

The background of the slide 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 globe.

East Baton Rouge Parish Schools Strategic/Accountability Plan

★ *School Improvement Plan* ★ for *Broadmoor Elementary*

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

Submission Date: *05/26/2009*

**Broadmoor Elementary
Pre-Kindergarten-Fifth Grade
9650 Goodwood Boulevard
Baton Rouge, Louisiana 70815
Mr. Lawrence F. Harris
(225) 925-0343
lharris@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
Larry Harris	Principal
Renee McDermott	Teacher Representative/Chairperson
Laurie Bonin	Teacher Representative
Terry Sanderford	Teacher Representative
Brandon Frederick	Teacher Representative
Genevieve Moss	Teacher Representative
Angela Sanders	Teacher Representative
Patrick Foy	Teacher Representative
Hope Schilling	Teacher Representative
Alicia Breaux	Teacher Representative
Cynthia Shelmire	Parent Representative
Reakey D'Antoni	Community Representative
Carolyn Spayde	Staff Representative

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 52

Date: 05/26/2009

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.	Larry Harris	Principal		
2.	Laurie Bonin	Counselor		
3.	Nancy Starr	Counselor		
4.	Keippi Bain	Dean of Students		
5.	Terry Sanderford	Instructional Specialist		
6.	Ami Winter	Media Specialist		
7.	Jeanne Louque	Reading Coach		
8.	Georgianna Chenevert	Pre-Kindergarten Teacher		
9.	Carolyn Combs	Kindergarten Teacher		
10.	Amy Duhe'	Kindergarten Teacher		
11.	Donna Holland	Kindergarten Teacher		
12.	Kelli Rayburn	Kindergarten Teacher		
13.	Janell DePrato	Kindergarten Teacher		
14.	Delisha Brown	First Grade Teacher		
15.	Deborah Fontana	First Grade Teacher		
16.	Melissa Olivier	First Grade Teacher		
17.	Patricia H. Robertson	First Grade Teacher		
18.	Kristi Smith	First Grade Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19.	Hillary Thornhill	First Grade Teacher		
20.	Mary Toney	First Grade Teacher		
21.	Charlotte Bergeron	Second Grade Teacher		
22.	Michelle Brignac	Second Grade Teacher		
23.	John LeBlanc	Second Grade Teacher		
24.	Allison McNemar	Second Grade Teacher		
25.	Elizabeth Overstrom	Second Grade Teacher		
26.	Nora Key	Second Grade Teacher		
27.	Vicki Bollich	Third Grade Teacher		
28.	Alicia Breaux	Third Grade Teacher		
29.	Lynn Hirschey	Third Grade Teacher		
30.	Hope Schilling	Third Grade Teacher		
31.	Leigh Ann Swindle	Third Grade Teacher		
32.	Erica Bankston	Fourth Grade Teacher		
33.	Leslie Mann	Fourth Grade Teacher		
34.	Angela Sanders	Fourth Grade Teacher		
35.	Joanna Sherburne	Fourth Grade Teacher		
36.	Veronica Spell	Fourth Grade Teacher		
37.	Brandon Frederick	Fifth Grade Teacher		
38.	Genevieve Moss	Fifth Grade Teacher		
39.	Laurie Randall	Fifth Grade Teacher		
40.	Alinga Fisher	Fifth Grade Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
41.	Kathy Goynes	Exceptional Student Services		
42.	Renee McDermott	Exceptional Student Services		
43.	Catherine Perkins	Exceptional Student Services		
44.	Patti Winter	Exceptional Student Services		
45.	Mary Gonzaga	Exceptional Student Services		
46.	Audrey Gordon	Exceptional Student Services		
47.	Terina Cheramie	Exceptional Student Services		
48.	Diane Brown	Exceptional Student Services		
49.	Patrick Foy	Physical Education		
50.	Hozie Fontenberry	Physical Education		
51.	Kevin Hill	Physical Education		
52.	Charles Estes	Music Education		
53.				
54.				
55.				
56.				
57.				
58.				

MISSION STATEMENT

Broadmoor Elementary’s mission is to provide a rigorous academic curriculum within a safe, caring and enjoyable learning environment. Instruction will be differentiated to provide the optimum education for all students, encouraging them to be lifelong learners as well as productive and ethical citizens.

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

Name	Title/Occupation
Larry Harris	Principal
Renee McDermott	Teacher Representative/Chairperson
Laurie Bonin	Teacher Representative
Terry Sanderford	Teacher Representative
Brandon Frederick	Teacher Representative
Genevieve Moss	Teacher Representative
Angela Sanders	Teacher Representative
Patrick Foy	Teacher Representative
Hope Schilling	Teacher Representative
Alicia Breaux	Teacher Representative
Cynthia Shelmire	Parent Representative
Reakey D’Antoni	Community Representative

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

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

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

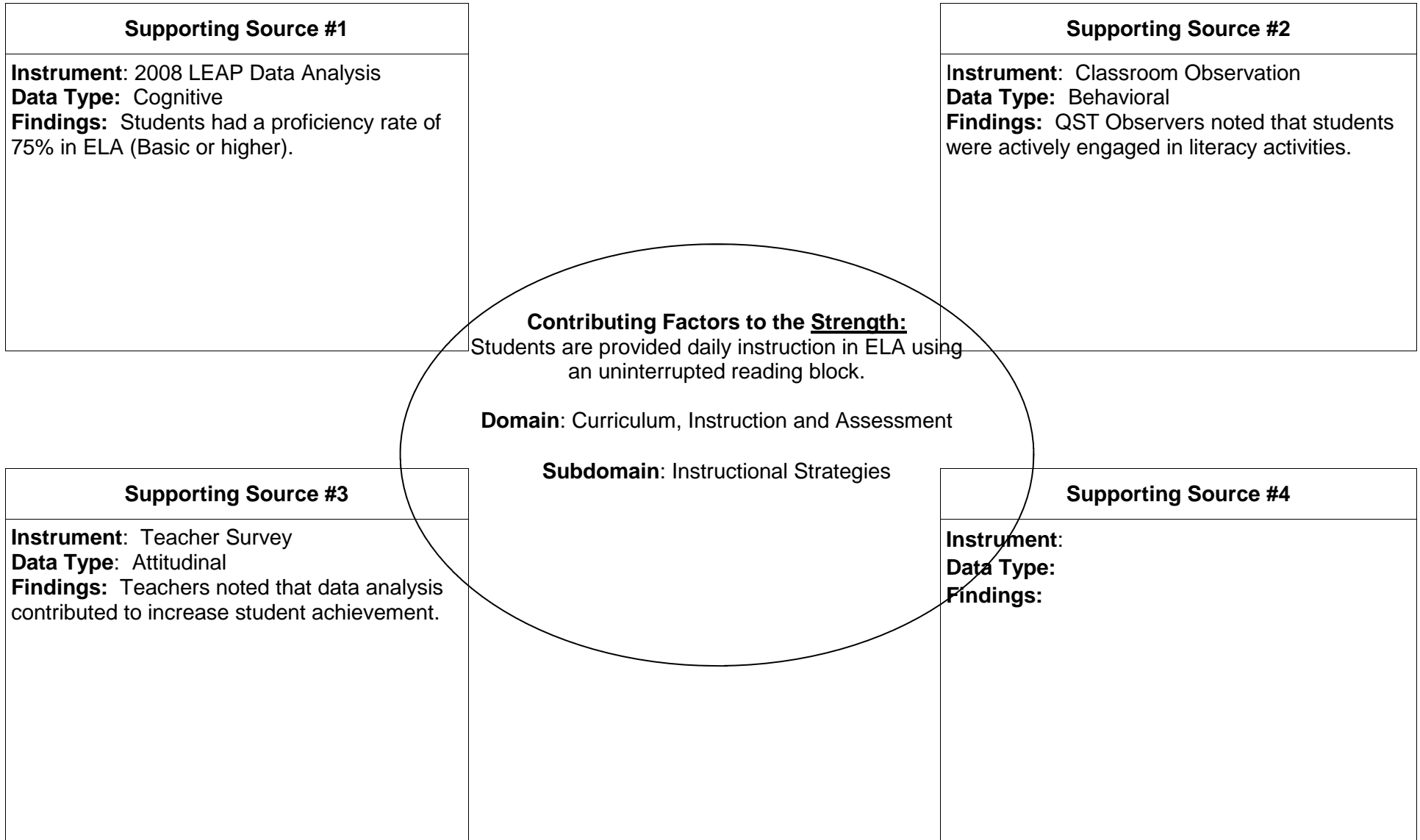
List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above): <ul style="list-style-type: none"> •
List the Distance Learning (i.e., web-based, satellite) courses provided for your students: <ul style="list-style-type: none"> •

SCHOOL POLICIES AND PARTNERSHIPS

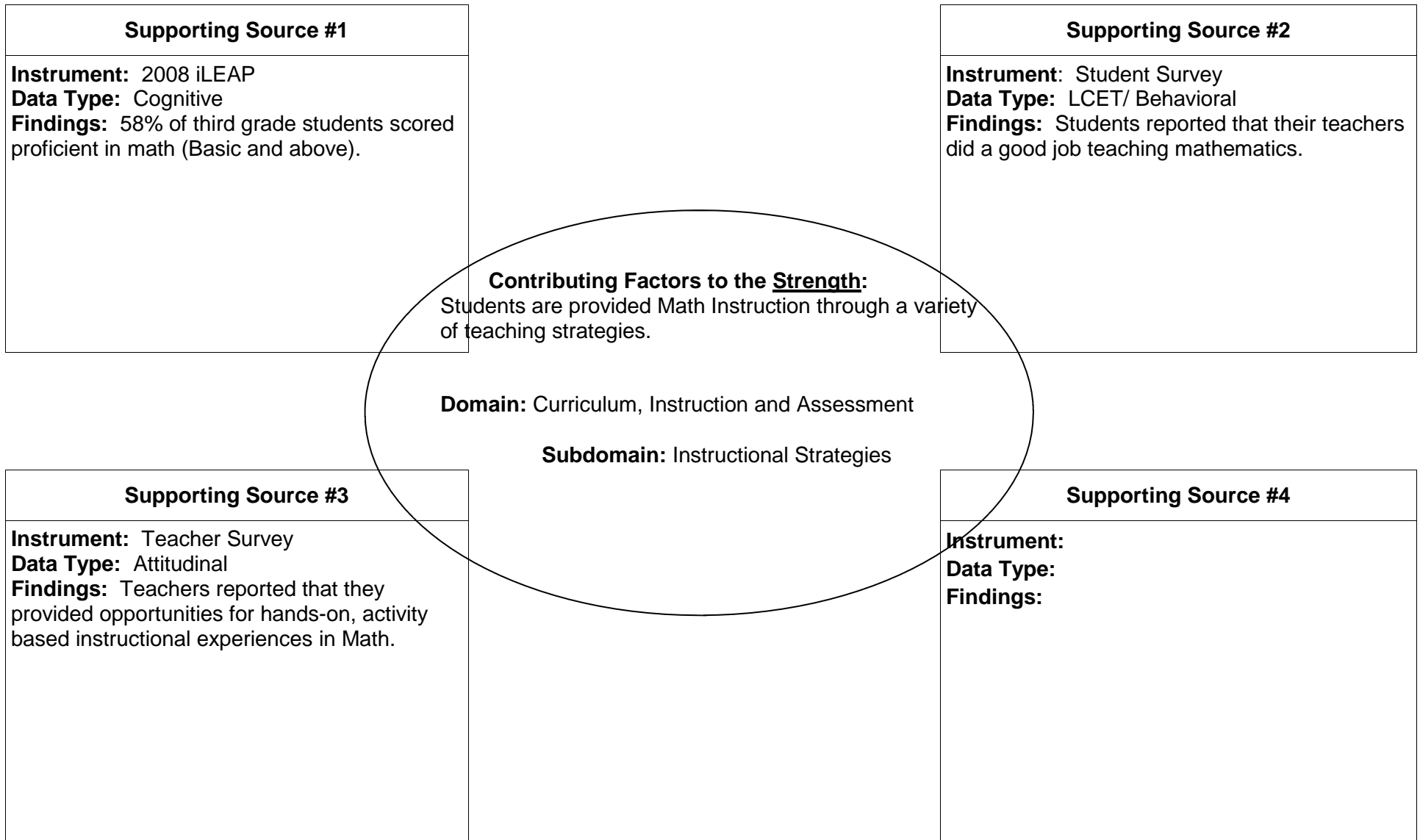
Policy	Policy #/Bulletin # Reference	Date revised (05/26/2009)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	05/262009	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	05/262009	Yes
Security Procedures (metal detectors, etc.)	§ 339/741	05/262009	Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	05/262009	Yes
Student Code of Conduct	§ 1115/741	05/262009	Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	05/262009	Yes

School Partnerships (Type the name of each partner in the space provided)	
University	
Technical Institute	
Feeder School(s)	
Community	Broadmoor United Methodist Church
Business/Industry	Sam's
Private Grants	
Other	

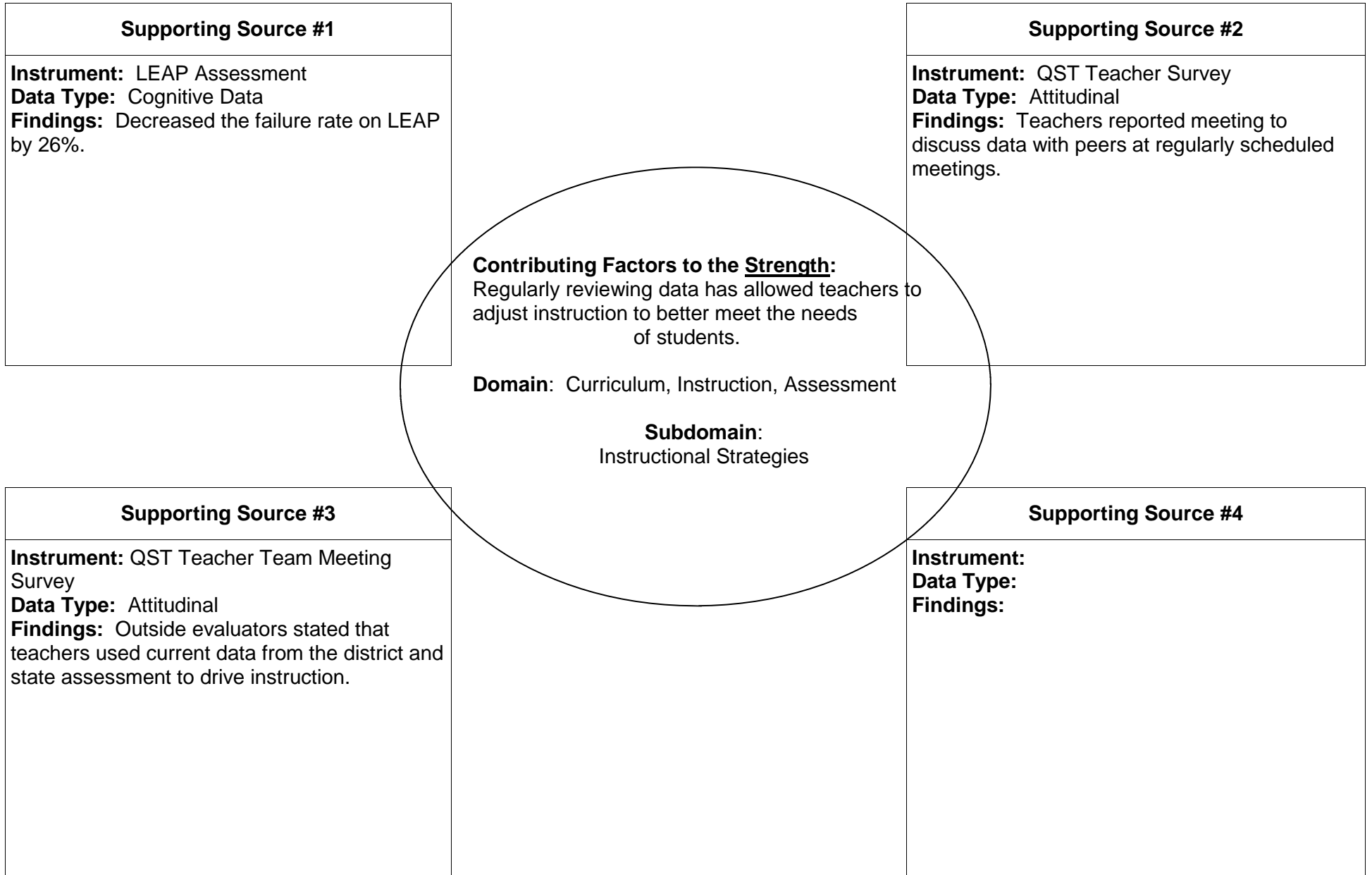
DATA TRIANGULATION



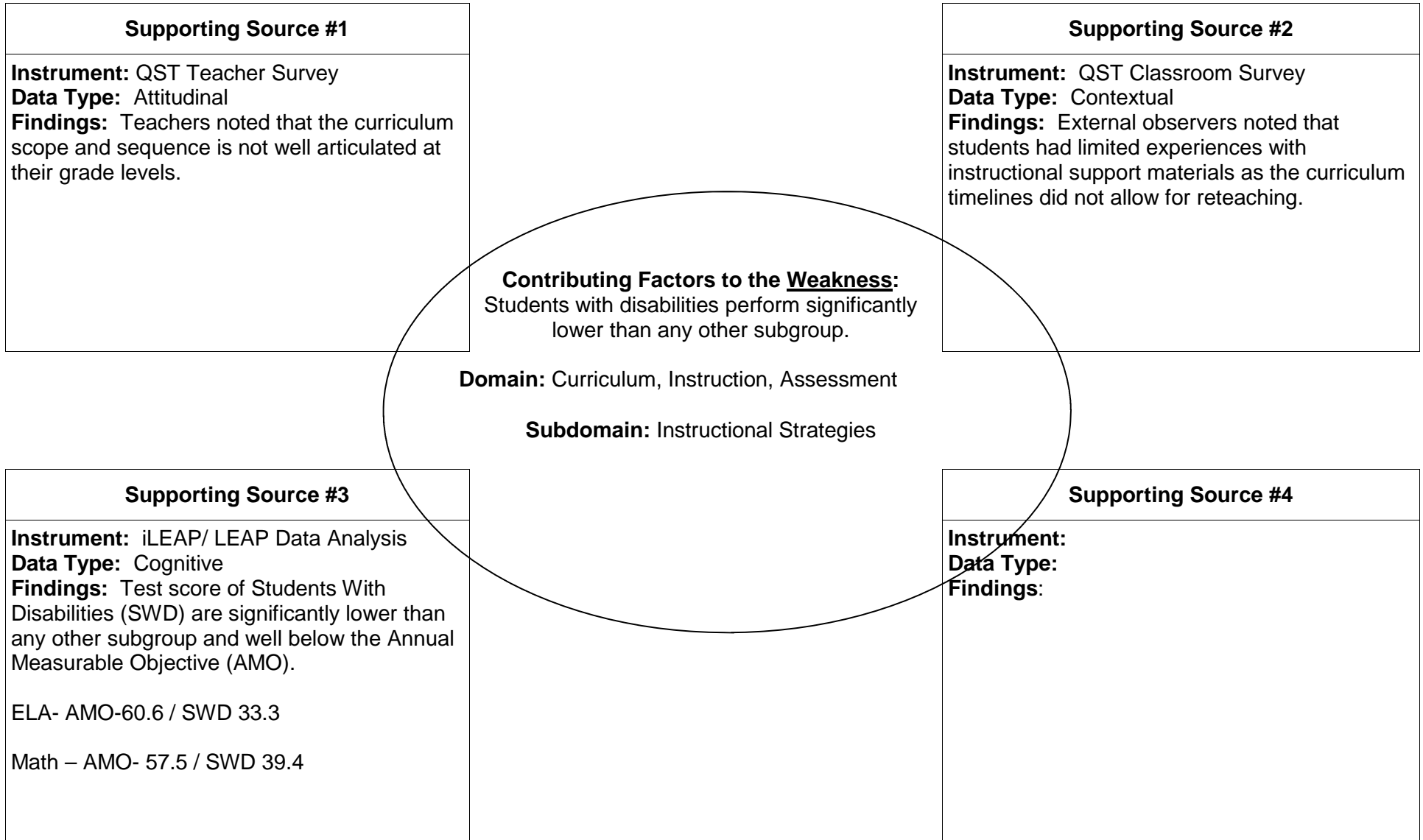
DATA TRIANGULATION



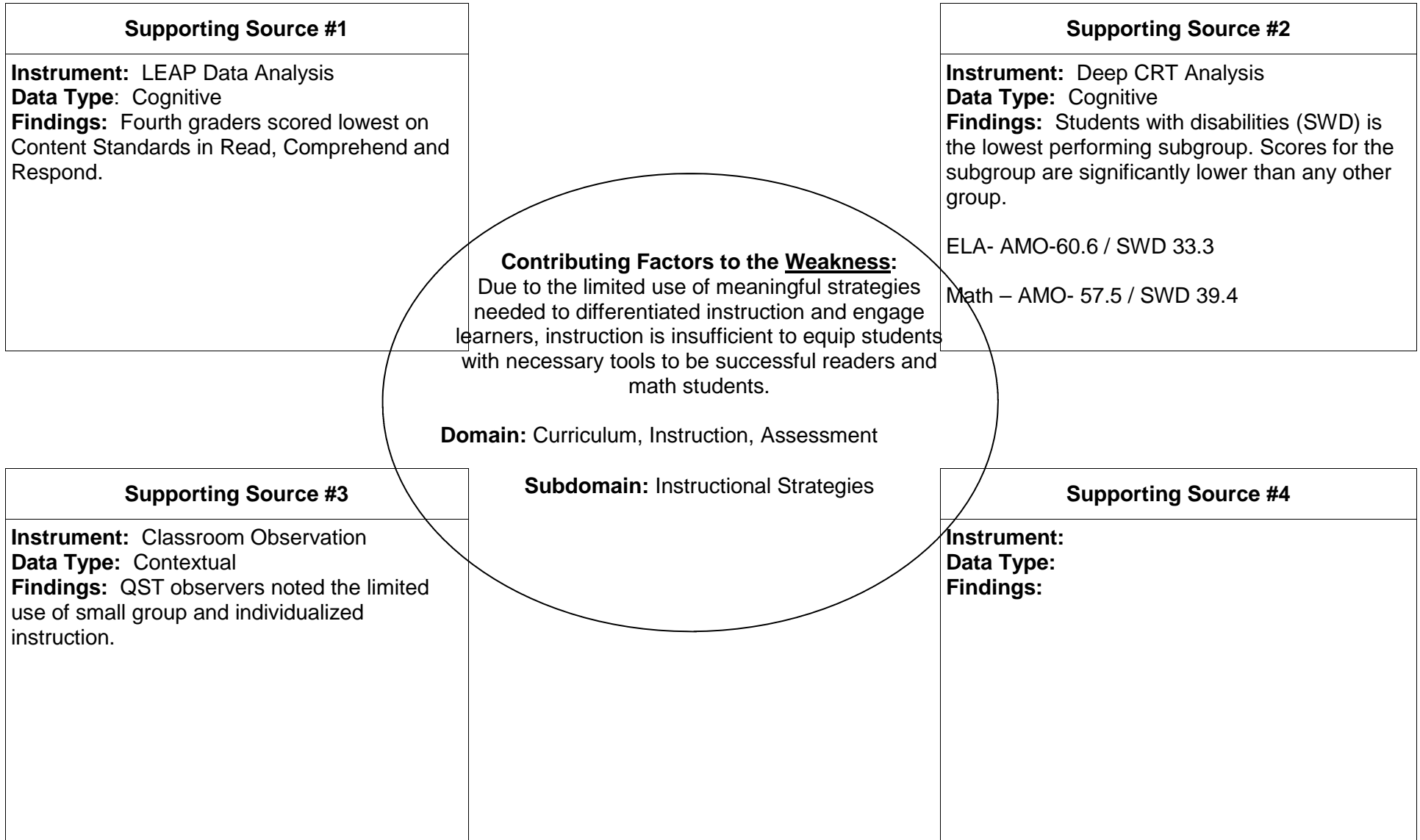
DATA TRIANGULATION



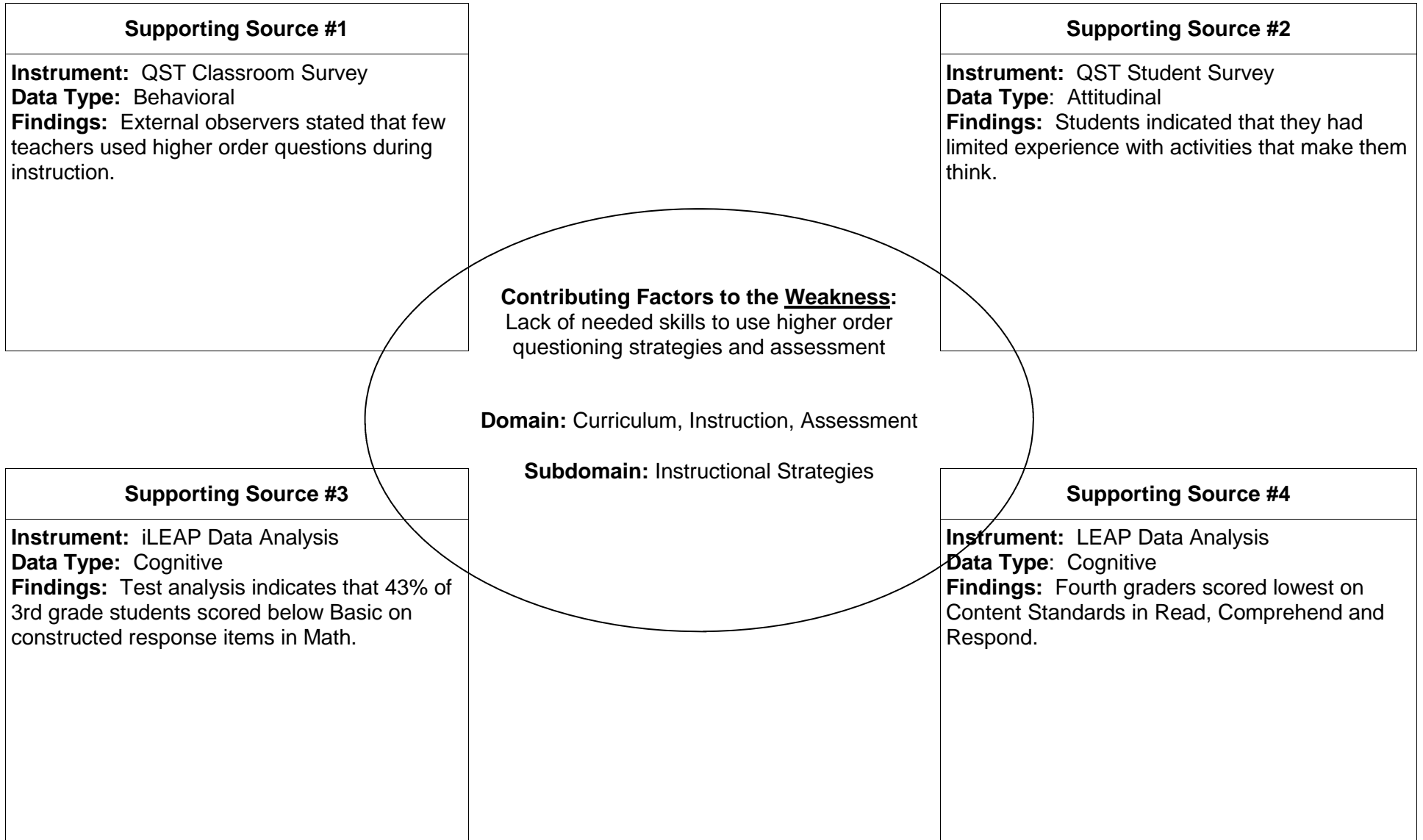
DATA TRIANGULATION



DATA TRIANGULATION



DATA TRIANGULATION



DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part 1:

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP. This data should reflect findings on *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. 4 th Grade LEAP - ELA - 75% proficient	LEAP
2. 3 rd Grade iLEAP - Math - 58% proficient	iLEAP
3. 5 th Grade iLEAP - ELA - 55% proficient	iLEAP
4.	
5.	

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

WEAKNESSES	DATA SOURCE
1. Whole school-ELA: 60.6% proficient	Trend Data: Subgroup Reports
2. Students with Disabilities-ELA: 33.3% proficient	Trend Data: Subgroup Reports
3. Students with Disabilities-Math: 39.4% proficient	Trend Data: Subgroup Reports
4.	
5.	

The identified weaknesses will lead to the goals.

Part 2:

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

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

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. Students are provided daily instruction in ELA using an uninterrupted reading block.	iLEAP/LEAP, Classroom Observations, Teacher Surveys
2. Teachers use a variety of teaching strategies in the classroom	iLEAP/LEAP, Student Surveys, Teacher Surveys
3. Regularly reviewing data has allowed teachers to adjust instruction to better meet student needs	iLEAP/LEAP, Teacher Surveys, Teachers Team Meeting Surveys
4.	
5.	

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

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. Due to limited strategies needed to differentiate instruction and learners, instruction is insufficient to equip students with the necessary tools to be successful.	iLEAP/ LEAP, Classroom Observations
2. Lack of needed skills to use higher order questioning strategies and assessments.	iLEAP/ iLEAP, Classroom Surveys, Student Surveys
3. Problem with alignment of curriculum	iLEAP/LEAP, Teacher Survey, Benchmark Assessments
4.	
5.	

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

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Enter year and enter score)	Growth SPS (Enter year and enter score)	Growth Target (Enter year and enter target)
School Baseline SPS <u>07/08</u> : <u>74.6</u>	School Growth SPS <u>07/08</u> : <u>82.8</u>	School GT <u>07/08</u> : <u>6.0</u>
School Baseline SPS <u>06/07</u> : <u>73.9</u>	School Growth SPS <u>06/07</u> : <u>76.1</u>	School GT <u>06/07</u> : <u>5.3</u>
School Baseline SPS <u>05/06</u> : <u>75.1</u>	School Growth SPS <u>05/06</u> : <u>80.7</u>	School GT <u>05/06</u> : <u>4.5</u>

Use Principal's Report Card: www.louisianaschools.net/lde/pair/1989.asp

STRATEGY PLANNING WORKSHEET – GOAL 1

GOAL 1: Increase Student Achievement in Reading/English Language Arts
Objective(s): <ul style="list-style-type: none">• 3rd Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from <u>50%</u> in 2009 to <u>56.4%</u> in 2010.• 4th Grade - Increase the percentage of students scoring Proficient on LEAP in English/language arts from <u>75%</u> in 2009 to <u>81.4%</u> in 2010.• 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from <u>55%</u> in 2009 to <u>61.4%</u> in 2010.
SCIENTIFICALLY BASED RESEARCH STRATEGY: Response to Intervention
Bibliographic Notation: Mellard, Byrd, Johnson, Tollefson, & Boesche, 2004: Council for Exceptional Children (CEC). (2006): National Association of State Directors of Special Education and the Council of Administration of Special Education Response to Intervention: NASDE and CASE Whit Paper on RTI May 2006
Brief Summary of Research: <u>Response to Intervention</u> is the practice of providing high-quality instruction/intervention matched to student needs and reviewing levels of performance to make important educational decisions. Rtl can also be defined as the change in behavior or performance as a function of an intervention. Rtl is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic difficulties.. The emphasis of Rtl is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students. Research has demonstrated through a number of studies that an Rtl framework can benefit students by addressing academic difficulties in an individualized and timely way.
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? This strategy will address the needs of all students as it will identify weaknesses using data and will lead to more differentiated instruction of all students.
Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Instructional strategies are tools only. Teachers will need to match instruction to the learner. No instructional strategy works equally well with all students. However, if used properly, all students will benefit.
If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: This strategy will benefit students with disabilities as it will address areas of weakness in a timely manner so that weaknesses may be addressed. This should also have a positive impact on all subgroups.
Procedures for Evaluating the Goal, Objective(s) and Strategy: Examine 2009-2010 LEAP and iLEAP data, DIBELS data, Benchmark Assessment data, Teacher Surveys, Student Surveys, Classroom Observations, as well as Professional Development sign-in sheets, and Lesson Plans.

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)
	1a. Initial Staff Development District Content Trainers will provide Professional Development to all Pre K-5 th grade teachers and Para- professionals highlighting Differentiated Instruction strategies and Components of the Core Reading series in June and July (Summer Reading Institute).	District Funds			Teachers will continue to implement the new reading series with fidelity.	Attendance will be measured by sign-in sheets for training.
	1b. Staff Development The Reading Coach will facilitate weekly collaborative sessions for all teachers and administrators to analyze data and develop intervention strategies August -May.	District Funds			Teachers will develop small group interventions.	Collaborative Planning Meeting minutes and sign-in sheets will be filed in the Principal's office. These will be submitted by the grade level chair.
	1c. Implementation Throughout the school year teachers will implement the reading series and the Three Tier Reading Model with fidelity.				Reading Block, Intervention Block, and teacher approaches to teaching reading.	Reading Coach will maintain log of coaching sessions and observations with teachers.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>1d. Follow-up/ Support</p> <p>The Reading Coach, Principal and Interventionist will model lessons, conduct side by side coaching and conduct classroom observations during the Reading and Intervention Blocks. (Ongoing August 2009 – May 2010)</p>				Additional staff and use of a lead teacher.	Reading Coach will maintain log of coaching sessions and observations with teachers.
	<p>2a. ** Family Involvement Activities</p> <p>Reading Coach and Interventionists will plan and facilitate Family Literacy Day. Parents will learn strategies the teachers are implementing with their children. This may include Reading, and Writing activities. (November 2009)</p>	Title 1 – Parental Involvement	600		Family Literacy Day Activities	Family Literacy Day Plan and parent/volunteer sign-in sheets.
	<p>2b. Take Home Reading Books Program</p> <p>Program will begin in September 2009 and continue through May 2010.</p>	Title 1 – Parental Involvement	500		Students will receive books on a weekly basis to take home and read to/with their parents.	Take Home Reading Books Program letter to parents and reading logs.

* 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): <ul style="list-style-type: none">• 3rd Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from <u>58%</u> in 2009 to <u>64.4%</u> in 2010.• 4th Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from <u>59%</u> in 2009 to <u>65.4%</u> in 2010.• 5th Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from <u>50%</u> in 2008 to <u>56.4%</u> in 2010.
SCIENTIFICALLY BASED RESEARCH STRATEGY: Data Driven Decision Making
Bibliographic Notation: (Boudett, City, & Murnane, 2004)
Brief Summary of Research: Collecting, analyzing, and using numerous types of data effectively are important components of Accountability and School Improvement. In addition, collecting and analyzing data is the ongoing process of confronting sometimes brutal facts and then doing something about them. <u>Data-Driven Decision-Making</u> should be the process for identifying goals for school improvement. Changes driven by data have a better chance of assisting school leaders in meeting those goals. For districts and schools to identify specific needs of students, detailed data must be collected and disaggregated.
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? This strategy will address the needs of all students as it will identify weaknesses using data and will lead to more differentiated instruction of all students.
Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Instructional strategies are tools only. Teachers will need to match instruction to the learner. No instructional strategy works equally well with all students. However, if used properly, all students will benefit.
If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: This strategy will benefit students with disabilities as it will address areas of weakness in a timely manner so that weaknesses may be addressed. This should also have a positive impact on all subgroups.
Procedures for Evaluating the Goal, Objective(s) and Strategy: : Examine 2009-2010 LEAP and iLEAP data, DIBELS data, Benchmark Assessment data, Teacher Surveys, Student Surveys, Classroom Observations, as well as Professional Development sign-in sheets, and Lesson Plans.

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)
	1a. * Initial Staff Development All Pre- K – 5 th grade teachers will receive initial staff development provided by District Consultants and lead Math teachers for the Exploring Math Program. Teachers will also be trained by Scholastic on the FASTT Math Program. They will use these program as an intervention for skill development. (May 4, 2009)	District Funds			Teachers will use varied math strategies from the Exploring Math Program and the FASTT Math Program to address individual student needs.	Sign-in Sheets; Classroom observations (Walkthroughs, QST visits), Lesson Plans
	1b. Staff Development August 2009 – May 2010 all Pre- K – 5 th grade teachers will receive ongoing staff development provided by the intervention specialist and Guidance Counselor in data driven decision making instruction.	Title 1			Teachers will participate in data team meetings and use current data to make decisions about instruction.	Sign-in sheets; classroom data wall.
	1c. Collaboration Teachers will meet regularly to review data collected from various sources. The intervention specialist will attend these meetings. (August 2009 – May 2010)				Teachers will modify instruction based on data analysis.	Interventionist log, data team meeting minutes
	1d. Implementation Teachers will use data for curriculum planning.				Students will work on areas of weakness as identified by data analysis.	Lesson plans, data team meeting minutes

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)
	1e. *Follow-up and Support Intervention Specialist will meet weekly with teachers in order to provide job-embedded staff development in data-driven decision making. (August 2009 – May 2010)				Teachers will be more efficient in data analysis and its impact on instructional decisions.	Interventionist Log, Data team meeting decisions
	2a. ** Family Math Day Math Interventionist will plan and facilitate Family Math Day. Parents will learn about the strategies teachers are using in the classroom with their children. The focus will be on measurement, geometry and/or problem solving. (November 2009)	Title 1 – Parental Involvement			Parents will participate in math activities with their children.	Sign-in sheets

* 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	156,687.00										156,687.00
200 Benefits	57,542.63										57,542.63
300 Purchased Professional Services											
400 Purchased Property											
500 Other Purchased Services			1500.00								1500.00
600 Materials & Supplies	15,466.37		2411.02								17,877.39
Indirect Costs (if applicable)											
700 Property											
800 Other Objects											
900 Other Uses of Funds											
Total	229,696.00		3911.02								233,607.02

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

FEDERAL FUNDING

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

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

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

Title I, Part F, Expenditures (CSRP)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part F, Expenditures	

Other Title I Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Other Title I Expenditures	

Title II Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title II Expenditures	

Title IV Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title IV Expenditures	

Title V Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title V Expenditures	

K-3 Initiative Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total K-3 Initiative Expenditures	

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