SITE
School Improvement Training and Evaluation

Rubric for the Evaluation of School Improvement Plans Summary Report

School Name	**Belaire High School**	**LEA**	**East Baton Rouge Parish School System**
Site Code	**017010**	**LEA**	**Reporting Official Herman Brister Chief Academic Officer**
Evaluator Name	**Angela Lee Assistant Superintendent**	**Date**	**August 14, 2009 (resubmission)**

❿ **Acceptable**
❿ **Not Acceptable**

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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 1, 2009***

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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TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS 51

FEDERAL FUNDING 52

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**
Briana Augustus	**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: 72 **Date: May 23, 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	Alex, Daphne	Assistant Principal		
2	Alex, Sandra	Office Clerk		
3	Allen, Stephanie	Guidance		
4	Antoine, Damien	Physical Science		
5	Armstrong, Terry	Math Teacher		
6	Banks, Michael	Dean of Students		
7	Batiste, Verdie	Social Studies Teacher		
8	Belton, Alma	Read 180 Teacher		
9	Blaze, Shawanna	Speech Therapist		
10	Brown. Marilyn	Health		
11	Brubaker, Phillip	Science Teacher		
12	Bush, Karen	Drama Teacher		
13	Byrd, Angie	Math Teacher		
14	Cabual, Agnes	Science Teacher		
15	Cannon, Helen	English Teacher		
16	Canty, Brenda	Home Economics Teacher		
17	Carter, Clara	Business Teacher		
18	Chapman, Tanya	Business Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19	Cusic, Alyce	ESS Teacher		
20	Davis, Carolyn	Paraprofessional		
21	Davis, Debra	Office Clerk		
22	Davis, Useeth	JROTC Teacher		
23	Dela Cruz, Liberty	Math Teacher		
24	Delone, Edward	Industrial Arts Teacher		
25	Eborda, Concepcion	ESL Teacher		
26	Foreman, Shavon	Paraprofessional		
27	Franklin, Chantel	English Teacher		
28	Franklin, Julia	Paraprofessional		
29	Fuentes, Mary	Speech Therapist		
30	Gallon, Mark	Science Teacher		
31	Gillette, Laura	Special Education Teacher		
32	Grant, Shanita	English Teacher		
33	Gray, Cheryl	Special Education Teacher		
34	Griffin, Kobi	Math Teacher		
35	Gutierrez, Jocelyn	Science Teacher		
36	Hardy, Shirley	Science Teacher		
37	Herring, Ellis	Paraprofessional		
38	Hooker, Veda	Special Education Teacher		
39	Huval, Rhonda	Guidance Clerk		
40	Hyde, Donnell	PE/Health Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
41	Hyde, Yvette	Literacy Coach		
42	Jenkins, Rahshada	English Teacher		
43	Jones, Jene`	Business Teacher		
44	Jones, Sandra	Time Out Room Moderator		
45	Jordan, Shalanda	Science Teacher		
46	Kees, Robbye	ESL Teacher		
47	Key, Lydell	Careers Teacher		
48	Kimble, Jessica	Paraprofessional		
49	Landry, Eleanor	Librarian		
50	LeBlanc, Mia	Paraprofessional		
51	Leger, Pamela	Math Teacher		
52	LeJeune, Ilse	English Teacher		
53	Leonard, Jamie	Choir Teacher		
54	Lipham, Jennifer	ESL Teacher		
55	Logan, Ronald	JROTC Instructor		
56	Mabry, Trenier	Social Studies Teacher		
57	Maxwell, Christine	Careers Teacher		
58	McCartey, Deborah	Social Studies Teacher		
59	McCombs, Trista	ESL Teacher		
60	McGee, Carolyn	Guidance		
61	McKinnon, Snowden	French Teacher		
62	Mitchell. Tony	Science Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
63	Oby, Cynthia	Art Teacher		
64	Oliver, Chanotta	English Teacher		
65	Orlando, Mary	Librarian		
66	Peters, Barbara	Adaptive Physical Education Teacher		
67	Reado, Ella	Physical Education Teacher		
68	Revaula, Nathaniel	Math Teacher		
69	Ricau, Jr., Jackson G.	Assistant Principal		
70	Searcy, Sonjia	Paraprofessional		
71	Sharky, Nola	Spanish Teacher		
72	Shillow, Sholanda	English Teacher		
73	Shirley, Patty	Social Studies Teacher		
74	Smith, Casey	9th Grade Academic Academy		
75	Smith, Meyondra	Social Studies Teacher		
76	Stovall, Nishawn	Math Teacher		
77	Tagapulot, Warren	Math Teacher		
78	Taylor, Derrick	JROTC Instructor		
79	Taylor, Jimmy	Industrial Arts Teacher		
80	Taylor, William	Social Studies Teacher		
81	Thompson, Trevis	English Teacher		
82	Thornton, Jaida	Paraprofessional		
83	Webb, Jr. Robert M.	Principal		
84	White, Barbara	English Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
85	White, Linda	Guidance		
86	Wilkins, Jason	Physical Education Teacher		
87	Williams, Milton	Paraprofessional		
88	Williams, Calvin	9th Grade Academic Academy		
89	Wingate, Laura	Executive Secretary		
90	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	X			
LaSIP				
LEAD TECH				
Math/Science Partnership	X			
Pre-School Program				
School-to-Work	X			
The Strategic Instruction Model (SIM)				
Other: 9th Grade Academic Academy	X			
Boys and Girls Club	X			

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

- NA

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

- 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

Supporting Source #1
Instrument: Peer Observations Data Type: Behavioral Data Findings: Observations verify the classroom implementation of literacy strategies (i.e. VAGO, Wordwall, GEAR-UP, Semantic feature anaysis, Semantic mapping) presented by reading coach during department meetings.

Supporting Source #2
Instrument: Professional Discussions Data Type: Attitudinal Data Findings: Teachers introduce learning concepts and instructional strategies acquired at the Model Schools Conference hosted by the International Center for Leadership in Education and the Professional Learning Community (PLC) conference.

Contributing Factors to the <u>Strength</u>

School promotes a professional learning environment.

Domain: Professional Development

Subdomain: Instructional Focus

Supporting Source #3
Instrument: Weekly Meeting Notes Data Type: Archival Data Findings: Weekly, department chairpersons lead instructional management training in respective content areas emphasizing effective instructional strategies.

Supporting Source #4
Instrument: Data Type: Findings:

DATA TRIANGULATION

Supporting Source #1
Instrument: rSkills Test Summary Progress Report (READ180) Data Type: Cognitive Data Findings: Data indicates that students have shown significant gains in test averages for comprehension, vocabulary, and grammar skills.

Supporting Source #2
Instrument: Proficiency Report\ Data Type: Cognitive Data Findings: Analysis indicates that of the 50 students enrolled in READ 180, 46 scored basic or above, demonstrating a decrease in students scoring below basic.

Contributing Factors to the <u>Strength</u>: Since the implementation of the Enterprise Edition of READ 180 there is evidence of significant growth in student performance.

Domain: Curriculum Instruction and Assessment.

Subdomain: Instructional Strategies

Supporting Source #3
Instrument: Literacy Coach End of Year Report Data Type: Attitudinal Data Findings: The report documents that with an average lexile gain of 102, an average of four books read per student, and an overall rise in proficiency the goals of the READ 180 program were achieved.

Supporting Source #4
Instrument: Peer Observations Data Type: Behavioral Data Findings: Observations verify the classroom implementation of literacy strategies (i.e. VAGO, Wordwall, GEAR-UP, Semantic feature anaysis, Semantic mapping) presented by reading coach during department meetings

DATA TRIANGULATION

Supporting Source #1
Instrument: Teacher Survey Data Type: Attitudinal Data Findings: Teachers reported that, "my school has the safety procedures, resources, and equipment necessary to ceate a secure environment."

Supporting Source #2
Instrument: Parent Survey Data Type: Attitudinal Data Findings: Parents reported that, "My child has the opportunity to participate in school programs that build skills in conflict resolution and resisting negative peer pressure.

Contributing Factors to the <u>Strength</u>:
School promotes a safe learning environment

Domain: School Climate

Subdomain: Student Support

Supporting Source #3
Instrument: Quality Support Team Observation Data Type: Contextual Data Findings: The QST teamed reported that the school adequately displayed school rules and procedures and classrooms were neat and orderly.

Supporting Source #4
Instrument: Peer Observations Data Type: Behavioral Data Findings: Observations verify the classroom implementation of safe, positive learning environment.

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
15.7%	57.9%

Supporting Source #2

Instrument: Supgroup reports (GEE)
Data Type: Cognitive
Findings: Students with Disabilities scored below the AMO in Math.

SWD Actual Score	AMO
5.3%	53.5%

Contributing Factors to the Weakness:

Teachers will continue to strive to meet the needs and accommodations to Students with Disabilities.

Domain: Curriculum, Instruction and Assessment

Subdomain: Instructional Strategies

Supporting Source #3

Instrument: eWalk (Administrative Walk-throughs)
Data Type: Attitudinal Data
Findings: Teachers participate in whole school instruction 76% of the time.

Supporting Source #4

Instrument: Progress Reports
Data Type: Archival Data
Findings: Teachers will to use progress reports to show improvements and evaluation current teaching strategies.

DATA TRIANGULATION

Supporting Source #1

Instrument: eWalk/QST Survey
Data Type: Attitudinal Data
Findings: Lack of Bloom's Taxonomy higher order thinking skills (Synthesis, Evaluation)

Supporting Source #2

Instrument: Criterion Referenced Test (GEE)
Data Type: Cognitive
Findings: Students demonstrated scored the lowest on the constructive response test items in Social Studies and Science.

	Constructive Response Items	Multiple Choice Items
Math	28%	55%

Contributing Factors to the <u>Weakness</u>:
Teachers will continue to strive to increase higher order thinking skills.

Domain: Curriculum and Instruction

Subdomain: Instructional Strategies

Supporting Source #3

Instrument: eWalk/QST Walk Throughs
Data Type: Attitudinal Data
Findings: Students demonstrated scored the lowest on the using information resources (59%)

Supporting Source #4

Instrument: E-walk

Data Type: Behavioral

Findings: The Bloom's Taxonomy section of this document revealed that there was a lack of usage, analysis, synthesis and evaluation demonstrated in the classroom.

DATA TRIANGULATION

Supporting Source #1

Instrument: Student Survey
Data Type: Attitudinal Data
Findings: Lack of many parents and adults from the community volunteer at my 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.

	Constructive Response Items	Multiple Choice Items
Social Studies	44%	56%
Math	28%	55%

Contributing Factors to the <u>Weakness</u>:
Lack of Parental involvement

Domain: Family and Community Relationships

Subdomain: School involvement

Supporting Source #3

Instrument: CRT (iLEAP)
Data Type: Cognitive Data
Findings: Students demonstrated scored the lowest on the using information resources (59%)

Supporting Source #4

Instrument: Attendance Reports (2006 – 2008)
Data Type: Archival Data
Findings: Students with excessive absences consistently reflect the poorest performance areas; however, there are exceptions to this analysis.

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 S*tep10* 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. White subgroup scored proficient in ELA and above the state AMO.	2009 Trend Data Calculator, iLEAP/GEE
2. Asian subgroup scored above state AMO in math.	2009 Trend Data Calculator, iLEAP/GEE
3. Hispanic subgroup scored above state amo in math	2009 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. Students with disabilities subgroup scored below state AMO in English language arts	2009 Trend Data Calculator, iLEAP/GEE
2. Students with disabilities subgroup scored below state AMO in math.	2009 Trend Data Calculator, iLEAP/GEE
3. Black subgroup scored below state AMO in math.	2009 Trend Data Calculator, iLEAP/GEE

The identified weaknesses will lead to the goals.

Part 2:

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

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

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. School promotes a professional learning environment.	Teacher survey, professional discussion, 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.	Skills test summary progress report (read 180); proficiency report; literacy coach end of year reports
3. Safe learning environment	Teacher survey; parent survey; quality support team observation

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 will continue to strive to meet the needs and accommodations 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
3. Teachers will continue to strive to increase higher order thinking skills.	GEE/iLEAP CRT; Classroom Observations; QST Survey

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 2005-2006: 60.0	School Growth SPS 2006: 68.5	School GT 2007: 7.0
School Baseline SPS 2006-2007: 64.6	School Growth SPS 2007: 56.1	School GT 2008: 7.5
School Baseline SPS 2007-2008: 72.1	School Growth SPS 2008: 66.1	School GT 2009: 9.0

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 to 100% proficiency by the end of the 2013-2014 school year

Objective(s):

9th Grade - increase the percentage of students scoring Proficient in English/language arts from 43% in 2009 to 50% in 2010. (iLeap)
10th Grade - increase the percentage of students scoring Proficient in English/language arts from 48% in 2009 to 55% in 2010. (GEE)

SCIENTIFICALLY BASED RESEARCH STRATEGY:

Deep Curriculum Alignment
Job-Embedded Professional Development

Bibliographic Notation:

Deep Curriculum Alignment:

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

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

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: Annenburg Institute for School Reform.

Schmoker, M. (1996). *Results: The Key to Continuous School Improvement* Alexandria,
VA: ASCD.

...

Sparks, D. *Designing Powerful Professional Development for Teachers and Principals.* JVSDC, 2002.
http://www.nsdc.ora/Hbrary/book/sparksbook.pdf

Sparks, D. (1999, Spring). Assessment *Without Victims: An Interview with Rick Stiggins.* Journal of Staff Development. 20(2), 54-56.
www.nscd.org/library/isd/stiggins203.html

Sparks, D. (1999, Summer). *Try on Strategies to Get a Good Fit: An Interview with Susan Loucks-Horsley.* Journal Of Staff Development. 20(3), 56-60. www.nscd.org/library/isd/louck5-horslev203.html

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

Brief Summary of Research:

Deep Curriculum Alignment:

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 5lh 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.

Job Embedded Professional Development:

Professional development that is conducted during the hours of an educator's work day is described as job-embedded professional development. This concept is derived from fairly recent research which concludes that in order for professional development to be truly effective, it should be integrated into the established teaching schedule. Two studies in particular articulate and validate the importance of embedding training into the school day. *Every Child Reading: A Professional Development Guide* from the Learning First Alliance (2000) and *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development, a* report of WestEd (2000).

Malcolm Knowles, in his book 7776 *Adult Learner: A Neglected Species,* makes several assumptions about adults which are all addressed with properly conducted job-embedded professional development. Teachers are problem-centered and learn best, he states, when self-directed. They also use past experiences to understand new information and are willing to learn when it is considered important to them.

Mike Schmoker, for instance, argues that data should first be examined in order to determine which staff development initiative should be used to target a school's student achievement goals (1996). The study of student work, for example, can result in the collection of such data that reveal student strengths and weaknesses. Rick Stiggins advises that this, along with effective monitoring of student progress, is crucial. (Sparks, 1999). Katharine Nolan (2000) discovered seven qualities that have proven effective in improving the quality of teacher assignments

and student work, and a particular approach to examining student work is advocated by Lois Easton (2002).

Susan Loucks-Horsley (1999) promotes the use of several learning strategies for teachers which, she argues, is coincidental to the progress of designing staff development. Leaders must ask themselves which strategies "make sense to use at what particular time with that particular set of teachers for a particular set of outcomes."

There are pitfalls, of course. Michael Fullan (2001) defines perhaps the most common of all—fragmentation/coherence. Powerful professional development must pursue only one of two student [earning 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?

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; Monitor collaboration on planning.

ACTION PLAN – GOAL 1

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience *Note: Activities indicated should address all children, including subgroups.*	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)
	Initial PD: ###*On August 3rd & 4th, the Literacy Coach will facilitate a meeting to show guidance, teachers, and paraprofessionals how to place emphasis on effective literacy strategies and writing across the curriculum using Classroom Strategies That Work for the 2009 – 2010 school year.	Title I SW	100 200 600	$49,977.00 14,920.89 (teacher salary and benefits) $15,000.00 (AR licensing, Read 180 materials)	By September 1st, 2009, the guidance department and Literacy Coach will meet to identify students that are in need of specific remedial help and place in reading lab classes in addition to English classes for the 2009 – 2010 academic school year and after school tutoring classes.	Language! And Read 180 teachers will evaluate data reports every six weeks and number of student passing on the English end-of-course exams. Administrators, SIT, IMT, English faculty, guidance counselors and Academic Deans will analyze GEE and iLeap scores in May of 2010 of students participating in the after school tutoring classes.
	Collaboration: ***IMT, teachers, guidance and paraprofessionals will meet in weekly subject level meeting and will utilize effective literacy strategies to develop lesson plans incorporating constructive response in all subject areas once a week to aid students in higher order thinking skills and targeting identified student weaknesses.	Title I (1003a) Title I (1003g)	500 100 200	$17,150.00 (conference expenses) $18,110.00 9,232.63 (para salary and benefits)	Teachers will implement "Gear-Up" Thursday, a constructive response activity once a week which will lead to an increase in the area of reading comprehension as indicated on the district benchmark assessments, Language! Read 180 and end-of-course testing data.	Effective implementation will be assessed through a review of weekly Madelyn Hunter Lesson Plans, twice a month walk-throughs by school administrators, and weekly walk-throughs by teachers. Student progress will be monitored and measured by benchmark assessments, Language! and Read 180 reports. Administrators will provide feedback and additional follow-up support will be provided by IMT and Literacy Coach at least twice a month.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience ***Note: Activities indicated should address all children, including subgroups.***	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)
	Collaboration/Parental Involvement:**Once a month throughout the school year the school's parental involvement designee will collaborate with administrators, IMT, Academic Deans, teachers, guidance and paraprofessionals to develop quarterly newsletters. The collaborations will occur during team/departmental planning meetings each month. The newsletters will inform parents about the use of Classroom Strategies That Work, differentiated instructional strategies, other academic strategies/endeavors, the use of technology integration in the classroom and upcoming events. Parents will receive the newsletters via student/ mail delivery/ website, parent visitations and/or parent meetings. **The school will also host a Meet, Greet and Eat night, instructional meetings, STEP-A meetings, open house and town meetings to familiarize parents with content strategies and testing skills to be used across content areas.	Title I SW Title I PI Title I PI (ARRA)	500 400 600 100 200 600 600	$1,400.00 (printing – graphic organizer materials) 2,250.00 (setup – Activ-Boards) $70,652.81 (classroom technology) $1,650.00 294.53 (FT working PT salaries and benefits) $3,532.59 (student planners) $2,541.26 (PI PD materials and supplies)	Communication and cooperation between home and school will improve. Parents will become involved with their child's academic pursuits. Increase in parent participation and student achievement.	The school's parental involvement designee will keep the newsletters on file. Parents will complete evaluations about the newsletters via student/mail delivery, parent visitations, and/or parent meetings. Quarterly, the principal and parental involvement designee will analyze data from the evaluations to provide feedback to parents, to address concerns and to plan future newsletters. The school parental involvement designee will keep records of parental attendance at meetings.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience ***Note: Activities indicated should address all children, including subgroups.***	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)
	Implementation: *** Teachers will utilize the effective literacy strategies to incorporate constructive response into their lesson plans throughout the academic school year targeting identified student weaknesses.				Teachers will implement Gear-Up Thursday, constructive response, across the curricula including "cold read" practices, and writing exercises with students showing progress in higher level thinking skills across the curriculum.	Academic Dean for English and English teachers will evaluate the use of reading skills practices within the classroom (IMT) via walk-throughs as recorded in minutes of monthly departmental meeting and discussions.
	Follow-up:*/### At least twice a month, from September to May the IMT or Literacy Coach will model the effective use of integrating constructive response strategies to teachers and paraprofessionals during team/departmental planning periods that will be used with all students.				Teachers will incorporate the constructive response strategies into their instruction. Students will utilize the strategies and student work will improve.	Once a week the principal, assistant principals and Literacy Coach will review team meeting notes, the samples of student work and conduct weekly walk-throughs to ensure the implementation of constructive response – "Gear-UP" Thursday. At least once a month administrators and Literacy Coach will collaborate with teachers to analyze student data to assist with the instructional/assessment design process. Administrators and Literacy Coach will provide feedback and additional coaching as needed.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience ***Note: Activities indicated should address all children, including subgroups.***	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)
	Follow-up/Parental Involvement: ** Parents will be notified by guidance office of the placement of students in reading labs through phone calls and letters, soliciting their help in promoting their child's participation.				Increase in parent participation. Increase in number of phone notifications.	The school parent involvement designee will keep records of parental attendance at meetings and records of blanket phone notifications on a monthly basis.
	Initial PD: *During monthly meetings, the librarians' and selected teachers will conduct technology implementation trainings to aid teachers and paraprofessionals in integrating technology into their lessons in order to promote more differentiated instruction and higher order thinking activities.				As a result of the technology training teachers will use new technology equipment to implement differentiated instructional strategies in the classroom	The administration and IMT will conduct weekly walk through(s) with timely feedback to ensure that teachers are implementing technology utilizing meaningful engaged learning strategies in the classroom.
	Collaboration: ***IMT, teachers, guidance, and paraprofessionals will meet in weekly grade level and subject level meetings to develop lesson plans incorporating technology opportunities in all core subject areas and electives, to aid students in creating projects, develop writing assignments, and research via computers.				Teachers will utilize technology opportunities on a daily basis which will lead to an increase in students creating projects, developing writing assignments, and research via computers. Improved test scores	At least once a month administrators and teachers will analyze student data from technology assignments, teacher-created instructional / assessment activities, and district benchmark assessments. Administrators will provide feedback and additional coaching as needed.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience ***Note: Activities indicated should address all children, including subgroups.***	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)
	Collaboration/ Parental Involvement: **Once a month throughout the school year the school's parental involvement designee will collaborate with administrators, IMT, teachers, guidance, and paraprofessionals to develop the quarterly newsletters. The collaborations will occur during team/departmental planning meetings each month. The newsletters will inform parents about the integration of technology, differentiated instructional strategies, and other academic strategies/endeavors and upcoming events. Parents will receive the newsletters via student/mail delivery, website, parent visitations, and/or parent meetings. **The school will also host Parent workshops and instructional meetings including open house, town meeting, and STEP-A monthly meetings. Among the topics the teachers and administration will review student data with parents.				Communication and cooperation between home and school will improve. Parents will become involved with their child's academic pursuits. Increase in parent participation and student achievement.	The school's parental involvement designee will keep the newsletters on file. Parents will complete evaluations about the newsletters via student/mail delivery, parent visitations, and/or parent meetings. Monthly the principal and the parental involvement designee will analyze data from the evaluations to provide feedback to parents, to address concerns, and to plan future newsletters. The school parental involvement designee will keep records of parental attendance at meetings.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience ***Note: Activities indicated should address all children, including subgroups.***	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)
	Implementation: ***Technology will be provided to teachers for students to utilize in the classroom to create projects, develop writing assignments, and research via computers.				Increase in availability of computers and up-to-date technology with identifiable student usage opportunities	The title I designee will use the inventory list to ensure distribution and usage of equipment on a quarterly basis.
	PD: * Throughout the academic year the Title I designee will ensure that administrators, selected teachers, and paraprofessionals will participate in various conferences such as Model Schools 2010, PLC 2010 and others that focus on differentiated instruction, higher order thinking skills in ELA, including Marzano strategies and Bloom's Taxonomy. **Follow-up:** Within two weeks of attending the conferences, attendees will facilitate collaborative discussions about the varied instructional strategies, resources, etc. that were discussed at the conferences. The discussion will take place during team planning periods and administrators, librarian, literacy coach, paraprofessionals, and teachers will participate.				Teachers will utilize the presented information/strategies to plan redelivery sessions. Student work/performance will improve	Within one week of the conferences, administrators and teachers who attended the conferences will review notes and handouts to make plans for redelivery during team meetings. The principal will collect session evaluations to help frame future sessions if needed, to assess the viability of using the strategies and / or resources, and to form any implementation plans.

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	Follow-up: *Every two months as needed, the principal, assistant principals, and / or teachers who have been trained on the use of technology will conduct follow-up modeling / coaching sessions for teachers and paraprofessionals during team / departmental planning periods.				Teachers will utilize the technology to improve instruction. Student work / performance will improve.	Administrators will examine copies of student / teacher work, writing prompts, assessment items, etc., and the notes from the team meetings. At least once a month administrators and teachers will analyze student data from assignments, teacher-created instructional / assessment activities, and district benchmark assessments. Administrators will provide feedback and additional coaching as needed.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience ***Note: Activities indicated should address all children, including subgroups.***	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)
	Initial PD: In July 22nd, the Freshman Academy Director will facilitate a collaborative session on teaming and Freshman Academy with the 9th grade teachers, guidance counselors, and paraprofessionals to plan for and select various instructional strategies to be utilized throughout the 2009-2010 academic year. **Collaboration:** The Freshman Academy Coordinator will meet with freshman teams **weekly** to collaborative discuss teaching strategies, practices, and classroom management procedures. Both teams will meet on a **monthly** basis to discuss the implementation of classroom strategies and practices to be included into the lesson plans to aid students in higher order thinking skills.	Title I SW	100 200	$8,200.00 1,151.30 (extended time salaries and benefits)	The master schedule will indicate that core teachers in the Freshman Academy will have a common planning period. Weekly team meetings will focus on strategies to help freshman school students. Team leaders will be selected and notes will be taken.	The principal will have a copy of the master schedule on file. In addition, the Freshman Academy director will collect agendas, notes, and sign-in sheets from weekly team meetings. The freshman academy director and freshman teams will use benchmark assessments as well as course assessments to monitor student achievement on a monthly and end of unit basis.

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	Collaboration/ Parental Involvement: **Once a month throughout the school year the school's parental involvement designee will collaborate with administrators, IMT, Academic Deans, teachers, guidance, and paraprofessionals to develop the quarterly newsletters. The collaborations will occur during team/departmental planning meetings each month. The newsletters will inform parents about the use of meaningful engaged learning strategies, expectations of freshman students, differentiated instructional strategies, other academic strategies/endeavors, and upcoming events. Parents will receive the newsletters via student/mail delivery, website, parent visitations, and/or parent meetings. **The school will also host Parent workshops and instructional meetings including open house, town meeting, and STEP-A monthly meetings. Among the topics the teachers and administration will review meaningful engaged strategies that are being delivered in the classroom to increase student achievement.	Title I PI (ARRA)	600	3532.59 (mail out, printing, stamps)	Communication and cooperation between home and school will improve. Parents will become involved with their child's academic pursuits.	The school's parental involvement designee will keep the newsletters on file. Parents will complete evaluations about the newsletters via student/mail delivery, parent visitations, and/or parent meetings. Monthly the principal and the parental involvement designee will analyze data from the evaluations to provide feedback to parents, to address concerns, and to plan future newsletters.

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	Implementation: ***9th Grade teachers will use meaningful engaged learning strategies to incorporate differentiated instructional strategies into the classroom through whole class, small group instruction and/or individualized instruction during the academic year.				Students will show improved test scores on benchmark assessments and end of course tests.	IMT leader and English department will evaluate student data from benchmark assessments and end of course tests to monitor student achievement on a monthly or end of unit basis.
	PD: * Administrators and selected teachers will participate in various conferences such as Model Schools 2010 and PLC 2010 and others that focus on differentiated instruction, higher order thinking skills in ELA, including Marzano strategies and Bloom's Taxonomy.				Strategies observed and obtained will be redelivered at monthly professional development meetings and implemented in classrooms on a daily basis.	The assistant principal and IMT will collect redelivery agendas, and copies of Power Point presentations, handouts, and sign in sheets from professional development meetings and conduct weekly walkthroughs to ensure demonstration in the classroom.
	Collaboration/Follow-up: Within two weeks of attending the conferences, attendees will facilitate collaborative discussions about the varied instructional strategies, resources, etc. that were discussed at the conferences. The discussion will take place during team planning periods and administrators, librarian, literacy coach, paraprofessionals, and teachers will participate.					

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience ***Note: Activities indicated should address all children, including subgroups.***	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)
	Collaboration/Follow-up: */### At least twice a month, from September to May, the IMT will meet collaboratively with teachers, guidance, and paraprofessionals to model the use of meaningful engaged learning strategies to model the effective use of differentiated instructional strategies to teachers and paraprofessionals during team/departmental planning periods that will be used with all students.				Teachers will incorporate the differentiated instructional strategies into their instruction. Students will utilize the strategies and student work will improve.	Weekly lesson plans will be reviewed by the administrators twice a month, walkthroughs will be conducted by administrators, IMT and, teachers, etc. Student progress will be monitored and measured by common and benchmark assessments, READ 180, Language!, etc. Administrators and the IMT will provide feedback. Additional follow-up support will be provided by the IMT as needed.
	Parental Involvement: **Weekly teachers will keep a parent contact/communication log. In addition, the student grade book is made available online to parents, and the parent will be able to view in "real time" their child's grades, discipline and attendance records. The schools' newsletter and website will make reference to meaningful engaged learning and differentiated instruction strategies used in the classroom on a quarterly basis.				As a result of parents being able to view their child's grades online, communication will increase between parents, teachers, and students, as well as student achievement. Information printed as well as on the Internet will reflect instructional strategies used in the classroom.	Parent communication log sheets will be collected every six weeks by the Freshman Academy coordinator. The API will collect copies of log sheets from the remainder of the teachers. The IMT will use benchmark assessments as well as course assessment to monitor student achievement on a monthly and end of unit basis. The Parental Involvement coordinator will ensure that the newsletters will be mailed to parents on a quarterly basis and made available on the website for the community at large.

i* 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 to 100% proficiency by the end of the 2013-2014 school year.

Objective(s):

Increase the percentage of students scoring Proficient in mathematics from 41% in 2009 to 50% in 2010. (iLeap)
Increase the percentage of students scoring Proficient in mathematics from 46% in 2009 to 55% in 2010. (GEE)

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

Deep Curriculum Alignment
Job-Embedded Professional Development

Bibliographic Notation:

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

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

Job Embedded Professional Development:

Bibliographic Notation:
Easton, L.B. (2002, March). *How the Tuning Protocol Works. Educational Leadership, 59(6), 28-30.*

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Brief Summary of Research:

Deep Curriculum Alignment:

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 5lh 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.

Job Embedded Professional Development:

Professional development that is conducted during the hours of an educator's work day is described as job-embedded professional development. This concept is derived from fairly recent research which concludes that in order for professional development to be truly effective, it should be integrated into the established teaching schedule. Two studies in particular articulate and validate the importance of embedding training into the school day. *Every Child Reading: A Professional Development Guide* from the Learning First Alliance (2000) and *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development, a* report of WestEd (2000).

Malcolm Knowles, in his book 7776 *Adult Learner: A Neglected Species,* makes several assumptions about adults which are all addressed with properly conducted job-embedded professional development. Teachers are problem-centered and learn best, he states, when self-directed. They also use past experiences to understand new information and are willing to learn when it is considered important to them.

Mike Schmoker, for instance, argues that data should first be examined in order to determine which staff development initiative should be used to target a school's student achievement goals (1996). The study of student work, for example, can result in the collection of such data that reveal student strengths and weaknesses. Rick Stiggins advises that this, along with effective monitoring of student progress, is crucial. (Sparks, 1999). Katharine Nolan (2000) discovered seven qualities that have proven effective in improving the quality of teacher assignments and student work, and a particular approach to examining student work is advocated by Lois Easton (2002).

Susan Loucks-Horsley (1999) promotes the use of several learning strategies for teachers which, she argues, is coincidental to the progress of designing staff development. Leaders must ask themselves which strategies "make sense to use at what particular time with that particular set of teachers for a particular set of outcomes."

There are pitfalls, of course. Michael Fullan (2001) defines perhaps the most common of all—fragmentation/coherence. Powerful professional development must pursue only one of two student [earning 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?

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; Job-Embedded Professional Development

ACTION PLAN – GOAL 2

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience *Note: Activities indicated should address all children, including subgroups.*	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)
	Initial PD: *In July of 2009 the administration, guidance counselors and the SIT will provide teachers with test data i.e. iLEAP, GEE, ACT, End of Corse Test, Teachers made test, etc. on students. On August 3 and 4th the principal will host a session to analyze the data to assist teachers in implementing differentiated instructional strategies into their lesson plans.				Teachers will use the test data to develop lesson plans that reflect differentiated instructional strategies.	Implementation will be assessed through a review of lesson plans and twice a month walk-throughs by school (administrators and teachers.) Administrators will provide feedback. Additional follow-up support will be provided by the IMT at least twice a month.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience *Note: Activities indicated should address all children, including subgroups.*	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)
	Collaboration: */** Teachers, in small across the curriculum groups, will discuss ways to implement strategies, sharing resources and ideas to effectively apply the new instructional methods and exploring the subject as their students would. Math department will participate in collaborative planning sessions to explore subject specific strategies that will include hands-on activities, activity-based learning, and nonlinguistic representations. **Collaboration/ Parental Involvement:** **Once a month throughout the school year the school's parental involvement designee will collaborate with administrators, IMT, teachers, guidance, and paraprofessionals to develop the quarterly newsletters. The collaborations will occur during team/departmental planning meetings each month.	Title I SW Title I (1003a) Title I (1003g)	500 500 100 200	$32,000.00 (conference expenses) 17,150.00 (conference expenses – dup amount) 18,110.00 9,232.64 (para salary and benefits)	Students will show improved test scores on benchmark assessments and end of course tests.	IMT leader and Math department will evaluate student data from benchmark assessments and end of course tests to monitor student achievement on a monthly or end of unit basis.

SAP Indicator	Activity(ies) **Include Persons Responsible, Timeline, and Target Audience** ***Note: Activities indicated should address all children, including subgroups.***	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)
	The newsletters will inform parents about the use of student data to drive instruction that will include hands on activities, activity-based learning, nonlinguistic representations and other academic strategies/endeavors, the use o f technology integration in the classroom and upcoming events. Parents will receive the newsletters via student / mail delivery, website, parent visitations, and / or parent meetings.				Communication and cooperation between home and school will improve. Parents will become involved with their child's academic pursuits.	The school's parental involvement designee will keep the newsletters on file. Parents will complete evaluations about the newsletters via student/mail delivery, parent visitations, and/or parent meetings. Monthly the principal and the parental involvement designee will analyze data from the evaluations to provide feedback to parents, to address concerns, and to plan future newsletters.
	**The school will also host Parent workshops and instructional meetings including open house, town meeting, and PTO monthly meetings. Among the topics the teachers and administration will review student data with parents.	Title I (1003a)	600	$6,629.41 (reading materials and supplies)	Increase in parent participation and student achievement.	The school parental involvement designee will keep records of parental attendance at meetings.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience *Note: Activities indicated should address all children, including subgroups.*	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)
	Implementation: *** Teachers will use data driven decision making strategies to incorporate hands on activities, activity-based learning and nonlinguistic representations into the classroom through whole class, small group instruction and/or individualized instruction during the academic year.				Students will show improved test scores on benchmark assessments and end of course tests.	IMT leader and Math department will evaluate student data from benchmark assessments and end of course tests to monitor student achievement on a monthly or end of unit basis.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience *Note: Activities indicated should address all children, including subgroups.*	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)
	PD: * Throughout the academic year the school's Title I designee will ensure that administrators, selected teachers, and paraprofessionals will participate in various conferences such as 2010 PLC, and 2010 Model Schools and others that focus on differentiated instruction, higher order thinking skills in ELA, including Marzano strategies and Bloom's Taxonomy. **Follow-up:** Within two weeks of attending the conferences, attendees will facilitate collaborative discussions about the varied instructional strategies, resources, etc. that were discussed at the conferences. The discussion will take place during team planning periods and administrators, librarian, literacy coach, paraprofessionals, and teachers will participate.	Title I SW Title I (1003g)	100 200 600	$8,200.00 1,151.30 (extended time salaries and benefits – dup amount) 219.21 (manipula-tives)	Teachers will utilize the presented information/strategies to plan redelivery sessions. Student work/performance will improve	Within one week of the conferences, administrators and teachers who attended the conferences will review notes and handouts to make plans for redelivery during team meetings. The principal will collect session evaluations to help frame future sessions if needed, to assess the viability of using the strategies and / or resources, and to form any implementation plans.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience *Note: Activities indicated should address all children, including subgroups.*	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)
	Follow-up: */### At least twice a month, from September to May, the IMT will use the data driven decision making process to model the effective use of the math initiatives such as hands on activities, activity bases learning, and nonlinguistic representations to teachers and paraprofessionals during team/departmental planning periods that will be used with all students.				Teachers will incorporate math initiatives into their instruction. Students will utilize the strategies and student work will improve.	Weekly lesson plans will be reviewed by the administrators twice a month, walkthroughs will be conducted by administrators, IMT and, teachers, etc. Student progress will be monitored and measured by common and benchmark assessments, READ 180, Language! etc. Administrators and the IMT will provide feedback. Additional follow-up support will be provided by the IMT as needed.
	Follow-up/Parental Involvement: **Teachers will communicate with parents through phone calls, mail outs, emails and formal and informal conferences to discuss student progress on a weekly basis based on the on student data previously analyzed.				Increase in parental involvement.	Teachers will keep records of phone calls, and emails on a weekly basis.

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	Initial PD:***In September, the IMT, teachers and paraprofessionals from the school will receive initial training on specific math initiatives by EBRPSS Content Trainers.				Students will meet/exceed grade level expectations as evidenced by mastery of unit assessments.	Trained IMT teachers will complete session's evaluations. IMT will train teachers during professional development training sessions and departmental meetings. Minutes will be kept of meetings and records of attendance (Administrators, Dept. chair, SIT) Administrators will conduct classroom observations throughout academic year Teachers will examine student work and assess unit test results to inform instruction (EDU SOFT Analysis during academic year) Teacher will document student progress (progress reports; roll books every six weeks) Tutoring coordinator will document tutoring activities and attendance

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	Collaboration: ***IMT, teachers guidance and paraprofessionals will meet in weekly grade level and subject level meetings will utilize data driven strategies to develop lesson plans incorporating math initiatives in all math classes, implementing constructed responses and writing prompts to aid students in higher order thinking skills and targeting identified student weaknesses.				Teachers will implement math initiatives on a daily basis which will lead to an increase in the area of problem solving skills as indicated on the district benchmark assessments, READ 180, Language! and end of course testing data. Improved test scores.	Effective implementation will be assessed through a review of lesson plans and twice a month walk-throughs by school (administrators and teachers.) Student progress will be monitored and measured by common and benchmark assessments. Administrators will provide feedback. Additional follow-up support will be provided by the IMT at least twice a month.
	Implementation Teachers will implement the curriculum in their classroom instruction according to the recommended pacing guides. Teachers will provide tutoring programs: (a) in school peer tutoring with heterogeneous pairs; (b) in school tutoring with college tutors; (c) after school tutoring (Fall 2009)				Students will show improved test scores on benchmark assessments and end of course tests.	IMT leader and Math department will evaluate student data from benchmark assessments and end of course tests to monitor student achievement on a monthly or end of unit basis.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience *Note: Activities indicated should address all children, including subgroups.*	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)
	PD: * Throughout the academic year the Title I designee will ensure that administrators, selected teachers, and paraprofessionals will participate in various conferences such as 2010 PLC, and 2010 Model Schools and others that focus on differentiated instruction, higher order thinking skills in ELA, including Marzano strategies and Bloom's Taxonomy. **Follow-up:** Within two weeks of attending the conferences, attendees will facilitate collaborative discussions about the varied instructional strategies, resources, etc. that were discussed at the conferences. The discussion will take place during team planning periods and administrators, librarian, literacy coach, paraprofessionals, and teachers will participate.				Teachers will utilize the presented information/strategies to plan redelivery sessions. Student work/performance will improve	Within one week of the conferences, administrators and teachers who attended the conferences will review notes and handouts to make plans for redelivery during team meetings. The principal will collect session evaluations to help frame future sessions if needed, to assess the viability of using the strategies and / or resources, and to form any implementation plans.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience *Note: Activities indicated should address all children, including subgroups.*	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)
	Follow-up: */### At least twice a month, from September to May, the IMT and/or Academic Deans will model the effective use of integrating math initiatives to teachers and paraprofessionals during team/departmental planning periods that will be used with all students.				Teachers will incorporate the math initiatives into their instruction. Students will utilize the strategies and student work will improve.	Once a week the principal, assistant principals and Academic Dean for Mathematics will review team meeting notes, the samples of student work and conduct weekly walk-throughs to ensure the implementation of math initiatives that were discussed. At least once a month, administrators will collaborate with teachers to analyze student data to assist with the instructional / assessment design process. Administrators and Academic Dean will provide feedback and additional coaching as needed.
	Follow-up/Parental Involvement: **Teachers will communicate with parents through phone calls, mail outs, emails and formal and informal conferences to discuss student progress on a weekly basis based on the on student data previously analyzed. **The school will also host Parent workshops and instructional meetings including open house, town meeting, and PTO monthly meetings. Among the topics the teachers and administration will review student data with parents.				Increase in parental involvement. Increase in parent participation and student achievement.	Teachers will keep records of phone calls, and emails on a weekly basis. The school parental involvement designee will keep records of parental attendance at meetings.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience *Note: Activities indicated should address all children, including subgroups.*	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)
	Follow-up/Parental Involvement: ** Parents will be notified by guidance office of the placement of students in the school's tutoring program through phone calls and letters, soliciting their help in promoting their child's participation.				Increase in parent participation Increase in number of phone notifications	The school parental involvement designee will keep records of parental attendance at meetings and records of blanket phone notifications on a monthly basis.
	Initial PD: In August, the Freshman Academy Director will facilitate a collaborative session on teaming and Freshman Academy with the 9th grade teachers, guidance counselors, and paraprofessionals to plan for and select various instructional strategies to be utilized throughout the 2009-2010 academic year. **Collaboration:** The Freshman Academy Coordinator will meet with freshman teams **weekly** to collaborative discuss teaching strategies, practices, and classroom management procedures. Both teams will meet on a **monthly** basis to discuss the implementation of classroom strategies and practices to be included into the lesson plans to aid students in higher order thinking skills				The master schedule will indicate that core teachers in the Freshman Academy will have a common planning period. Weekly team meetings will focus on strategies to help freshman school students. Team leaders will be selected and notes will be taken.	The principal will have a copy of the master schedule on file. In addition, the Freshman Academy director will collect agendas, notes, and sign-in sheets from weekly team meetings. The freshman academy director and freshman teams will use benchmark assessments as well as course assessments to monitor student achievement on a monthly and end of unit basis.

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	Implementation: ***9th Grade teachers will use meaningful engaged learning strategies to incorporate differentiated instructional strategies into the classroom through whole class, small group instruction and/or individualized instruction during the academic year.				Students will show improved test scores on benchmark assessments and end of course tests.	IMT leader and English department will evaluate student data from benchmark assessments and end of course tests to monitor student achievement on a monthly or end of unit basis.
	PD: * Administrators and selected teachers will participate in various conferences such as Model Schools 2010 and PLC 2010 and others that focus on differentiated instruction, higher order thinking skills in ELA, including Marzano strategies and Bloom's Taxonomy.				Strategies observed and obtained will be redelivered at monthly professional development meetings and implemented in classrooms on a daily basis.	The assistant principal and IMT will collect redelivery agendas, and copies of Power Point presentations, handouts, and sign in sheets from professional development meetings and conduct weekly walkthroughs to ensure demonstration in the classroom.
	Collaboration/Follow-up: Within two weeks of attending the conferences, attendees will facilitate collaborative discussions about the varied instructional strategies, resources, etc. that were discussed at the conferences. The discussion will take place during team planning periods and administrators, librarian, literacy coach, paraprofessionals, and teachers will participate.					

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	Collaboration/Follow-up: */### At least twice a month, from September to May, the IMT will meet collaboratively with teachers, guidance, and paraprofessionals to model the use of meaningful engaged learning strategies to model the effective use of differentiated instructional strategies to teachers and paraprofessionals during team/departmental planning periods that will be used with all students.				Teachers will incorporate the differentiated instructional strategies into their instruction. Students will utilize the strategies and student work will improve.	Weekly lesson plans will be reviewed by the administrators twice a month, walkthroughs will be conducted by administrators, IMT and, teachers, etc. Student progress will be monitored and measured by common and benchmark assessments, READ 180, Language!, etc. Administrators and the IMT will provide feedback. Additional follow-up support will be provided by the IMT as needed.
	Parental Involvement: **Weekly teachers will keep a parent contact/communication log. In addition, the student grade book is made available online to parents, and the parent will be able to view in "real time" their child's grades, discipline and attendance records. The schools' newsletter and website will make reference to meaningful engaged learning and differentiated instruction strategies used in the classroom on a quarterly basis.				As a result of parents being able to view their child's grades online, communication will increase between parents, teachers, and students, as well as student achievement. Information printed as well as on the Internet will reflect instructional strategies used in the classroom.	Parent communication log sheets will be collected every six weeks by the Freshman Academy coordinator. The API will collect copies of log sheets from the remainder of the teachers. The IMT will use benchmark assessments as well as course assessment to monitor student achievement on a monthly and end of unit basis. The Parental Involvement coordinator will ensure that the newsletters will be mailed to parents on a quarterly basis and made available on the website for the community at large.

* 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 SW	Title I PI	Title I PI ARRA	SI 1003a	SI 1003g						Total
100 Salaries	58,177.00	1,650.00	0	0	36,220.00						96,047.00
200 Benefits	16,072.19	294.53	0	0	18,465.27						34,831.99
300 Purchased Professional Services	0	0	0	0	0						0
400 Purchased Property	2,250.00	0	0	0	0						2,250.00
500 Other Purchased Services	33,400.00	0	0	17,150.00	0						50,550.00
600 Materials & Supplies	85,652.81	2,541.26	3,532.59	6,629.41	219.21						98,575.28
Indirect Costs (if applicable)	0	0	0	2,361.03	6,074.80						8,435.83
700 Property	0	0	0	0	0						0
800 Other Objects	0	0	0	0	0						0
900 Other Uses of Funds	0	0	0	0	0						0
Total	195,552.00	4,485.79	3,532.59	26,140.44	60,979.28						290,690.10

*****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*	$282,254.27
Non SIP Expenditures (list)	
Indirect Costs	8,435.83
Total Title I, Part A, Expenditures	$290,690.10

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	