
(CSRP)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part F, Expenditures	

<b>Other Title I Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
<b>Total Other Title I Expenditures</b>	

<b>Title II Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
<b>Total Title II Expenditures</b>	

<b>Title IV Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
<b>Total Title IV Expenditures</b>	

<b>Title V Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
<b>Total Title V Expenditures</b>	

<b>K-3 Initiative Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total K-3 Initiative Expenditures	

<b>Other Funds</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (indicate source and expense)	
Total Other Funds, Expenditures	