

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

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

**★ *School Improvement Plan* ★
for
*Belaire High School***

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

Submission Date: *June 19, 2008*

BELAIRE HIGH SCHOOL

9-12

12121 Tams Drive
Baton Rouge, LA 70814

Mr. Robert M. Webb, Jr.

225-272-1860

rwebb@ebrschools.org

Check where applicable:

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

Name of Grant: _____

Contact Person: _____

Phone: _____

E-mail: _____

Principal's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

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

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

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

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DATA PORTFOLIO

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

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

DISTRICT ASSURANCE

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

Superintendent's signature (blue ink)

Principal's signature (blue ink)

Assistant Superintendent's signature (blue ink)

Chair, School Improvement Team (blue ink)

District Assistance or School Support Team Leader (blue ink)

District Assistance or School Support Team Member (blue ink)

District Assistance or School Support Team Members (blue ink)

District Assistance or School Support Team Members (blue ink)

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

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Robert M. Webb, Jr.	Principal
Daphne Alex	Assistant Principal
Valeria Casher	Parent Representative
Jessica Jackson	Student Representative
Laura Wingate	Executive Secretary
Pamela Leger	Teacher - Math
Tony Mitchell	Teacher – Science
Caron Smith	Teacher – Social Studies
Chantel Franklin	Teacher – English
Laura Gillette	Teacher – Exceptional Services
Cynthia Oby	Teacher - Electives

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: [Click to Enter #](#)

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
1	Alex, Sandra	Office Clerk		
2	Antoine, Damien	Physical Science		
3	Armstrong, Terry	Math Teacher		
4	Banks, Michael	Dean of Students		
5	Batiste, Verdie	Social Studies Teacher		
6	Belton, Alma	Read 180 Teacher		
7	Blakes, Henry	Band Instructor		
8	Brooks, Krystal	English Teacher		
9	Brown, Marilyn	Health		
10	Budgewater, Nolan	Choir		
11	Burrell, Adanna	Speech Therapist		
12	Bush, Karen	Drama Teacher		
13	Byrd, Angie	Math Teacher		
14	Cannon, Helen	English Teacher		
15	Canty, Brenda	Home Economics Teacher		
16	Carter, Clara	Business Teacher		
17	Chapman, Tanya	Business Teacher		
18	Cusic, Alyce	Guidance Counselor		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19	Davis, Debra	Office Clerk		
20	Delone, Edward	Industrial Arts Teacher		
21	Faul, Kassiah	Math Teacher		
22	Foreman, Shavon	Paraprofessional		
23	Franklin, Chantel	English Teacher		
24	Franklin, Julia	Paraprofessional		
25	Gallon, Mark	Science Teacher		
26	Gillette, Laura	Special Education Teacher		
27	Grant, Shanita	English Teacher		
28	Gray, Cheryl	Special Education Teacher		
29	Gutierrez, Jocelyn	Science Teacher		
30	Hardy, Shirley	Science Teacher		
31	Herring, Ellis	Paraprofessional		
32	Hooker, Veda	Special Education Teacher		
33	Hughes - Alex, Daphne	Assistant Principal		
34	Huval, Rhonda	Guidance Clerk		
35	Hyde, Donnell	PE/Health Teacher		
36	Hyde, Yvette	Literacy Coach		
37	Jacobs, Loretta	Speech Therapist		
38	Joel, Sam	Math Lab 9		
39	Jones, Jene`	Business Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
40	Jones, Sandra	Time Out Room Moderator		
41	Jordan, Shalanda	Science Teacher		
42	Joseph, Kristen	Chemistry		
43	Kahn, Daniel	Social Studies Teacher		
44	Key, Lydell	Careers Teacher		
45	Landry, Eleanor	Librarian		
46	Leger, Pamela	Math Teacher		
47	LeJeune, Ilse	English Teacher		
48	Logan, Ronald	JROTC Instructor		
49	Machen, Lonnie	Math Teacher		
50	Maxwell, Christine	Careers Teacher		
51	McCartey, Deborah	Social Studies Teacher		
52	McGee, Carolyn	Guidance Teacher		
53	McGee, Lydia	Special Education Teacher		
54	McKinnon, Snowden	French Teacher		
55	Mitchell, Tony	Science Teacher		
56	Oby, Cynthia	Art Teacher		
57	Oliver, Chanotta	English Teacher		
58	Orlando, Mary	Librarian		
69	Parker, Olin	Math Teacher		
60	Peters, Barbara	Adaptive Physical Education Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
61	Rapheal, Raenell	Math Teacher		
62	Reado, Ella	Physical Education Teacher		
63	Ricau, Jr., Jackson G.	Assistant Principal		
64	Sharky, Nola	Spanish Teacher		
6	Shillow, Sholanda	English Teacher		
68	Shirley, Patty	Social Studies Teacher		
69	Smith, Caron	Social Studies Teacher		
70	Smith, Casey	9 th Grade Academic Academy		
71	Smith, Meyondra	Social Studies Teacher		
72	Spears, Gwendolyn	JROTC Instructor		
73	Tagapulot, Warren	Math Teacher		
74	Taylor, Derrick	JROTC Instructor		
75	Taylor, William	Social Studies Teacher		
76	Webb, Jr. Robert M.	Principal		
77	White, Barbara	English Teacher		
78	Wilkins, Jason	Physical Education/Health Teacher		
79	Williams, Calvin	9 th Grade Academic Academy		
80	Wingate, Laura	Executive Secretary		
81	Woods, Barbara	Special Education Teacher		

MISSION STATEMENT

Our mission is to provide opportunities for each student to achieve greatness by developing lifelong academic, technical and social skills essential for quality citizenship.

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

Name	Title/Occupation
Robert M. Webb, Jr.	Principal
Daphne Hughes-Alex	Assistant Principal
Megan Foster	Student Representative
Caron Smith	Teacher – Social Studies
Laura Gillette	Teacher – Exceptional Services
Cynthia Oby	Teacher – Electives
Helen Cannon	Teacher - English
Clara Carter	Teacher - Electives

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	X			
Extended Day Program	X			
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership	X			
Pre-School Program				
School-to-Work	X			
The Strategic Instruction Model (SIM)				
Other: 9 th Grade Academic Academy	X			

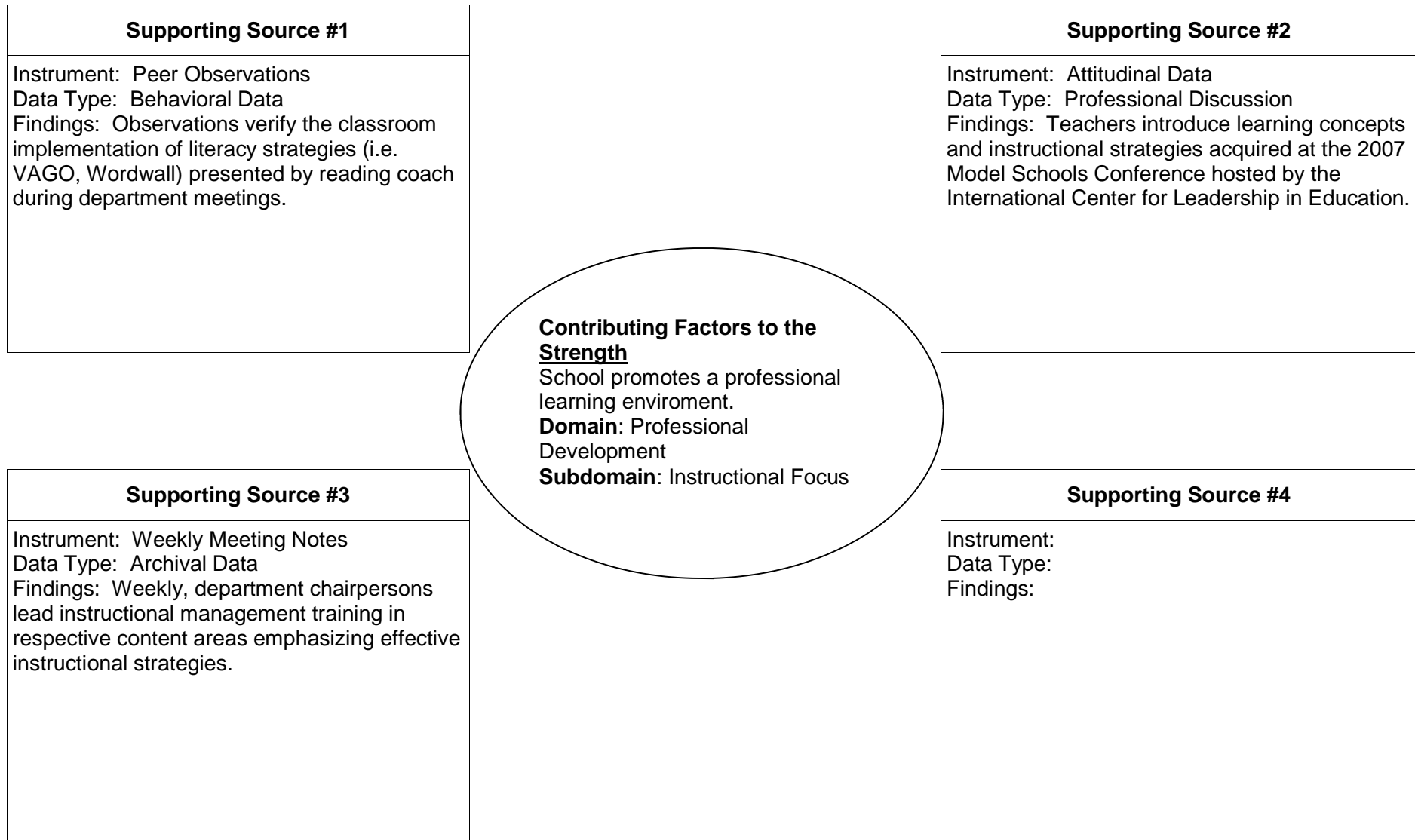
<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> • Vocational Articulation – Louisiana Technical College • Baton Rouge Community College Dual Enrollment • Advance Placement – English • Advance Placement – Social Studies • Advance Placement – Science • ACT Preparation - Tutoring
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> • Baton Rouge Community College – Dual Enrollment – World History (via video conferencing)

SCHOOL POLICIES AND PARTNERSHIPS

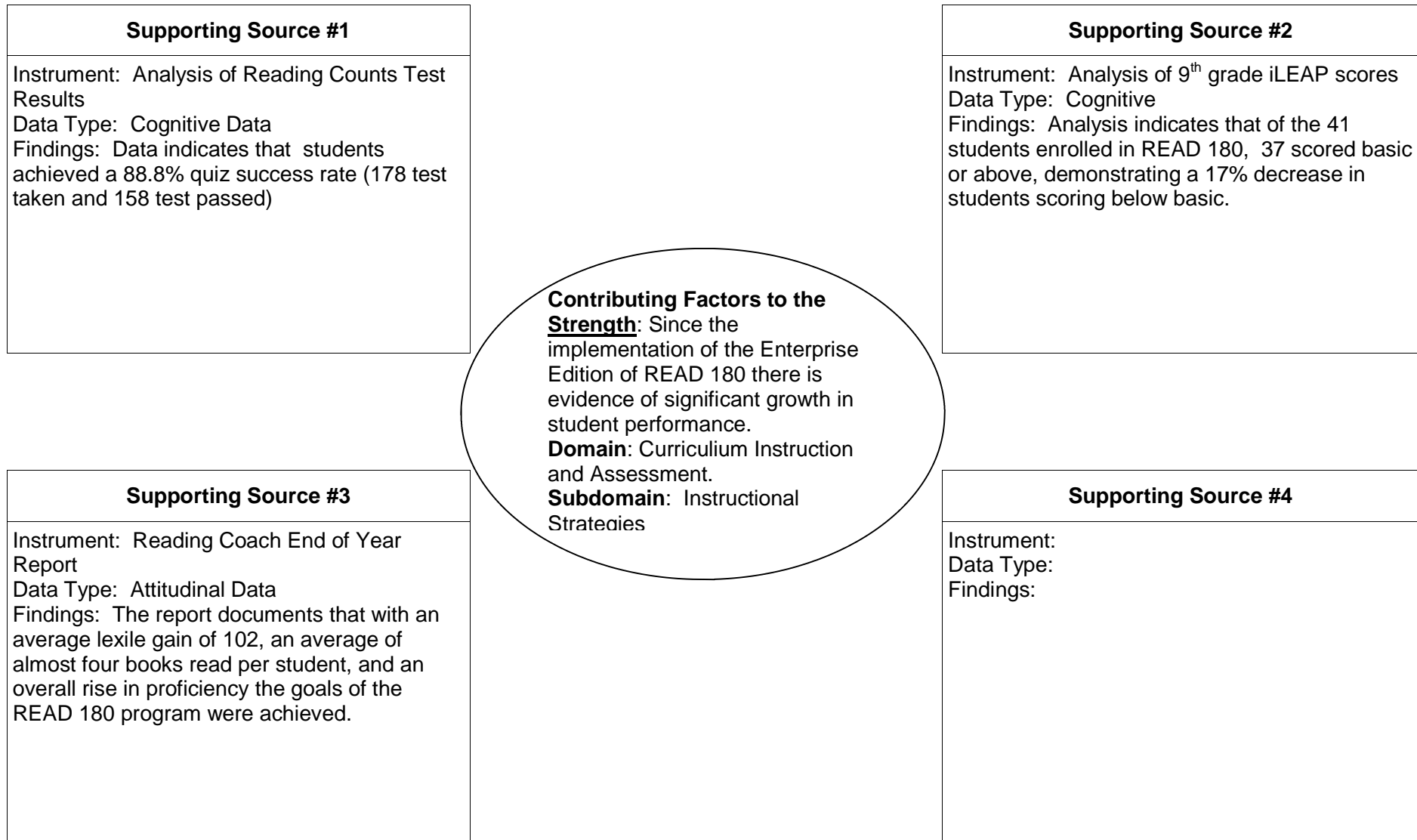
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	04/15/2008	YES
Family Involvement Policy	§ 1903/741 and § 1118/Title I	04/15/2008	YES
Security Procedures (metal detectors, etc.)	§ 339/741	04/15/2008	YES
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	04/15/2008	YES
Student Code of Conduct	§ 1115/741	04/15/2008	YES
Crisis Management (emergency/evacuation plan)	§ 339/741	04/15/2008	YES

School Partnerships (Type the name of each partner in the space provided)	
University	Louisiana State University, Southern University, Southeastern University, Baton Rouge Community College
Technical Institute	Louisiana Technical College
Feeder School(s)	Park Forest Middle
Community	Boys and Girls Club, Crime Stoppers, Baton Rouge Bar Association, Baton Rouge City Police (Chief J. LeDuff)
Business/Industry	Coca-Cola, Bridgestone, Wal-Mart
Private Grants	MERA, TECH, Wallace Foundation
Other	The Baton Rouge Advocate Newspaper Grant

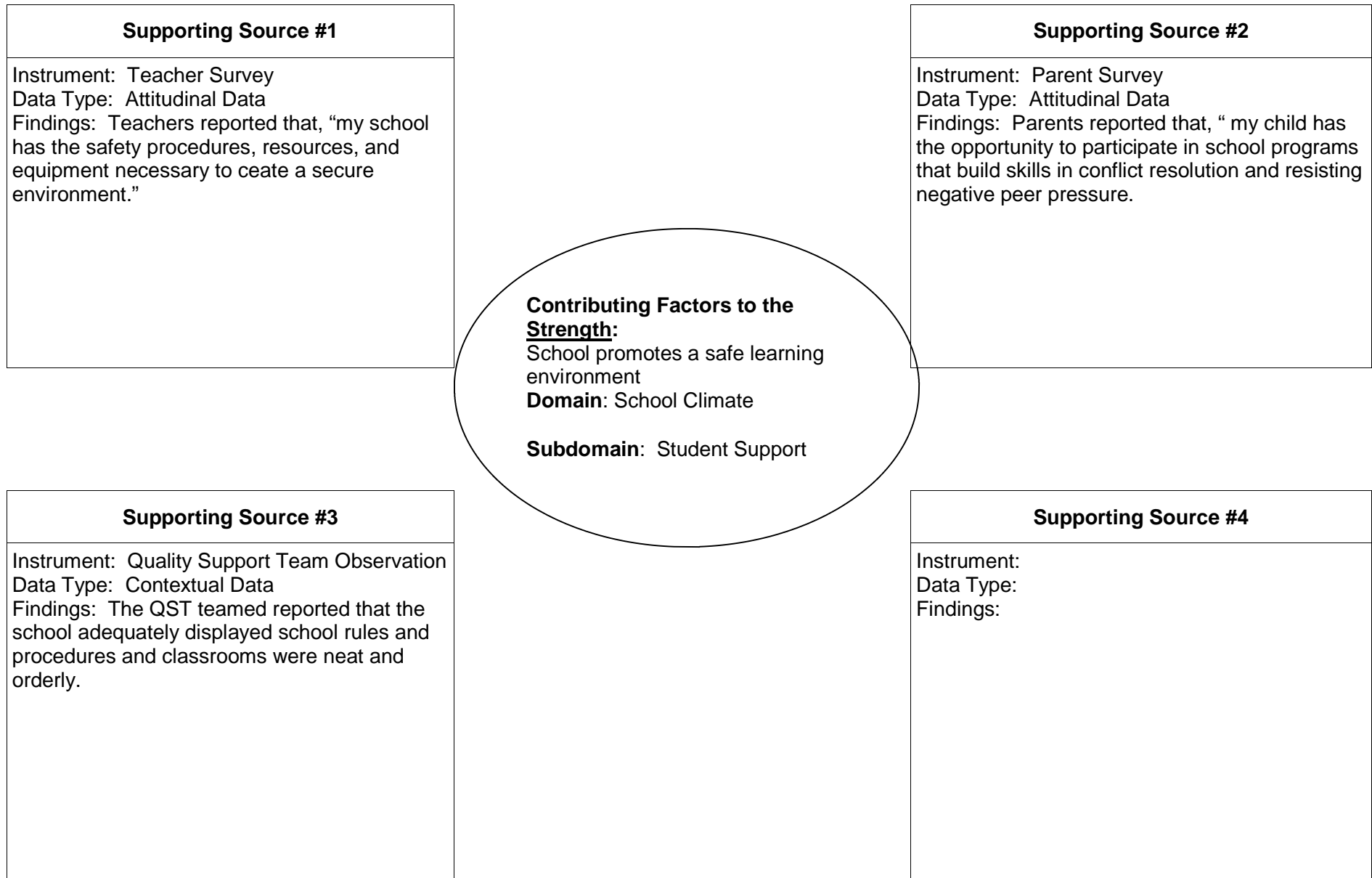
DATA TRIANGULATION



DATA TRIANGULATION



DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1	
Instrument: Supgroup reports (GEE) Data Type: Cognitive Findings: Students with Disabilities scored below the AMO in ELA.	
SWD Actual Score	AMO
17.4%	25.5%

Supporting Source #2	
Instrument: Supgroup reports (GEE) Data Type: Cognitive Findings: Students with Disabilities scored below the AMO in Math.	
SWD Actual Score	AMO
17.1%	25.4%

Contributing Factors to the Weakness:
 Teachers are not adequately meeting the needs or providing the necessary accommodations to Students with Disabilities.
Domain: Curriculum, Instruction and Assessment
Subdomain: Instructional Strategies

Supporting Source #3
Instrument: Quality Support Team Classroom Observation Data Type: Behavioral Data Findings: External observers noted that teachers failed to adjust lessons when appropriate.

Supporting Source #4
Instrument: Quality Support Team Classroom Survey Data Type: Attitudinal Data Findings: Teachers use whole group instruction 80% of the time.

DATA TRIANGULATION

Supporting Source #1
Instrument: Student Survey Data Type: Attitudinal Data Findings: Students report that parents and adults from the community do not help at school.

Supporting Source #2									
Instrument: Deep CRT (GEE) Data Type: Cognitive Findings: Students demonstrated scored the lowest on the constructive response test items in Social Studies and Science.									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Constructive Response Items</th> <th style="width: 35%;">Multiple Choice Items</th> </tr> </thead> <tbody> <tr> <td>Social Studies</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td>Science</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">56%</td> </tr> </tbody> </table>		Constructive Response Items	Multiple Choice Items	Social Studies	50%	61%	Science	26%	56%
	Constructive Response Items	Multiple Choice Items							
Social Studies	50%	61%							
Science	26%	56%							

Contributing Factors to the Weakness:
 Lack of Parental involvement
Domain: Family and Community Relationships
Subdomain: School involvement

Supporting Source #3						
Instrument: Deep CRT (iLEAP) Data Type: Cognitive Data Findings: Students demonstrated scored the lowest on the constructive response test items in English.						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Constructive Response Items</th> <th style="width: 35%;">Multiple Choice Items</th> </tr> </thead> <tbody> <tr> <td>English</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">62%</td> </tr> </tbody> </table>		Constructive Response Items	Multiple Choice Items	English	42%	62%
	Constructive Response Items	Multiple Choice Items				
English	42%	62%				

Supporting Source #4
Instrument: Parent Survey Data Type: Attitudinal Data Findings: Parents report that there is little volunteerism in the school.

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. 94.9% ASIAN SUBGROUP SCORED PROFICIENT IN MATH	2007 TREND DATA CALCULATOR, iLEAP/GEE
2. WHITE SUBGROUP SCORED ABOVE STATE AMO IN MATH	2007 TREND DATA CALCULATOR, iLEAP/GEE
3. ASIAN SUBGROUP SCORED ABOVE STATE AMO IN ELA	2007 TREND DATA CALCULATOR, iLEAP/GEE

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. ACT SCORES BELOW DISTRICT, STATE, AND NATIONAL AVERAGES	LOUISIANA DEPARTMENT OF EDUCATION ACT DATA FILE, STUDENT ATTENDANCE LEDGER
2. ONLY 17.4% OF STUDENTS WITH DISABILITIES SCORED PROFICIENT IN ELA.	TREND DATA CALCULATOR/iLeap , GEE
3. DEFICIENCIES IN SHORT ANSWER AND CONSTRUCTIVE RESPONSES ALL CONTENT AREAS.	DEEP CRT (GEE, ILEAP)

The identified weaknesses will lead to the goals.

GOAL 1:

Increase Student Achievement in Reading/English Language Arts

GOAL 2:

Increase Student Achievement in Mathematics

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 PROMOTES A PROFESSIONAL LEARNING ENVIRONMENT.	TEACHER SURVEY, PARENT SURVEY, WEEKLY MEETING NOTES ANALYSIS OF READING COUNTS TEST RESULTS,
2. SINCE THE IMPLEMENTATION OF THE ENTERPRISE EDITION OF READ 180 THERE IS EVIDENCE OF SIGNIFICANT GROWTH IN STUDENT PERFORMANCE.	ANALYSIS OF 9 TH GRADE ILEAP SCORES, READING COACH END OF YEAR
3. SAFE LEARNING ENVIRONMENT	QUALITY SUPPORT TEAM OBSERVATION, TEACHER SURVEY, PARENT SURVEY

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 ARE NOT ADEQUATELY MEETING THE NEEDS OR PROVIDING THE NECESSARY ACCOMODATIONS TO STUDENTS WITH DISABILITIES.	GEE SUBGROUP REPORTS, QST CLASSROOM OBSERVATIONS, QST CLASSROOM SURVEY
2. LACK OF PARENTAL INVOLVEMENT	STUDENT SURVEY, DEEP CRT (iLEAP/GEE), PARENT SURVEY

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

1. Increase the percentage of students scoring Proficient in English/language arts from 43% in 2008 to 50% in 2009. (Include all testing grades)
2. Increase the percentage of students scoring Proficient in mathematics from 41% in 2008 to 50% in 2009. (Include all testing grades)

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>2004-2005</u> : <u>70.5</u>	School Growth SPS <u>2005</u> : <u>71.1</u>	School GT <u>2006</u> : <u>4.6</u>
School Baseline SPS <u>2005-2006</u> : <u>60.0</u>	School Growth SPS <u>2006</u> : <u>68.5</u>	School GT <u>2007</u> : <u>7.0</u>
School Baseline SPS <u>2006-2207</u> : <u>64.6</u>	School Growth SPS <u>2007</u> : <u>56.1</u>	School GT <u>2008</u> : <u>7.5</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): Increase the percentage of students scoring Proficient in English/language arts from <u>43%</u> in 2008 to <u>50%</u> in 2009. (iLeap) Increase the percentage of students scoring Proficient in English/language arts from <u>48%</u> in 2008 to <u>55%</u> in 2009. (GEE)
SCIENTIFICALLY BASED RESEARCH STRATEGY: Deep curriculum alignment
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.
Brief Summary of Research: <p>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).</p> <p>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).</p> <p>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).</p> <p>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.</p> <p>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.</p>

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

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.

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

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

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

Inclusive of all subgroups.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Data analysis of 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)
	Provide professional learning opportunities to ELA teachers, placing particular emphasis on identifying areas in need of remediation within the content domain.	Title I		\$19,475.00	<p>Teachers model behaviors related to the strategy in the classroom or school</p> <p>Teacher lesson plans reflect use of the strategy</p> <p>Student work is reflective of the strategy and performance improves</p> <p>Improvement in student achievement as reflected in classroom evaluations and CRT results</p>	<p>Evidence of implementation in the classroom</p> <p>Collaborative planning and lesson development between members of the ELA teaching team</p> <p>Observations by Administration and/or Reading Coach</p> <p>Follow-up and support of the school administration and reading coach</p> <p>Review of lesson plans</p> <p>Analysis of student work and test results</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)
	Use of graphic organizers, specifically to promote better writing skills and higher order thinking.				Teachers model behaviors related to the strategy in the classroom or school Teacher lesson plans reflect use of the strategy Student work is reflective of the strategy and performance improves Improvement in student achievement as reflected in classroom evaluations and CRT results	Evidence of implementation in the classroom Collaborative planning and lesson development between members of the ELA teaching team Observations by Administration and/or Reading Coach Follow-up and support of the school administration and reading coach Review of lesson plans Analysis of student work and test results

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)
	Provide supplemental instruction through after school tutoring program.	Title I		\$5,424.00	Tutors provide the necessary assistance and skill remediation required by individual students Student work is reflective of the strategy and performance improves Improvement in student achievement as reflected in classroom evaluations and CRT results.	Evidence of implementation in the school Collaboration and planning between the Administration, Reading Coach, English department teachers, and after-school tutors Observations by Administration and/or Reading Coach Follow-up and support of the school Administration, Reading Coach, and ELA teachers Analysis of student work and test results

* 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): Increase the percentage of students scoring Proficient in mathematics from <u>41%</u> in 2008 to <u>50%</u> in 2009. (iLeap) Increase the percentage of students scoring Proficient in mathematics from <u>46%</u> in 2008 to <u>55%</u> in 2009. (GEE)
SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) Deep curriculum alignment
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
Brief Summary of Research: 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.

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

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

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

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

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

Inclusive of all subgroups.

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

Data analysis of 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)
	Provide professional learning opportunities to teachers of mathematics, placing particular emphasis on identifying areas in need of remediation within the content domain.	Title I		\$19,475.00	Teachers model behaviors related to the strategy in the classroom or school Teacher lesson plans reflect use of the strategy Student work is reflective of the strategy and performance improves Improvement in student achievement as reflected in classroom evaluations and CRT results.	Evidence of implementation in the classroom Collaborative planning and lesson development between members of the Math teaching team Observations by Administration and/or Math Coach Follow-up and support of the school Administration and Math coach Review of lesson plans Analysis of student work and test results

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)
	Math Lab: Students demonstrating poor mathematical performance will attend math lab in place of one elective, thusly being provided with supplemental instruction and remediation.				Teachers model behaviors related to the strategy in the classroom or school Teacher lesson plans reflect use of the strategy Necessary resources provided to effective implement strategy Student work is reflective of the strategy and performance improves Improvement in student achievement as reflected in classroom evaluations and CRT results	Evidence of implementation in the classroom Collaborative planning and lesson development between members of the Math teaching team Observations by Administration and/or Math Coach Follow-up and support of the school Administration and Math coach Review of lesson plans Analysis of student work and test results

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)
	Provide supplemental instruction through after school tutoring program.	Title I		\$5,424.00	Tutors provide the necessary assistance and skill remediation required by individual students Student work is reflective of the strategy and performance improves Improvement in student achievement as reflected in classroom evaluations and CRT results.	Evidence of implementation in the school Collaboration and planning between the Administration, Math Coach, Math department teachers, and after-school tutors Observations by Administration and/or Math Coach Follow-up and support of the school Administration, Math Coach, and Math teachers Analysis of student work and test results

* 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	\$68,248.00										\$68,248.00
200 Benefits	\$17,611.07										\$17,611.07
300 Purchased Professional Services											
400 Purchased Property											
500 Other Purchased Services	\$38,950.00		\$3,437.46								\$42,387.46
600 Materials & Supplies	\$11,590.93										\$11,590.93
Indirect Costs (if applicable)											
700 Property	\$32,800.00										\$32,800.00
800 Other Objects											
900 Other Uses of Funds											
Total	\$169,200.00										\$171,637.46

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

FEDERAL FUNDING

Title I, Part A, Expenditures (Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	\$10,848.00
Non SIP Expenditures (list)	
Total Title I, Part A, Expenditures	\$10,848.00

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*	\$38,200.00
Non SIP Expenditures (list)	
Total Title II Expenditures	\$38,200.00

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)	
Parental Involvement	\$3437.46
Total Title V Expenditures	\$3,437.46

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	