

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

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

**★ *School Improvement Plan* ★  
for  
*Magnolia Woods Elementary***

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

**Submission Date: *June 5, 2008***

**Magnolia Woods Elementary**  
**Pre-K-5<sup>th</sup> Grade**  
**760 Maxine Dr.**  
**Baton Rouge, La 70808**  
**Donna Walette**  
**225-769-6845**  
**dwallette@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.

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Superintendent's signature (blue ink)

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Principal's signature (blue ink)

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Assistant Superintendent's signature (blue ink)

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Chair, School Improvement Team (blue ink)

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District Assistance or School Support Team Leader (blue ink)

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District Assistance or School Support Team Member (blue ink)

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District Assistance or School Support Team Members (blue ink)

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District Assistance or School Support Team Members (blue ink)

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

## SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Donna Walette	Principal
Janet Affolter	Kindergarten Teacher
Debra Blakes	PE Teacher
Marianne Burns	Music Teacher
Katie Fuller	Math Coach
Karla Kiper	3 <sup>rd</sup> Grade Teacher
Armetta Wright	3 <sup>rd</sup> Grade Teacher
Leon Halford	Parent Liaison
Lisa Langster	Parent

## ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

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

Date: June 5, 2008

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.	Janet Affolter	K-Teacher		
2.	Elise Antoon	4 <sup>th</sup> Grade Teacher/Read 180		
3.	Shana Achord	5 <sup>th</sup> Grade Teacher		
4.	Dawndra Barnes	2 <sup>nd</sup> Grade Teacher		
5.	Mai Bishop	School Based Social Worker		
6.	Robin Broussard	Librarian		
7.	Marianne Burns	Music Teacher		
8.	Debra Blakes	Physical Education Teacher		
9.	Anya Caldwell	4 <sup>th</sup> Grade Teacher		
10.	Ava Cargile	2 <sup>nd</sup> Grade Teacher		
11.	Kaitlyn Chamberlain	4 <sup>th</sup> Grade Teacher		
12.	Jordan Chew	ESS Resource Teacher		
13.	Allysia Cleveland	5 <sup>th</sup> Grade Teacher		
14.	Jessica Cook	Kindergarten Teacher		
15.	Branden Cranford	3 <sup>rd</sup> Grade Teacher		
16.	Charissa Dennis	ESS Teacher		
17.	Evangular Drewery	Clerk		
18.	Meagan Estey	Pre-K Aide		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
19.	Sonya Fields	Guidance Counselor		
20.	Joany Foil	4 <sup>th</sup> Grade Teacher		
21.	Katie Fuller	Math Coach		
22.	Keisha Gambler	ESS Aide		
23.	Angela Gordon	3 <sup>rd</sup> Grade Teacher		
24.	Natalie Green	4 <sup>th</sup> Grade Teacher		
25.	Pam Hall	TOR Moderator		
26.	Leon Halford	Title I Parent Liaison		
27.	Jean Hartley	1 <sup>st</sup> Grade Teacher		
28.	Sandra Harrington	Speech Therapist		
29.	Erica Haulard	Pre-K Aide		
30.	Mary Ann Hollinger	1 <sup>st</sup> Grade Teacher		
31.	Sue Johnson	2 <sup>nd</sup> Grade Teacher		
32.	Karla Kiper	3 <sup>rd</sup> Grade Teacher/Interventionist		
33.	Lisa Langster	ESS Aide		
34.	Kay Mosher	ESS Homebound Teacher		
35.	Barbara Murray	Kindergarten Teacher		
36.	Susan Patterson	Reading Coach		
37.	Susan Perry	ESS Self Contained Teacher		
38.	Carol Pickens	1 <sup>st</sup> Grade Teacher		
39.	Carmelyn Roney	Pre-K Teacher		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
<b>40.</b>	Susan Sevin	Secretary		
<b>41.</b>	Juliana Solorzano	Pre-K Aide		
<b>42.</b>	Marilyn Terry	Pre-K Teacher		
<b>43.</b>	Lynn Tucker	2 <sup>nd</sup> Grade Teacher/Interventionist		
<b>44.</b>	Susan VanBiersel	ESS Teacher		
<b>45.</b>	Donna Walette	Principal		
<b>46.</b>	Sharon Williams	ESS Aide		
<b>47.</b>	Michelle Wojewoda	4 <sup>th</sup> Grade Teacher		
<b>48.</b>	Armetta Wright	3 <sup>rd</sup> Grade Teacher		
<b>49.</b>	Abigail York	Pre-K Teacher		
<b>50.</b>				

**MISSION STATEMENT**

**The Mission of Magnolia Woods Elementary is to maximize student learning so that all students will become productive citizens.**

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

Name	Title/Occupation
Donna Walette	Principal
Janet Affolter	SIT Chairperson and Kindergarten Teacher
Karla Kiper	3 <sup>rd</sup> Grade Teacher and Former Parent

## 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	<u>12</u>		
School-to-Work				
The Strategic Instruction Model (SIM)				
Other: <a href="#">Click Here to Enter</a>				
<a href="#">Click Here to Enter</a>				

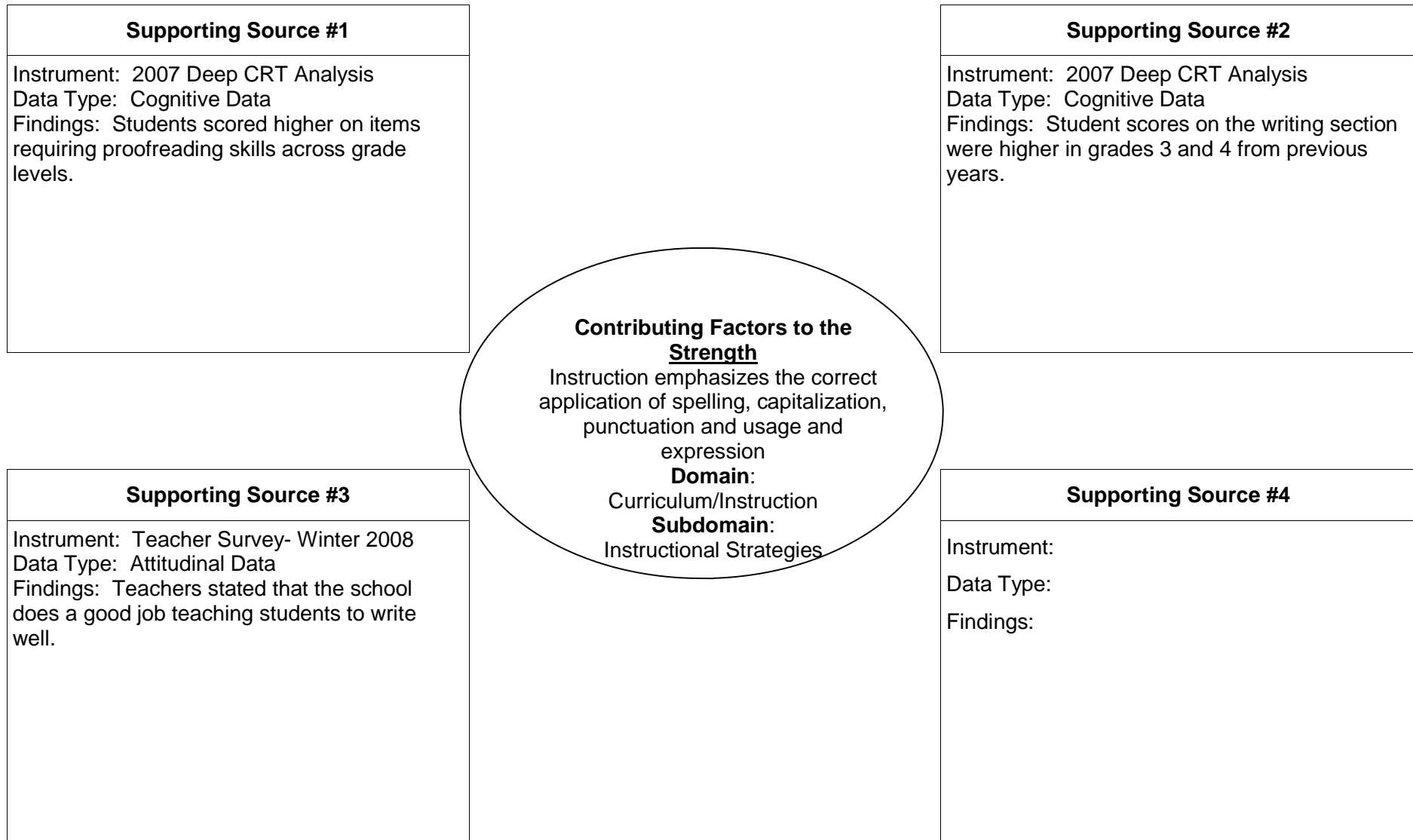
List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above): <ul style="list-style-type: none"> <li>• N/A</li> </ul>
List the Distance Learning (i.e., web-based, satellite) courses provided for your students: <ul style="list-style-type: none"> <li>• N/A</li>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

## SCHOOL POLICIES AND PARTNERSHIPS

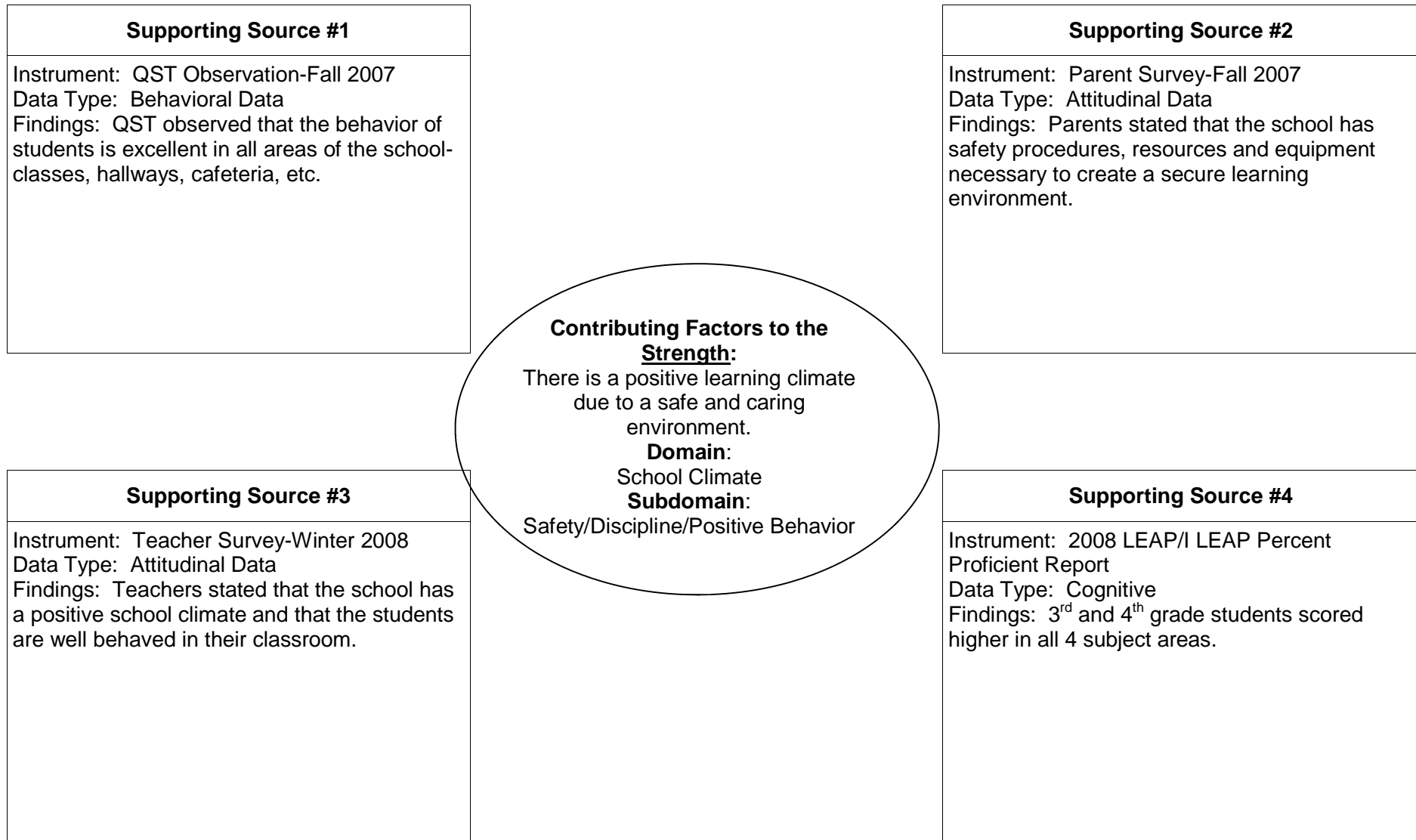
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	06/05/08	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	06/05/08	Yes
Security Procedures (metal detectors, etc.)	§ 339/741	06/05/08	Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	06/05/08	Yes
Student Code of Conduct	§ 1115/741	06/05/08	Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	06/05/08	Yes

<b>School Partnerships</b> (Type the name of each partner in the space provided)	
University	Louisiana State University (Service Learning)
Technical Institute	
Feeder School(s)	
Community	First United Methodist Church, Volunteers in Public Schools (Reading Friends), Hermitage Homeowners Assoc., Bible Believers Church
Business/Industry	
Private Grants	
Other	

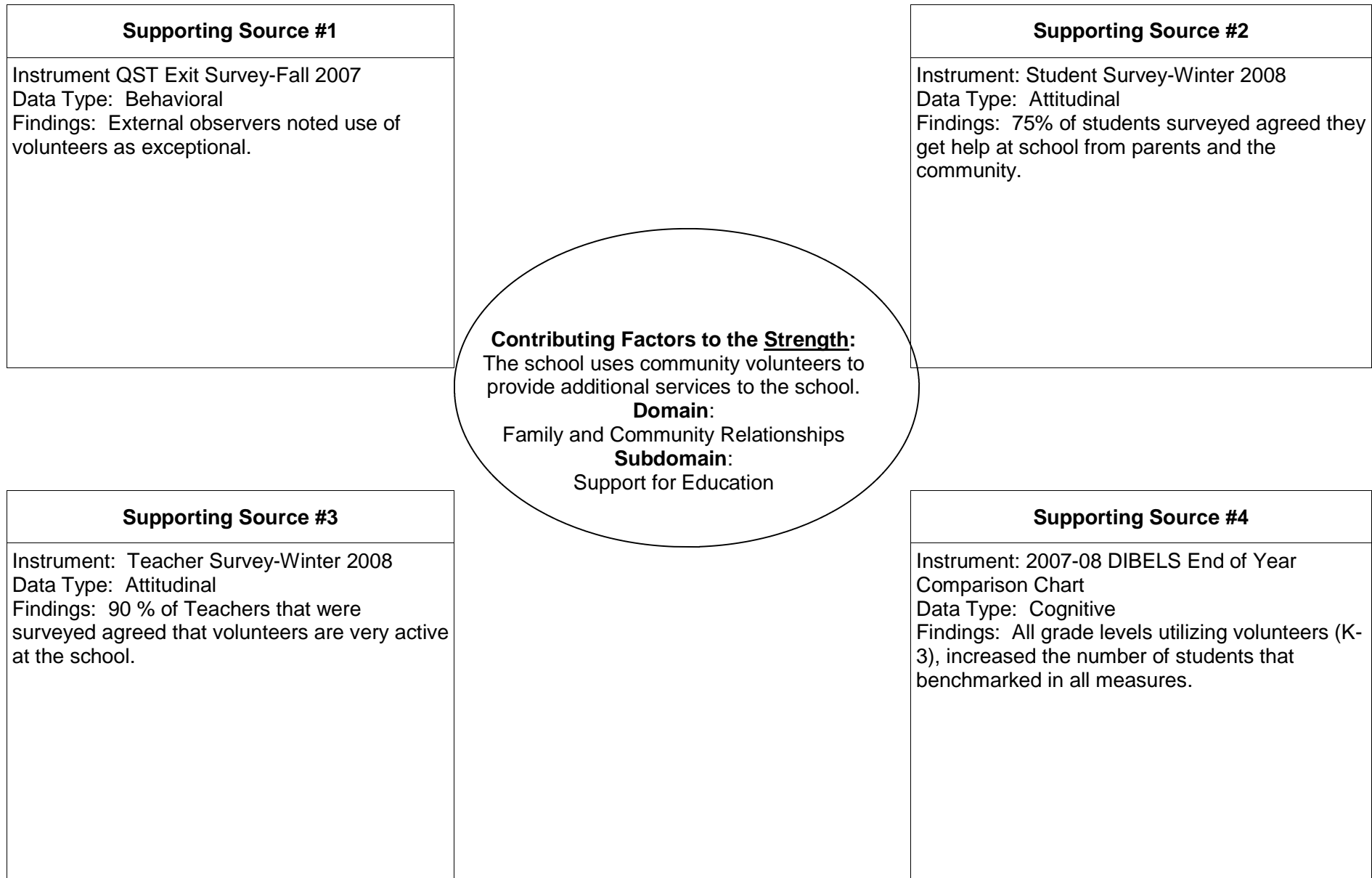
## DATA TRIANGULATION



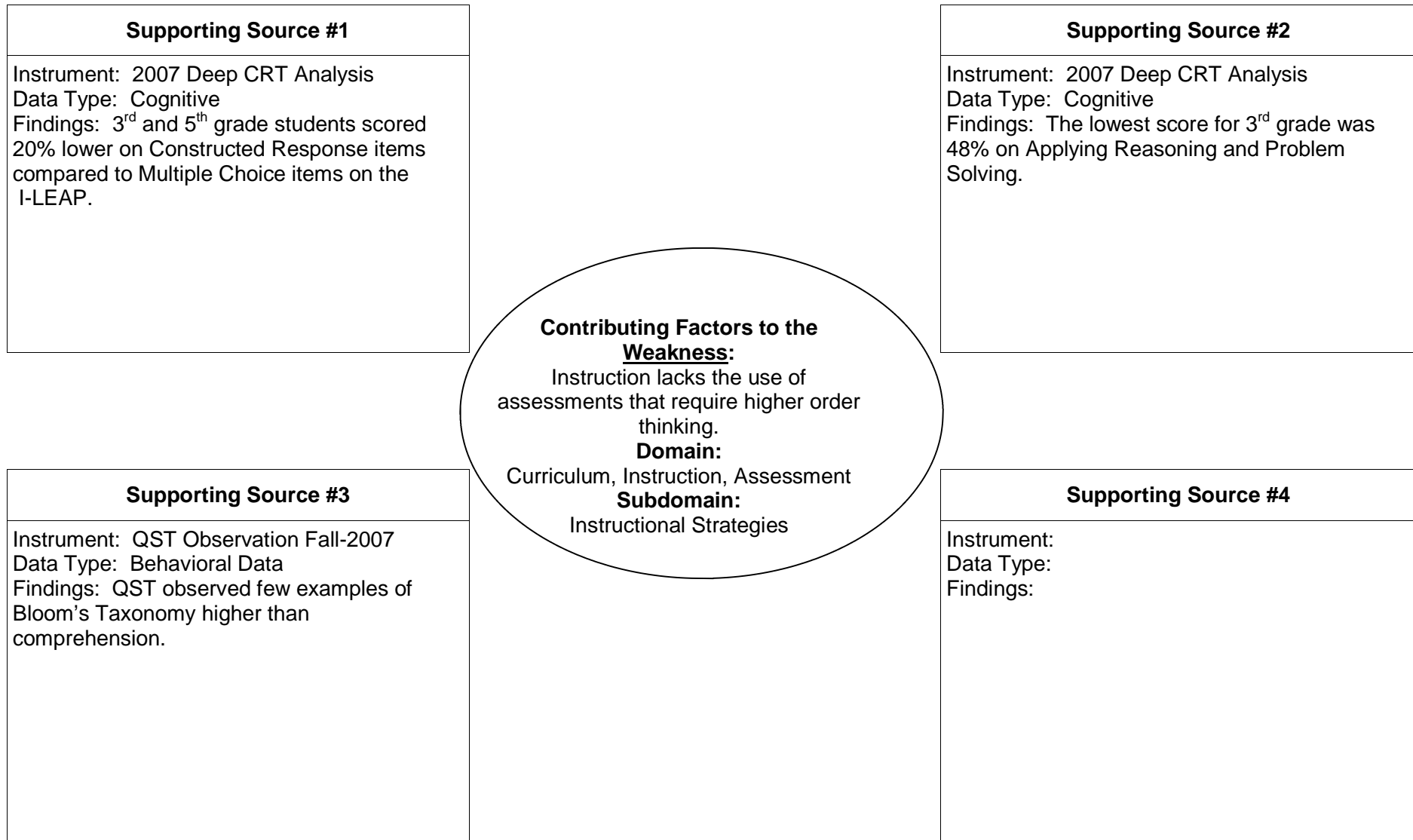
## DATA TRIANGULATION



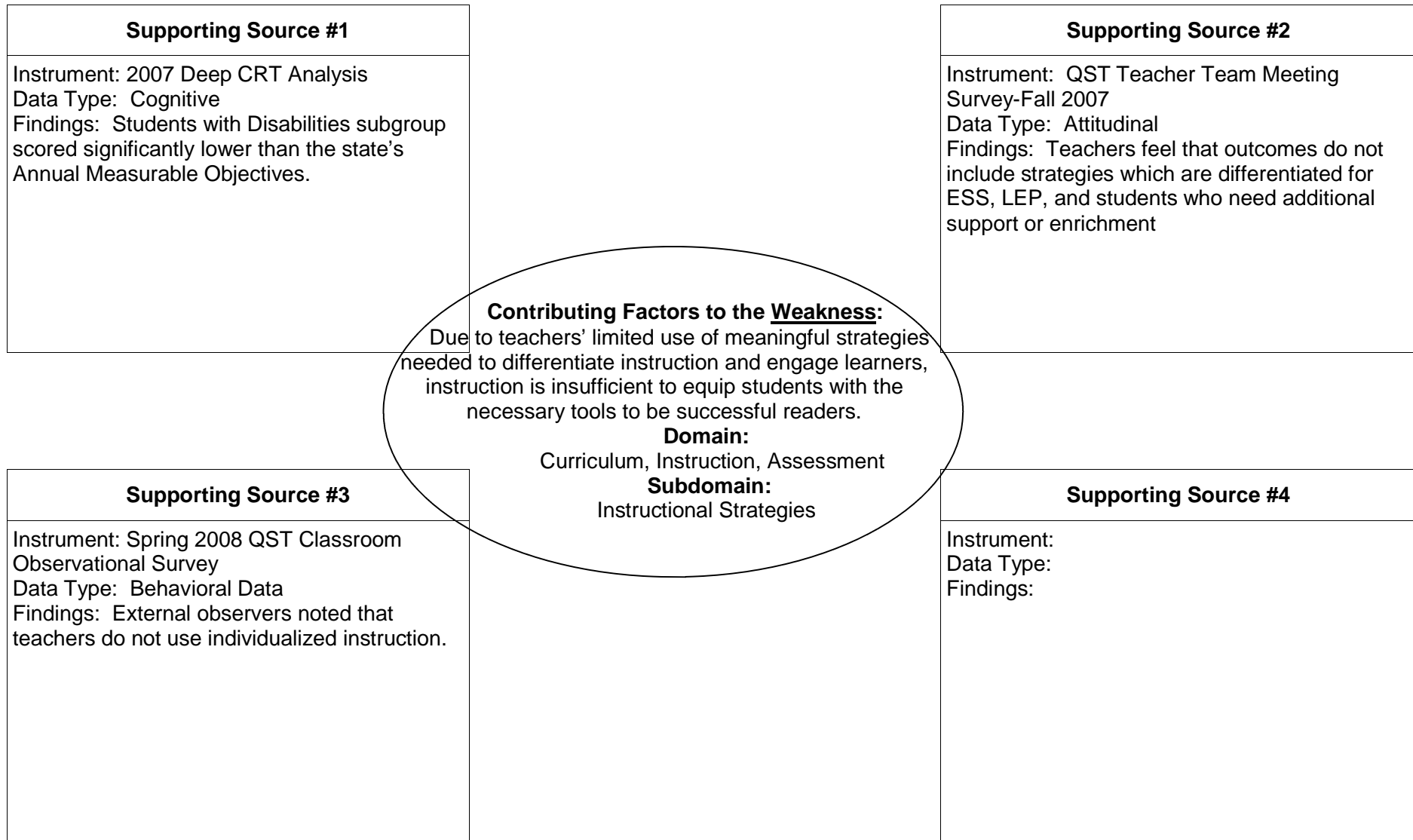
## DATA TRIANGULATION



## DATA TRIANGULATION



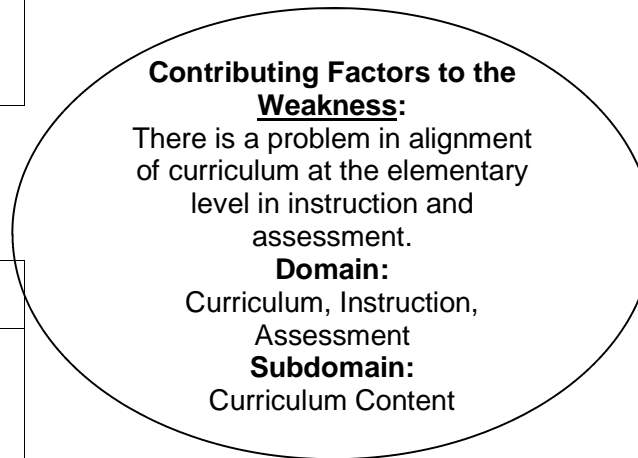
## DATA TRIANGULATION



## DATA TRIANGULATION

Supporting Source #1
Instrument: QST Exit Survey-Fall 2007 Data Type: Behavioral Findings: External observers noted limited use of closure and drawing conclusions by teachers at the end of each lesson.

Supporting Source #2
Instrument: 2008 Percent Proficient Report Data Type: Cognitive Findings: 3 <sup>rd</sup> grade I-LEAP test scores show that the percent proficient score decreased by 10 points in the area of Math.



Supporting Source #3
Instrument: 2007 Deep CRT Analysis Data Type: Cognitive Findings: Reports indicate that 3 <sup>rd</sup> -5 <sup>th</sup> graders scored 10-20% lower on Constructed Response questions.

Supporting Source #4
Instrument: Data Type: Findings:

## 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. Instruction emphasizes the correct application of spelling, capitalization, punctuation and usage and expression.	2007 Deep CRT Analysis
2. There is a positive learning climate due to a safe and caring environment.	2008 LEAP/I LEAP Percent Proficient Report
3. The school uses community volunteers to provide additional services to the school.	2007-08 DIBELS End of the Year Comparison Chart
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. Instruction lacks the use of assessments that require HOTS.	2007 Deep CRT Analysis
2. Due to teachers' limited use of meaningful strategies needed to differentiate instruction and engage learners, instruction is insufficient to equip students with the necessary tools to be successful readers.	2007 Deep CRT Analysis
3. There is a problem in alignment of curriculum at the elementary level in instruction and assessment.	2007 Deep CRT Analysis, 2008 Percent Proficient Report
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. Instruction emphasizes the correct application of spelling, capitalization, punctuation and usage and expression.	Teacher Survey-Winter 2008
2. There is a positive learning climate due to a safe and caring environment.	QST Observation-Fall 2007, Parent Survey-Fall 2007, Teacher Survey-Winter 2008
3. The school uses community volunteers to provide additional services to the school.	QST Exit Survey-Fall 2007, Teacher Survey-Winter 2008, Student Survey-Winter 2008
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. Instruction lacks the use of assessments that require HOTS	QST Classroom Observational Survey-Spring 2008
2. Due to teachers' limited use of meaningful strategies needed to differentiate instruction and engage learners, instruction is insufficient to equip students with the necessary tools to be successful readers.	QST Teacher Team Meeting-Fall 2007, QST Classroom Observational Survey-Spring 2008
3. There is a problem in alignment of curriculum at the elementary level in instruction and assessment.	QST Exit Survey-Fall 2007
4.	
5.	

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

## SCHOOL PERFORMANCE SCORE CHART

<b>Baseline SPS</b> (Enter year and enter score)	<b>Growth SPS</b> (Enter year and enter score)	<b>Growth Target</b> (Enter year and enter target)
School Baseline SPS <u>2004-2006</u> : <u>69.2</u>	School Growth SPS <u>2006-07</u> : <u>75</u>	School GT <u>2006-07</u> : <u>5.8</u>
School Baseline SPS <u>2003-2005</u> : <u>70.3</u>	School Growth SPS <u>2005-2006</u> : <u>70.8</u>	School GT <u>2005-2006</u> : <u>5.1</u>
School Baseline SPS <u>2002-2004</u> : <u>63.7</u>	School Growth SPS <u>2004-2005</u> : <u>67.1</u>	School GT <u>2004-2005</u> : <u>5.3</u>

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

## STRATEGY PLANNING WORKSHEET – GOAL 1

<p><b>GOAL 1:</b> Increase Student Achievement in Reading/English Language Arts</p>
<p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from <u>49</u> in 2008 to 57.5 in 2009.</li> <li>• 4<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on LEAP in English/language arts from <u>68</u> in 2008 to 73.3 in 2009.</li> <li>• 5<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from <u>35</u> in 2008 to 45.8 in 2009.</li> </ul>
<p><b>SCIENTIFICALLY BASED RESEARCH STRATEGY:</b> (Derived from the contributing factors) – Response to Intervention (RTI)</p>
<p><b>Bibliographic Notation: Bibliographic Notation:</b>  <b>Empirical Research:</b> : Fuchs, Douglas, Fuchs, Lynn. (Sept/Oct 2001). <i>Responsiveness –To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents</i>. Teaching Exceptional Children, 57 – 61. Fuchs, Douglas; Devery Mock; Paul L. Morgan and Caresa L. Young <i>Responsiveness-to-Intervention: Definitions, Evidence, and Implications for Learning Disabilities Construct</i> Gresham, F.M. (1991). <i>Conceptualizing behavior disorders in terms of resistance to intervention</i>, School Psychology Review, 20, 23-36. Gresham, Frank <i>Responsiveness to Intervention: an Alternative Approach to the Identification of Learning Disabilities</i>. University of California, Riverside. Mellard, Daryl. (Sept 2004) NRCLD Principal Investigator. <i>Understanding Responsiveness to Intervention in Learning Disabilities Determination</i>. Understanding RTI. Mellard, D.F., Byrd, S.E., Johnson, E., Tollefson, J.M., &amp; Boesche, L. (Fall 2004). Foundations and Research on Identifying Model Responsiveness-to-Intervention Sites. <i>Learning Disability Quarterly</i>, 27, 243-256. Torgesen, Joseph K. <i>Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters</i> Learning Disabilities Research &amp; Practice, 15(1), 55-64. Brown-Chidsey, R., Steege, M.W. (2005). <i>Response to Intervention Principles and Strategies for Effective Practice</i>. New York: Guilford Publications. Brown-Chidsey, Rachel. <i>Assessment for Intervention: A Problem-Solving Approach</i> (Guilford School Practitioner Series) Shapiro, Edward S. <i>Academic Skills Problems: Direct Assessment and Intervention</i>, Third Edition (Guilford School Practitioner) Shapiro, Edward S. <i>Academic Skills Problems Workbook, Revised Edition</i> (Guilford School Practitioner Series).</p>
<p><b>Brief Summary of Research:</b> : Fuchs, Douglas, Fuchs, Lynn. (Sept/Oct 2001). <i>Responsiveness –To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents</i>. Teaching Exceptional Children, 57 – 61. Fuchs, Douglas; Devery Mock; Paul L. Morgan and Caresa L. Young <i>Responsiveness-to-Intervention: Definitions, Evidence, and Implications for Learning Disabilities Construct</i> Gresham, F.M. (1991). <i>Conceptualizing behavior disorders in terms of resistance to intervention</i>, School Psychology Review, 20, 23-36. Gresham, Frank <i>Responsiveness to Intervention: an Alternative Approach to the Identification of Learning Disabilities</i>. University of California, Riverside. Mellard, Daryl. (Sept 2004) NRCLD Principal Investigator. <i>Understanding Responsiveness to Intervention in Learning Disabilities Determination</i>. Understanding RTI. Mellard, D.F., Byrd, S.E., Johnson, E., Tollefson, J.M., &amp; Boesche, L. (Fall 2004). Foundations and Research on Identifying Model Responsiveness-to-Intervention Sites. <i>Learning Disability Quarterly</i>, 27, 243-256. Torgesen, Joseph K. <i>Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters</i> Learning Disabilities Research &amp; Practice, 15(1), 55-64. Brown-Chidsey, R., Steege, M.W. (2005). <i>Response to Intervention Principles and Strategies for Effective Practice</i>. New York: Guilford</p>

Publications. Brown-Chidsey, Rachel. Assessment for Intervention: A Problem-Solving Approach (Guilford School Practitioner Series) Shapiro, Edward S. Academic Skills Problems: Direct Assessment and Intervention, Third Edition (Guilford School Practitioner) Shapiro, Edward S. Academic Skills Problems Workbook, Revised Edition (Guilford School Practitioner Series).

**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 3<sup>rd</sup> and 5<sup>th</sup> grade.

**Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:** The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students and represent a better method of LD identification. The IQ achievement discrepancy, which had been the predominant method of identifying learning disabilities since the original establishment of regulations was challenged on a number of issues (wrong students being identified, requires that students “wait to fail” before receiving needed services, does not lead to useful educational remediation of academic difficulties). The research has demonstrated through a number of studies (Mellard, Byrd, Johnson, Tollefson, & Boesche, 2004) that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way.

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

**If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:**  
This strategy addresses the needs of all subgroups by instructing and assessing students based on their individual needs.

**Procedures for Evaluating the Goal, Objective(s) and Strategy:** The goal, objective and strategy will be evaluated by comparing pre and post scores using both formative and summative evaluations.



SAP Indicator	<b>Activity(ies)</b> Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
1.1 2.2 3.2	From August, 2008 through May, 2009, the Principal and Reading Coach will assist the department / grade level teams during weekly collaborative planning with the implementation of RTI (Reading, Social Studies, & HOTS).	Title I	500	8670.00	<p>All teachers will implement the RTI model as intended.</p> <p>Taught lessons will be differentiated and student centered and incorporate HOTS strategies.</p> <p>Student work/ performance will improve (therefore improving behavior).</p> <p>All classroom teachers will attend selected ELA Social Studies and HOTS conferences.</p>	<p>Principal will conduct weekly walk throughs, review teacher lesson plans, and maintain logs of team meetings. (Collaborative teams will follow team meeting protocols as set forth by the Assistant Superintendent.)</p> <p>Student performance will be measured by individual student assessments as analyzed by collaborating teachers (ie. Reading Coach, interventionist, resource teacher, inclusion teacher and / or ESL teacher) responsible for working with students within the different tiers and of the unit Edusoft benchmark assessments.</p> <p>Increased curriculum alignment and best teaching practices as evidenced by documentation of walk- throughs and principal observations</p>

SAP Indicator	<b>Activity(ies)</b> Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
1.1 2.2 3.1	Selected staff members will provide strategic instruction for students whose performance lags behind classroom peers as well as intensive services for students who are not on grade levels at a minimum of two times per week.				Teachers will organize for learning to meet the individual needs of their students.  Student work/ performance will improve (therefore improving behavior).	Principal will conduct weekly walk throughs, review teacher lesson plans, and maintain logs of team meetings. (Collaborative teams will follow team meeting protocols as set forth by the Assistant Superintendent.)  Student performance will be measured by weekly common assessments, end of the unit Edusoft benchmark assessments and DIBELS.

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

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

## STRATEGY PLANNING WORKSHEET – GOAL 2

<p><b>GOAL 2:</b> Increase Student Achievement in Mathematics</p>
<p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from <u>35</u> in 2008 to 45.8 in 2009.</li> <li>• 4<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from <u>72</u> in 2008 to 76.7 in 2009.</li> <li>• 5<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from <u>42</u> in 2008 to 51.7 in 2009.</li> </ul>
<p><b>SCIENTIFICALLY BASED RESEARCH STRATEGY:</b> Deep Curriculum Alignment</p>
<p><b>Bibliographic Notation:</b> (Derived from the contributing factors) - Gorin, J., &amp; Blanchard, J. (2004). <i>The effect of curriculum alignment on elementary mathematics and reading achievement</i>. Unpublished doctoral dissertation, Arizona State University. Gorin, J., &amp; Blanchard, J. (2004). <i>The effect of curriculum alignment on reading</i>. Unpublished doctoral dissertation, Arizona State University.</p> <p><b>Comparative Study:</b> Barth, P., K. Haycock, H. Jackson, K. Mora, P. Ruiz, S. Robinson, and A. Wilkins, eds, 1999. <i>Dispelling the Myth: High-Poverty Schools Exceeding Expectations</i>. Washington, DC: Education Trust in cooperation with the Council of Chief State School Officers.</p> <p>Liebling, C.R (1997). <i>Achieving standards-based curriculum alignment through mindful teaching</i>. New York, NY: The New York Technical Assistance Center and Region III Comprehensive Center, Arlington, VA.</p> <p>Mitchell, F. (1998). <i>The effects of curriculum alignment on the mathematics achievement of third-grade students as measured by the Iowa Tests of Basic Skills: Implications for educational administrators</i>. Unpublished doctoral dissertation, Clark Atlanta University.</p> <p>Johnson, J. F. &amp; Asera, R. (1999). <i>Hope for urban education: A study of nine high-performing, high-poverty, urban elementary schools</i>. Washington, DC: US Department of Education.</p> <p>Zellmer, M. (1997). Effect on reading test scores when teachers are provided information that relates local curriculum documents to the test. <i>Dissertation Abstracts International, 59-02A, 412.</i></p> <p><b>Books:</b> English, F.W. (1992). <i>Deciding what to teach and test: Developing, aligning, and auditing the curriculum</i>. Newbury Park, CA: Corwin Press, Inc.</p> <p>English, F.W., &amp; Steffy, B.E. (2001). <i>Deep curriculum alignment: Creating a level playing field for all children on high-stakes tests of educational accountability</i>. Lanham, MD: Scarecrow Press, Inc.</p> <p>Glatthorn, A.A. (1994). <i>Developing a quality curriculum</i>. Alexandria, VA: Association of Supervision and Curriculum Development.</p> <p>Steffy, B&gt;E. (1995) <i>Authentic assessment and curriculum alignment: Meeting the challenge of national standards</i>. Rockport, MA: Pro-Active.</p>
<p><b>Brief Summary of Research:</b> 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 &amp; Blanchard, 2004; Liebling, 1997; Johnson &amp; 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</p>

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 3<sup>rd</sup> and 5<sup>th</sup> grade. Rightly or wrongly, the No Child Left Behind law has accelerated the importance of curriculum alignment. The large number of descriptive and comparative studies and the long term studies underway tend to favor alignment as a positive influence on achievement.

**Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?** In a 1999 comparative study commissioned by the United States Department of Education of nine high-performing-high-poverty urban elementary schools, curriculum alignment was among the strategies used to improve student academic achievement (Johnson et al. 1999). Teachers and administrators worked together to understand precisely what students were expected to know and be able to do. Then, they planned instruction to ensure that students would have an excellent chance to learn what was expected of them. Likewise, a 1999 study by the Education Trust found that hundreds of poor and minority schools are succeeding with exceptional numbers of students by teaching to assessed standards and by continuously learning and refining better ways to teach to these standards. At the majority of these schools, teachers meet with colleagues regularly to discuss standards and how to teach them (Barth et al. 1999). A two-year longitudinal study of mathematics and reading achievement scores was conducted by Gorin (1999) to analyze the effectiveness of curriculum alignment. Based on reports of standardized tests in both reading and math, students exposed to curriculum alignment showed improvement in their scores between the 3<sup>rd</sup> and 5<sup>th</sup> 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/or limited English proficient. All teachers will work in collaboration 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:** This strategy addresses the needs of all subgroups by specifically aligning the curriculum with instruction, assessment, and IEPs, therefore ensuring that all students are being taught appropriately.

**Procedures for Evaluating the Goal, Objective(s) and Strategy:** The goal, objective and strategy will be evaluated by comparing pre and post scores using both formative and summative evaluations.



SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
1.1 2.2 3.1	<p>*/*** From August, 2008 through May, 2009, the Principal and IMT will assist the grade level teams during weekly collaborative planning with the alignment of the intended and taught curriculum (ie., Identify GLEs to be addressed, construct lessons to address all GLEs, create common assessments that determine mastery of GLEs and effectiveness of teacher practice, use rubrics to examine student work and determine interventions to address identified needs of specific students who still lack mastery of GLEs.)</p>				<p>All teachers will implement the taught curriculum as intended.</p> <p>Taught lessons will be differentiated, student centered and incorporate HOTS strategies.</p> <p>Teachers will implement the use of common assessments.</p> <p>Student work/performance will improve (therefore improving behavior).</p> <p>All classroom teachers will attend selected Math, Science and HOTS conferences.</p>	<p>Principal will conduct weekly walk throughs, review teacher lesson plans, and maintain logs of team meetings. (Collaborative teams will follow team meeting protocols as set forth by the Assistant Superintendent.</p> <p>Teams will use rubrics to examine student work on a weekly basis.</p> <p>Student performance will be measured by weekly common assessments and end of the unit Edusoft benchmark assessments.</p> <p>Increased curriculum alignment and best teaching practices as evidenced by documentation of walk throughs and principal observations.</p>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
1.1 2.2 3.1	Math Coach will be responsible for planning and implementing strategic instruction for students whose performance lags behind classroom peers as well as intensive services for students who are not on grade levels at a minimum of two times per week.				Teachers will organize for learning to meet the individual needs of their students.  Student work/performance will improve (therefore improving behavior).	Principal will conduct weekly walk throughs, review teacher lesson plans, and maintain logs of team meetings. (Collaborative teams will follow team meeting protocols as set forth by the Assistant Superintendent.)  Teams will use rubrics to examine student work on a bi-monthly basis.  Student performance will be measured by weekly common assessments and end of the unit Edusoft benchmark assessments.

\* 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	98,702.08										98,702.08
200 Benefits	28,619.13										28,619.13
300 Purchased Professional Services											
400 Purchased Property	6,500.00										6,500.00
500 Other Purchased Services	8,670.00										8,670.00
600 Materials & Supplies	8,134.79										8,134.79
Indirect Costs (if applicable)											
700 Property											
800 Other Objects											
900 Other Uses of Funds											
<b>Total</b>	<b>150,626.00</b>										<b>150,626.00</b>

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

## FEDERAL FUNDING

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

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

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

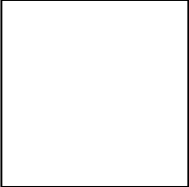
<b>Title I, Part F, Expenditures (CSRP)</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part F, Expenditures	

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

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

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

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



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

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