

The seal of the Louisiana Department of Education is a large, light gray circular emblem in the background. It features a central eagle with spread wings, perched on a globe. The eagle is surrounded by a wreath. The text "STATE OF LOUISIANA" is arched across the top, and "DEPARTMENT OF EDUCATION" is arched across the bottom. Two stars are positioned on the left and right sides of the seal. The words "CONFIDENCE" and "UNION" are also visible within the inner circle of the seal.

**School Improvement Plan
Template for
*Acadian Elementary***

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

Submission Date: *May 8, 2009*

Acadian Elementary
Pre-K to Fourth Grade
1020 Saadi Street
Houma, LA 70364
Arthur Joffrion Jr.
985-876-0612
ajoffrion@tpsd.org

Check where applicable:

Louisiana Approved School

Charter School

Alternative School

School in School Improvement

School with Comprehensive School Reform Program

Title I School School wide Targeted Assistance

Member of Southern Association of Colleges and Schools

LINCS

Distinguished Educator

Reading First School

Grant Application

Name of Grant: Enter Name of the Grant

Contact Person: Enter Contact Person's Name

Phone: Enter Contact's Phone Number

E-mail: Enter Contact's Email Address

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*

TABLE OF CONTENTS

<The page numbers for each component will change as information is added.>

<i>DATA PORTFOLIO</i>	<i>5</i>
<i>DISTRICT ASSURANCE.....</i>	<i>6</i>
<i>ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN.....</i>	<i>8</i>
<i>MISSION STATEMENT</i>	<i>14</i>
<i>FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES</i>	<i>15</i>
<i>SCHOOL POLICIES AND PARTNERSHIPS.....</i>	<i>17</i>
<i>DATA TRIANGULATION SHEETS.....</i>	<i>18</i>
<i>DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT</i>	<i>24</i>
<i>SCHOOL PERFORMANCE SCORE CHART.....</i>	<i>26</i>
<i>STRATEGY PLANNING WORKSHEET</i>	<i>27</i>
<i>TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS</i>	<i>57</i>
<i>FEDERAL FUNDING.....</i>	<i>59</i>

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 (in blue ink)

Principal's signature (in blue ink)

District Assistance or School Support Team Leader (in blue ink)

Chair, School Improvement Team (in blue ink)

District Assistance or School Support Team Members (original signatures in blue ink)

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

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Arthur M. Joffrion Jr.	Principal
Andrea Deano	Assistant Principal
Dawn Prosperie	Master Teacher
Patsy Hutchinson	Computer Lab teacher
Tara Martin	Special Education teacher
Tammy Lirette	Pre-K teacher
Dawn Dupre	Kindergarten teacher
Lauren Srigley	First grade teacher
Clara Walker	Second grade teacher
Christine Daigneault	Third grade teacher
Barbara Naquin	Library Clerk
Kristie Kraus	Parent
Merline Raffield	Parent
Annette Huber	Business-Community Representative (T-Baker Smith)

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: **85**

Date: **May 15, 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	Arthur M. Joffrion Jr.	Principal		
2	Andrea Deano	Assistant Principal		
3	Dawn Prosperie	Master Teacher		
4	Lou Worthington	Counselor		
5	Donna Adams	Secretary		
6	Natalie Robichaux	Secretary		
7	Erica Dupre	Secretary		
8	Amy Sissac	Librarian		
9	Barbara Naquin	Library Clerk		
10	Jutta Bourgeois	Computer Lab Teacher		
11	Patsy Hutchinson	Computer Lab Teacher		
12	Sue Ganier	Project Read Teacher		
13	Cheryl Cunningham	Art Teacher		
14	Sheila Seely	P.E. Teacher		

15	Krista Faucheux	Pre-K Teacher		
----	-----------------	---------------	--	--

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
16	Christina Dufrene	Pre-K Teacher		
17	Mona Kimble	Pre-K Teacher		
18	Robyn Lirette	Pre-K Teacher		
19	Tammy Lirette	Pre-K Teacher		
20	Ava Sikes	Pre-K Teacher		
21	Trixie Walker	Pre-K Teacher		
22	Sandy Atwell	Kindergarten Teacher		
23	Dale Denson	Kindergarten Teacher		
24	Dawn Dupre	Kindergarten Teacher		
25	Jody Dupre	Kindergarten Teacher		
26	Monique Hazleton	Kindergarten Teacher		
27	Lainie Amedee	Kindergarten Teacher		
28	Aimee Belt	First Grade Teacher		
29	Katherine Holsapple	First Grade Teacher		
30	Jennifer Corbin-Johnson	First Grade Teacher		
31	Michelle Marmande	First Grade Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
32	Jill Monnier	First Grade Teacher		
33	Danielle Schexnaydre	First Grade Teacher		
34	Lauren Srigley	First Grade Teacher		
35	Rebecca Pitre	Second Grade Teacher		
36	Megan Doiron	Second Grade Teacher		
37	Angela Kraemer	Second Grade Teacher		
38	Jamy Nunnally	Second Grade Teacher		
39	Lacie Picou	Second Grade Teacher		
40	Clara Walker	Second Grade Teacher		
41	Patti Barrett	Third Grade Teacher		
42	Carolyn Barrios	Third Grade Teacher		
43	Allison Daigneault	Third Grade Teacher		
44	Christine Daigneault	Third Grade Teacher		
45	Jill Parfait	Third Grade Teacher		
46	Alayna Dryden	Third Grade Teacher		
47		Third Grade Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
48	Angie Broussard	Fourth Grade Teacher		
49	Virginia Jones	Fourth Grade Teacher		
50	Shirley LeCompte	Fourth Grade Teacher		
51	Nathan Naquin	Fourth Grade Teacher		
52	Vanessa Naquin	Fourth Grade Teacher		
53	Fina Theriot	Fourth Grade Teacher		
54	Kathy Gros	Reading Recovery Teacher		
55	Alice Trosclair	Reading Recovery Teacher		
56	Rebecca Trosclair	Reading Recovery Teacher		
57	Shirley Clement	Special Education Teacher		
58	Tora Danos	Special Education Teacher		
59	Catherine Hermans	Special Education Teacher		
60	Brenda Landry	Special Education Teacher		
61	Tara Martin	Special Education Teacher		
62	Lynn Myers	A.P.E. Teacher		
63	Carol Pellegrin	Special Education Teacher		
64	Melanie Snyder	Hearing Impaired Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
65	Myrn Theriot	Speech Teacher		
66	Crystal Triche	Special Education Teacher		
67	Julie Waalk	Speech Teacher		
68	Vickie Savoie	Special Education Teacher		
69	Raven Tillman	Special Education Teacher		
70	Janet Babin	Title I Para-professional		
71	Orelia Boudreaux	Indian Para-professional		
72	Rhonda Buquet	Sp. Ed. Para-professional		
73	Arnell Carlos	504 Para-professional		
74	Karen Caro	Interpreter		
75	Veronica Champagne	LA-4 Pre-K Para-professional		
76	Trudy Doiron	LA-4 Pre-K Para-professional		
77	Judy Guidry	Sp. Ed. Para-professional		
78	Gayle Jones	LA-4 Pre-K Para-professional		
79	Judy LeBlanc	Sp. Ed. Para-professional		
80	Carolyn LeCompte	Title I Para-professional		
81	Linda LeCompte	LA-4 Pre-K Para-professional		
82	Angie Matherne	LA-4 Pre-K Para-professional		
83	Colleen Rouse	ECSE Para-professional		
84	Vella Sevin	LA-4 Pre-K Para-professional		

85	Vicki Watson	Sp. Ed. Para-professional		
86				
87				
88				

MISSION STATEMENT

We teach each and every student to be successful in life.

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

Name	Title/Occupation
Arthur M. Joffrion Jr.	Principal
Andrea Deano	Assistant Principal
Dawn Prosperie	Master Teacher
Dale Denson	Kindergarten Teacher
Mary Jane LaRussa	First Grade Teacher
Angie Kraemer	Second Grade Teacher
Amy Sissac	Librarian
Sheila Seely	P. E. Teacher
Janet Babin	Title I Para-professional
Donna Adams	Secretary
Stephanie Foret	Parent
Joseph Jeblonski	Third Grade Student

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

(Place a check or X in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Career to Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	X	<u>8</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
La GEAR-UP	X	<u>5</u>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	X	<u>5</u>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program	X	<u>14</u>	<input type="checkbox"/>	<input type="checkbox"/>
School-to-Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
The Strategic Instruction Model (SIM)	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Foster Grandparents Program	X	<u>7</u>	<input type="checkbox"/>	<input type="checkbox"/>
Accelerated Reader	X	<u>7</u>	<input type="checkbox"/>	<input type="checkbox"/>
Accelerated Math	X	<u>5</u>		
Math Facts in a Flash	X	<u>5</u>		
STAR Reader	X	<u>7</u>		
Every Day Counts Calendar Math	X	<u>6</u>		
Multisensory Structural Language Program	X	<u>12</u>		
Character Counts	X	<u>17</u>		
LEAP Remediation	X	<u>10</u>		
LEAP Tutoring	X	<u>7</u>		
iLEAP Tutoring	X	<u>3</u>		
Terrific Kids	X	<u>12</u>		

I Care	X	<u>13</u>		
SuccessMaker	X	<u>3</u>		
Accelerated Writer	X	<u>6</u>		
DIBELS	X	<u>4</u>		
Voyager	X	<u>4</u>		

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

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	8/5/08	X yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	5/1/09	X yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	5/1/09	X yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	8/5/08	X yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	8/5/08	X yes	<input type="checkbox"/> No
Crisis Management (emergency/evacuation plan)	§ 339/741	8/5/08	X yes	<input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	LaSIP, Nicholls State University, Student Teachers, Partner Schools
Technical Institute	Enter Partner name
Feeder School(s)	Enter Partner name
Community	Foster Grandparents, Community Readers//Speakers
Business/Industry	Houma-Terrebonne Airport Commission, Kiwanis Club, Ganier Southdown Gardens, McDonald's, Papa John's Pizza, Aggie's Skate Connection, Lee's Ed. Supply, Golden Corral, Chili's, Sonic
Private Grants	
Other	Enter Partner name

Supporting Source #1
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

<p>Contributing Factors to the <u>Strength</u>: Enter Factor</p> <p>Domain: School Climate</p> <p>Subdomain: Enter Sub Domain</p>
--

Supporting Source #3
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #4
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #1
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

<p>Contributing Factors to the <u>Strength</u>:</p> <p>Enter Factor</p> <p>Domain: School Climate</p> <p>Subdomain: Enter Sub Domain</p>

Supporting Source #3
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #4
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #1
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

<p>Contributing Factors to the <u>Strength</u>:</p> <p>Enter Factor</p> <p>Domain: School Climate</p> <p>Subdomain: Enter Sub Domain</p>

Supporting Source #3
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #4
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #1
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

<p>Contributing Factors to the <u>Weakness</u>:</p> <p>Enter Factor</p> <p>Domain: School Climate</p> <p>Subdomain: Enter Sub Domain</p>

Supporting Source #3
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #4
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #1
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

<p>Contributing Factors to the <u>Weakness</u>:</p> <p>Enter Factor</p> <p>Domain: School Climate</p> <p>Subdomain: Enter Sub Domain</p>

Supporting Source #3
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #4
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #1
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

<p>Contributing Factors to the <u>Weakness</u>:</p> <p>Enter Factor</p> <p>Domain: School Climate</p> <p>Subdomain: Enter Sub Domain</p>

Supporting Source #3
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #4
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter 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 *step10* of the Trend Data Analysis worksheet.

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

STRENGTHS	DATA SOURCE
1. 4 th grade is stronger in ELA than Math	CRT Trend Data Worksheet
2. 3 rd and 4 th grade White subgroup is strongest in ELA	Whole School Subgroup Trend Data Analysis Template
3. 3 rd and 4 th grade White subgroup is strongest in Math	Whole School Subgroup Trend Data Analysis Template
4. 3 rd grade is stronger in ELA than Math	CRT Trend Data Worksheet

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. 3 rd and 4 th grade are weakest in Math	Whole School CRT Trend Data Analysis Template, LEAP School Performance Report
2. 3 rd and 4 th grade Students with Disabilities subgroup is weakest in Math and ELA	Whole School Subgroup Trend Data Analysis Template
3. 3 rd grade is weaker than 4 th grade in Math	Whole School CRT Trend Data Analysis Template, LEAP School Performance Report

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. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
2. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
3. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
4. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
5. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell

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. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
2. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
3. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
4. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
5. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell

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

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Select year and enter score.)	Growth SPS (Select year and enter score.)	Growth Target (Select year and enter target.)
School Baseline SPS 2005: 87.8	School Growth SPS 2005: 92.0	School GT 2006: N/A
School Baseline SPS 2006: 85.8	School Growth SPS 2006: 84.4	School GT: 2007 3.8
School Baseline SPS 2007: 85.7	School Growth SPS 2007: 85.9	School GT 2008: 4.4
School Baseline SPS 2008: 86.7	School Growth SPS 2008: 87.4	School GT 2009: 5.0

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

STRATEGY PLANNING WORKSHEET

<p>GOAL 1. By 2013-2014, all students will reach high standards, attaining proficiency or better, in reading and language arts on standardized tests.</p>
<p>OBJECTIVE(S) 1a.: To increase ELA CRT Index scores in 3RD grade from 94.1 to 94.9 and in 4TH grade from 97.9 to 98.5 by 2008-2009. 1b: To increase Students with Disabilities ELA percent proficiency from 35.7 to 42.1 by 2008-2009.</p>
<p>SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – 1. Deep Curriculum Alignment</p>
<p>Bibliographic Notation: Allen, Rick "Collaborative Curriculum Planning: Districts Break Down Barriers to Better Lessons," Education Update. Vol. 44.3 (May 2002). http://www.ascd.org/affiliates/articles/eu2000205_allen.html</p>
<p>Brief Summary of Research: Current research supports the role of deep curriculum alignment as important to student achievement. Students learn when they are highly involved in meaningful tasks and when they are aware of what they are expected to know. It is also important for teachers and administrators to collaborate on a regular basis to discuss standards and how to teach them.</p>
<p>Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs? Our students will strengthen academically through the use of the Deep Curriculum Alignment strategy. This research supports aligning the curriculum for student achievement. Our students will be challenged and motivated by being highly involved in meaningful authentic and integrative activities. Instruction will actively engage learners and encourage the students to explore and discover concepts, apply skills to use the knowledge gained to be successful in the learning process.</p>
<p>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 motivate and engage the Students with Disabilities subgroup by aligning the curriculum. These students will benefit from the authentic hands-on activities. Instruction will actively engage the students at their individual level so that the students can experience success.</p>
<p>Procedures for Evaluating the Goal, Objective(s) and Strategy: Cohort meeting sign in sheets, agendas and minutes reviewed. Assessment results from STAR, IPM, DIBELS, DSC, CCGR reviewed and analyzed. Classroom observations reviewed using the teacher monitoring checklist.</p>

Deleted:

STRATEGY PLANNING WORKSHEET

GOAL 1. By 2013-2014, all students will reach high standards, attaining proficiency or better, in math on standardized tests.

OBJECTIVE(S): 1a. To increase math CRT Index scores in 3RD grade from 83.6 to 84.6 and in 4TH grade from 85.2 to 86.2 by 2008-2009.
1b. To increase Students with Disabilities math percent proficiency from 32.4 to 39.2 by 2008-2009.

II .SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – 2. Data Driven Decision Making

Bibliographic Notation: Boudett, Kathryn Parker, et al., eds. Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning. 2005

Brief Summary of Research: Current research supports the role data driven decision making as an important tool to guide lessons that lead to student achievement. Teachers are better able to direct their instruction to meet the needs of their students when they have reviewed and analyzed data. It is also important for teachers and administrators to collaborate on a regular basis to discuss data and how use it to increase student 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?

Our students will strengthen academically through the use of the Data driven decision making strategy. This research supports analyzing and discussing data to direct the curriculum for student achievement. Our students will be challenged and motivated by being highly involved in meaningful authentic and integrative activities led by data analysis.

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 motivate and engage the Students with Disabilities subgroup by analyzing student data to guide the student's instruction. Instruction will actively engage the students at their individual level so that the students can experience success.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Cohort meeting sign in sheets, agendas and minutes reviewed. Assessment results from STAR, IPM, DIBELS, DSC, CCGR reviewed and analyzed. Classroom observations reviewed using the teacher monitoring checklist.

ACTION PLAN

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?)
<p>Strategy I & II 1a Test Data (analysis & collaboration) *Initial PD Person(s) Responsible: Teachers and Administrators Target Audience: Teachers established & new to Acadian Purpose: To provide faculty with dynamics of school, components of the SIP and opportunities for collaborative planning to attract high-quality and highly qualified teachers What: Teachers and Administrators will review test data & participate in deep curriculum training Frequency: Once a year How: New teacher orientation & opening SAW meeting Timeline: Prior to 1st teacher day & opening day</p>				Assigned Mudbug buddies (seasoned teacher paired with new teacher) will follow-up with Question and Answer session to review the dynamics of the school. Teachers will discuss ideas and concerns	<p>Data Instrument: sign in, agenda, evaluation forms, handbook and orientation packet What Measured: concerns about needs Feedback: concerns shared with Mentor & administrators Info Used: to develop follow-up & support activities Timeline/Frequency: before the end of the 1st nine weeks Student Achievement: none for initial PD</p>

<p>Strategy I & II 1b-1 Test Data (analysis & collaboration) <u>*Implementation</u> Person(s) Responsible: teachers and administrators Target Audience:: Classroom teachers Purpose: To address the following Innovative Strategies</p> <ul style="list-style-type: none"> • Analyze STAR & A/R Diagnostic Reports to set goals & analyze growth • Analyze LEAP/iLEAP/IOWA data • Analyze IMP and Growth Summary reports from SuccessMaker • Develop Deep Curriculum Alignment, writing process activities, thinking maps & HOTS that will be included in lesson plans • Create common assessments that include depth of knowledge that show GLE mastery • Review & apply LEAP/iLEAP Assessment Guide in order to make decisions regarding the use of academic assessment • Cross Grade level curriculum sharing • Peer Observations based on areas of need <p>What: Cohort meetings(cm) / collaborative planning(cp) Frequency: Once a nine weeks for each cm & cp How: Job- embedded with substitutes being paid to watch classes. Timeline: Quarterly Cohort Meeting/Collaborative Planning</p>	<p>Title II</p>	<p>100/200</p>	<p>\$2804.00</p>	<p>Question and Answer session to review the data of students. Teachers will discuss ideas and concerns. Completed grade level test.</p>	<p>Data Instrument: sign in, agenda, evaluation forms, STAR/AR Diagnostic Reports, SuccessMaker reports, LEAP/iLEAP/IOWA data, reflection forms, test rubric What Measured: student progress Feedback: concerns expressed in evaluation forms Info Used: to develop follow-up & support activities Who: teachers & administrators Timeline/Frequency: Quarterly Student Achievement: growth in Grade Equivalence on STAR & improvement in student performance</p>
	<p>Title I</p>	<p>100/200</p>	<p>\$3076.00</p>		

<p>Strategy II 1b-2 Test Data (analysis & collaboration) <u>*Implementation</u> Person(s) Responsible: Lab teachers-STAR and IPM Benchmarking team- DIBELS Preschool Classroom teachers-DCS Target Audience: Students Preschool - 4 Purpose: To identify student's academic needs What: Pre-testing/screening students. How: Students K-4 will be pre-tested using</p> <ul style="list-style-type: none"> • STAR • (DIBELS)-Dynamic Indicators Basic Early Literacy Skills • Initial Placement Measure (IPM). • K teachers rank class based on students' ability for Reading Recovery screening • Reading Recovery teachers select 30 students at highest risk and perform observation survey <p>Preschool students are pre-tested using</p> <ul style="list-style-type: none"> • Developing Skills Checklist (DSC). Timeline: Pre-testing will take place within the 4 weeks of school				<p>Teachers will evaluate students with assessment tools.</p>	<p>Data Instrument: STAR, DIBELS, Comprehensive Curriculum Gains Report, Developing Skills Checklist What Measured: student academic needs Feedback: results from testing Info Used: to develop follow-up & support activities Who: teachers & administrators Timeline/Frequency: quarterly Student Achievement: growth in Grade Equivalence on STAR, DIBELS, CCGR & DSC</p>
--	--	--	--	---	---

<p>Strategy I & II 1b-3 Test Data (analysis & collaboration) ***Implementation <u>Person(s) Responsible:</u> teachers <u>Target Audience:</u> The 3rd and 4th grade students with Disabilities subgroup and Students identified at risk by IOWA/iLEAP/LEAP results. <u>Purpose:</u> To improve ELA/Math skills through tutoring using the following:</p> <ul style="list-style-type: none"> • SuccessMaker • iLEAP/LEAP preparation activities <p><u>What:</u> TUTORING/enrichment opportunities for students to be engaged in ELA/Math activities <u>How:</u> After school/within the daily schedule <u>Timeline:</u> 1 to 1½ hour sessions twice a week/throughout the year</p>	<p style="text-align: center;">District Provided</p>			<p>Teachers providing opportunities for students to participate in ELA/Math activities</p>	<p><u>Data Instrument:</u> attendance sheets <u>Measured:</u> monitor tutoring classes <u>Feedback:</u> concerns and suggestions from tutors <u>Info Used:</u> to increase student achievement <u>Who:</u> teachers & administrators <u>Timeline/Frequency:</u> twice /week --Beginning in the 1ST semester through test week <u>Student Achievement:</u> none for initial PD</p>
--	--	--	--	--	---

<p>Strategy I & II 1c Test Data (analysis & collaboration) <u>*Follow Up</u> <u>Person(s) Responsible:</u> teachers <u>Target Audience:</u> teachers <u>Purpose:</u> To provide opportunities for teachers to share strategies on how they used test data to plan instruction and address weaknesses <u>What:</u> Ongoing professional development/support <u>Frequency:</u> Once a nine weeks for each cm & cp <u>How:</u> Job- embedded with substitutes being paid to watch classes <u>Timeline:</u> Quarterly Cohort Meeting/Collaborative Planning</p>	<p>Title I</p>	<p>100/200</p>	<p>\$2940.00</p>	<p>Question and Answer session to review the data of students. Teachers will discuss ideas and concerns. Completed grade level test.</p>	<p>Data Instrument: sign in, agenda, evaluation forms, STAR/AR Diagnostic Reports, LEAP/iLEAP/IOWA data, reflection forms, test rubric What Measured: levels of implementation in classroom Feedback: grade level summarizing of strategies incorporated Info Used: to develop follow-up & support activities to integrate new activities Who: teachers & administrators Timeline/Frequency: quarterly Student Achievement: growth in Grade Equivalence on STAR & improvement in student performance</p>
--	----------------	----------------	------------------	--	---

<p>Strategy I & II 1d-1 Test Data Training **Parental Involvement <u>Person(s) Responsible:</u> teachers and parents <u>Target Audience:</u> parents <u>Purpose:</u> To provide parents with test data <u>What:</u> Parent STAR/TOPS Reports <u>Frequency:</u> Throughout the year <u>How:</u> Sent home with the student <u>Timeline:</u> 2009-2010</p>				<p>Increased student participation and parental awareness</p>	<p><u>Data Instrument:</u> parent signature on reports <u>What Measured:</u> student participation & parental involvement <u>Feedback:</u> concerns & comments <u>Info Used:</u> adjust activities to meet students' needs <u>Who:</u> teachers <u>Timeline/Frequency:</u> before the end of the 1st nine weeks <u>Student Achievement:</u> raise grade equivalence on STAR report</p>
<p>Strategy I & II 1d-1 Test Data Training **Parental Involvement <u>Person(s) Responsible:</u> Administrators, teachers and Newsletter Committee <u>Target Audience:</u> Parents and students <u>Purpose:</u> Expose parents, students and community to ELA/Math LEAP/iLEAP questions/ answers and websites containing LEAP/iLEAP activities <u>What:</u> Newsletter <u>How:</u> Sent home with students <u>Timeline:</u> Monthly(September-May)</p>	<p>Title I</p>	<p>600</p>	<p>\$500.00</p>	<p>Parents will become more informed/involved with their child's state assessment</p>	<p><u>Data Instrument:</u> newsletter surveys <u>Measured:</u> comments from parents <u>Feedback:</u> concerns reviewed by administrators <u>Info Used:</u> to increase student achievement <u>Who:</u> teachers & administrators <u>Timeline/Frequency:</u> monthly <u>Student Achievement:</u> awareness of state testing format</p>

<p>Strategy I 1a. Reading Recovery- * Initial Professional Development Person(s) responsible: Celeste Dugan, Reading Recovery (RR) Teacher Leader Target audience: New Reading Recovery teachers in training Purpose: To train new Reading Recovery teachers in RR procedures What: College course EDCI 564 & 566 at Nicholls State University How: a three-hour class Frequency: one day per week Timelines: Fall and Spring semester</p>	<p>Title I District</p>			<p>The new RR teachers learn the theory and practice of RR principles using <u>Literacy Lesson Part I and II</u>, <u>Administering the Observation Survey</u>, and <u>Becoming Literate</u></p>	<p>Data Instrument: portfolio, TPSD Reading Recovery Observation Form, Exams What Measured: teachers ability to use the RR theory and practice Feedback: to new RR teachers to give assistance with assignments, to conference after observations, to correct and discuss exams Info Used: to learn and perfect their teaching procedures and practices Who: Celeste Dugan, RR Teacher Leader Timeline/Frequency: weekly to monthly Student Achievement: students will improve their reading levels on Running Records and will increase the number of words that the student can write independently.</p>
--	-------------------------	--	--	---	---

<p>Strategy I</p> <p>1b. Reading Recovery-</p> <p>* Initial PD</p> <p>Person(s) responsible: Celeste Dugan, RR Teacher Leader</p> <p>Target audience: Reading Recovery Teachers</p> <p>Purpose: Orientation on opening of school procedures and selection of students</p> <p>What: Training and professional discussions on analyzing student scores from the Clay's Observation Survey (OS)</p> <p>How: one day job-embedded workshop</p> <p>Frequency: once</p> <p>Timelines: (within the first week of school)</p>				<p>Teachers are learning about RR procedures and learning to select students for the program according to the results of Clay's Observation Survey</p>	<p>Data Instrument: TPSD Evaluation Form</p> <p>What Measured: ideas/concerns about needs, future workshops, most memorable concept learned, things that will be used in the RR lesson</p> <p>Feedback: to Title I Supervisor Carol Davis and to RR Teachers</p> <p>Info Used: to plan upcoming Continuing Contact Meetings and to inform the teachers of needs</p> <p>Who: Celeste Dugan, RR Teacher Leader</p> <p>Timeline/Frequency: within one week of the training</p> <p>Student Achievement: none for initial PD</p>
--	--	--	--	--	--

<p>Strategy I 1c. Reading Recovery- * Follow-up and Support PD Person(s) responsible: Celeste Dugan, RR Teacher Leader Target audience: Reading Recovery Teachers Purpose: To put theory into practice and to make sure that teachers are using correct RR procedures to increase the students' reading levels What: Training and peer observation of "Behind the Glass" lessons How: RR Continuing Contact Meetings (CCM) Frequency: 5 or 6 times per year Timelines: September, 2009 through May,2010</p>	<p>Title I District</p>	<p>600</p>	<p>\$300</p>	<p>The teacher is receiving training in RR procedures. Two teachers will conduct a RR lesson with one of their students behind a one-way mirror while the rest of the teachers observe the lesson. Follow-up discussions are conducted on effective strategies.</p>	<p>Data Instrument: scores on Observation Survey, Writing Vocabulary Chart, and Predictions of Progress form; TPSD Evaluation Form What Measured: student's reading and writing ability and teacher performance; Teacher learnings/needs Feedback: to the observed teacher to improve performance of both teacher and student; To RR Teachers Info Used: to adjust teaching practices; To prepare for future follow-up sessions Who: Celeste Dugan, RR Teacher Leader Timeline/Frequency: immediately after the "Behind the Glass" Lesson; within one week of the training Student Achievement: Students will improve their reading levels on Running Records and will increase the number of words that the student can write independently.</p>
---	-------------------------	------------	--------------	---	--

<p>Strategy I 1d. Reading Recovery- * Follow-up and Support PD Person(s) responsible: Reading Recovery Council of North America Target audience: All RR Teachers Purpose: To make sure that teachers are using correct RR procedures to increase the students' reading levels What: Training/Sharing knowledge How: Conference/Continuing Contact Meeting Frequency: 1 time Timelines: October,2009 or February, 2010</p>	Title I	500	EST	Teachers attend a conference, then return to share the information with other RR teachers at the CCM.	<p>Data Instrument: TPSD Evaluation Form What Measured: Ideas/concerns about needs, future workshops, most memorable concept learned, things that will be used in the RR classroom Feedback: to Title I Supervisor Carol Davis and to RR Teachers Info Used: To plan upcoming Continuing Contact Meetings and to inform the teachers of needs Who: Celeste Dugan, RR Teacher Leader Timeline/Frequency: within six weeks of the training Student Achievement: none for Follow-up and Support PD</p>
---	---------	-----	-----	---	---

<p>Strategy I 1e. Reading Recovery- * Follow-up and Support PD Person(s) responsible: Celeste Dugan, RR Teacher Leader Target audience: Reading Recovery Teachers Purpose: To assure that RR teachers are implementing the program as required and to assist the teacher with students who are not accelerating What: Mentoring How: During RR lesson Frequency: At least once per year or at any time that a student is not progressing Timelines: August, 2009 through May, 2010</p>	<p>Title I District</p>	<p>above</p>		<p>The teacher is conducting RR lessons while the student participates.</p>	<p>Data Instrument: TPSD RR Observation Form What Measured: RR Indicators Feedback: to teacher during post-observation conference on teacher/student performance Info Used: to adjust teaching practices and to follow-up on future lessons Who: Celeste Dugan, RR Teacher Leader Timeline/Frequency: immediately following the observation Student Achievement: students will improve their reading levels on Running Records and will increase the number of words that the student can write independently.</p>
--	-------------------------	--------------	--	---	---

<p>Strategy I 1f. Reading Recovery- *** Implementation Person(s) responsible: RR Teacher Target audience: First grade readers that are most at risk (bottom 20%) Purpose: Provide intense intervention so that students will achieve grade level reading and writing ability What: Intensive intervention program for struggling first graders How: One-on-one sessions Frequency: 30 minutes per day Timelines: From August, 2009 through May,2010 (up to twenty weeks per student)</p>				<p>The teacher will document with daily lesson plans. The teacher conducts RR lesson which includes: familiar reading, running record, words/letter work, writing, and introduction and reading of a new book. The student is reading and writing during all parts of the lesson. The teacher inputs data to the National Data Evaluation Center at Ohio State Univ. for each RR student served.</p>	<p>Data Instrument: Running Record; Record of Book Levels (RBL); Lesson Plan Rubric or Walkthrough Checklist; Record of Book Levels (RBL); TPSD Site Report What Measured: student reading and writing ability; Teacher effectiveness in RR strategies Feedback: to the student to improve learning strategies; To teachers to improve the use of RR strategies Info Used: to analyze student performance in order to prepare the next lesson; To adjust teaching practices and to follow-up on future lessons Who: RR Teacher; Administrators; Celeste Dugan, RR Teacher Leader; Other RR Teachers Timeline/Frequency: daily during the twenty weeks in the RR Program; Minimum once per year for observation; Monthly for RBL Student Achievement: Students will improve their reading levels on Running Records and will increase the number of words that the student can write independently.</p>
--	--	--	--	--	---

<p>Strategy I & II 1a. Focus Teachers- * Initial PD Person(s) responsible: Focus Teachers, Administrators and Title I central office personnel Target audience: Focus Teachers Purpose: To provide information and training needed for the ELA and Math Focus Classes What: Focus Teacher Orientation/Trainings How: Parish provided training Frequency: 5 days Timelines: Three days before the 2009 school year.</p>				<p>Teachers will learn strategies to implement with the students selected for the Focus Classes</p>	<p>Data Instrument: sign-in sheet, & agenda What Measured: teacher's evaluation Feedback: to address the concern and needs of Focus teachers Info Used: to adjust teaching practices; To prepare for future follow-up sessions Who: Carol Davis Timeline/Frequency: after the training and throughout the 2009-2010 school year Student Achievement: students will improve their ELA and Math skills</p>
--	--	--	--	---	---

<p>Strategy I & II 1b. Focus Teachers- ***Implementation Person(s) responsible: Focus Teachers Target audience: Students of Focus Class Purpose: To strengthen students skills in ELA and Math What: ELA and Math instruction to meet the needs of the high risk students How: Students chosen for Focus ELA and Math Classes based on student's academic data Frequency: Approximately 150 minutes daily Timelines: August,2009 or May, 2010</p>	<p>Title I (District)</p> <p>Title I (District)</p>	<p>100/200</p> <p>600</p>	<p>\$100,000</p> <p>\$50,000</p>	<p>.</p>	<p>Data Instrument: student Report card and LEAP scores What Measured: student's Mastery of ELA and Math Skills Feedback: to Title I Supervisor Carol Davis Info Used: to plan future instruction for Focus classes and to inform the teachers of instructional strategies Who: Carol Davis, Focus Teachers Timeline/Frequency: 2009-2010 school year Student Achievement: to strengthen students ELA and Math skills and raise students' LEAP scores</p>
--	---	---------------------------	----------------------------------	----------	--

<p>Strategy I & II 1c. Focus Teachers- * Follow-up and Support PD Person(s) responsible: Title I Supervisor, Administrators and Focus Teachers Target audience: Focus Teachers Purpose: To provide opportunities for teachers to share strategies on how they used test data to plan instruction to address areas to strengthen ELA and Math for students in the Focus Classes What: Sharing ideas and analyzing data How: Cohort meetings/Planning times/parish training Frequency: Cohorts-4 times a year; Planning periods-throughout the school year and 2 parish trainings during the 2009-2010 school year Timelines: August, 2009 through May, 2010</p>					<p>Data Instrument: sign-in sheets and agendas What Measured: evaluation with teacher concerns and needs Feedback: sharing information with Homeroom teachers, Administrators and Central Office Supervisor Info Used: to adjust teaching strategies to meet individual needs Who: focus Teachers Timeline/Frequency: following the Cohort/ Planning period/ parish training Student Achievement: students will improve their ELA and Math skills</p>
<p>Strategy II 2a. DIBELS- *Initial PD Purpose: DIBELS Scoring/Admin and Shadowing Person(s) responsible: DIBELS Trainer Tonya Allen Target audience: K – 3 Teachers What: Initial Training How: 1 Day Workshop (7 hours) Frequency: Once Timelines: August 2008</p>				<p>Teacher learning to administer DIBELS.</p>	<p>Data Instrument:TPSD Evaluation Form What Measured: teacher comments about what is learned and how used in classroom Feedback: teacher comments Info Used: to redesign training and implementation of DIBELS Who: DIBELS Trainer Tonya Allen Timeline/Frequency: within one week of training Student Achievement: None for initial PD</p>

<p>Strategy II 2b. DIBELS- <u>*Follow-up and Support PD</u> Purpose: DIBELS Shadowing Person(s) responsible: DIBELS Trainer Tonya Allen Target audience: K – 3 teachers What: Follow up How: Shadowing monitored by DIBELS Trainer Frequency: Once Timelines: August 2008</p>				<p>Monitoring for reliability of administration of DIBELS</p>	<p>Data Instrument: DIBELS What Measured: Reliability of the teacher to administer Feedback: Info used to offer commendations and recommendations Info Used: To ensure appropriate intervention is being used for students Who: DIBELS Trainer Timeline/Frequency: Immediate Student Achievement: Student must benchmark on level</p>
<p>Strategy II 2c. DIBELS- *** <u>Implementation</u> Purpose: To ensure grade level fluency in reading and comprehension Person(s) responsible: DIBELS intervention teacher Target audience: K – 3 students What: Small group intervention How: Intervention Materials used in intervention sessions Frequency: Daily 30 minutes Timelines: September 2008 – May 2009</p>				<p>Teacher uses a fluency assessment tool weekly.</p>	<p>Data Instrument: Progress Monitoring Tool What Measured: Fluency/reading skills Feedback: Progress toward goal Info Used: To ensure progress Who: DIBELS intervention teacher Timeline/Frequency: Weekly Student Achievement: Student must reach targeted level</p>

<p>Strategy II 1d. DIBELS- **Parental Involvement Purpose: To keep parents informed about reading levels Person(s) responsible: Teacher Target audience: All parents What: Report Card How: DIBELS placement info sent with report card Frequency: Each nine weeks Timelines: October 2008 – May 2009</p>				<p>Teacher provides information on quarterly report card.</p>	<p>Data Instrument: Report Card What Measured: Learning progression Feedback: Parent conferences Info Used: To ascertain progress Who: Teacher Timeline/Frequency: Quarterly Student Achievement: Grades reflect progress in grade level subjects.</p>
<p>Strategy I 1a. Early Childhood Program – *Initial PD Person Responsible: Michelle Olsen, Pre-K Coordinator Target Audience: Pre-K Teachers and paraprofessionals Purpose: To train in pre-k procedures, management, curriculum, and standards in order to assist children in the transition from early childhood programs What: two days, six-hour workshops How: job-embedded orientation at Federal Programs Timeline/Frequency: August 5 and 6, 2008</p>				<p>Pre-K teachers and paras will participate in presentations by the coordinator and will get acquainted with the Pre-K Handbook and the Pre-K La. Comprehensive Curriculum (LCC).</p>	<p>Data Instrument: TPSD Evaluation Form What Measured: ideas/concerns about needs, future workshops, most memorable concept learned, things that will be used in the classroom Feedback: summarized concerns will be shared with the Federal Programs Supervisor, Carol Davis Info Used: To develop follow-up and support activities for classroom implementation Who: Michelle Olsen, Pre-K Coordinator Timeline: August 7-8, 2008 Student Achievement: None for Initial PD</p>

<p>Strategy I 1b. Early Childhood Program – * Follow-Up & Support PD Person Responsible: Michelle Olsen, Pre-K Coordinator Target Audience: Pre- K teachers Purpose: To train teachers in phonemic awareness and in the use of portfolio assessments What: job-embedded workshop at Federal Programs How: two, six-hour workshops Timeline/Frequency: one in September and one in January (Staff Development Day)</p>				<p>Teachers will participate in workshop presentations on portfolio assessment management and phonemic awareness.</p>	<p>Data Instrument: TPSD Evaluation Form What Measured: ideas/concerns about needs, future workshops, most memorable concept learned, things that will be used in the classroom Feedback: summarized concerns will be shared with the Federal Programs Supervisor, Carol Davis Info Used: To develop follow-up and support activities for classroom implementation Who: Michelle Olsen, Pre-K Coordinator Timeline: September, 2008 and January 2009 Student Achievement: Analysis of student work/skills on attaining DSC skills and GLEs.</p>
--	--	--	--	---	---

<p>Strategy I 1c. Early Childhood Program – *Follow-Up & Support PD Person Responsible: Michelle Olsen, Pre-K Coordinator and Principal. Target Audience: Pre- K teachers Purpose: To observe Pre-K teacher use of the LCC, ECERS (Early Childhood Environmental Rating Scale), and use of portfolio assessments What: observations How: during classroom instruction Timeline/Frequency: monthly- August, 2008 through May, 2009</p>				<p>Teachers will use activities from the LCC and document use in lesson plans. Teachers will keep portfolios on each student. Students will be engaged in large and small group activities from the LCC in an ECERS developmentally appropriate setting.</p>	<p>Data Instrument: Site Visit Observation Form What Measured: teacher use of the LCC; portfolio use in the classroom; ECERS setting Feedback: Shared with observee for commendations or recommendations Info Used: To praise teachers and to develop follow-up and support activities for the teacher being observed Who: Michelle Olsen, Pre-K Coordinator and Principal Timeline: monthly- August, 2008 through May, 2009 Student Achievement: Analysis of student work/skills on attaining DSC skills and GLEs.</p>
--	--	--	--	---	---

<p>Strategy I 1d. Early Childhood Program – ***Implementation Person Responsible: Pre-K teachers and paras Target Audience: Pre-K students Purpose: To assist pre-school children in the transition from early child hood programs What: Use of activities from the Pre-K LCC How: large and small group instruction Timeline/Frequency: 6 hours daily from August, 2008 through May, 2009</p>				<p>Teachers will use activities from the LCC and document use in lesson plans. Students will be engaged in large and small group activities from the LCC and show progress on the DSC and Progress Checklist.</p>	<p>Data Instrument: developing Skills Checklist (DSC) and Progress Toward Accomplishing the Pre-K Grade Level Expectations Checklist What Measured: student achievement on developmental skills and GLEs Feedback: to parents and students on the level and quality of activities and assessments and achievement Info used: To monitor individual student progress in order to modify instruction Who: Pre-K teachers Timeline: DSC pre-test in August and post-test in May; and GLE checklist daily from August through May Student Achievement: analysis of student work/skills on attaining DSC skills and GLEs.</p>
---	--	--	--	---	--

<p>Strategy I 1e. Early Childhood Program – **Family & Community Involvement Person Responsible: pre-K Teachers Target Audience: Parents and pre-K students Purpose: To assist pre-school children in the transition from early childhood programs and to involve parents in home/school activities What: “I CARE” program How: class presentations and activities on the feedback forms going home to parents Timeline/Frequency: monthly from August to May</p>				<p>The teacher presents activities on character building. The students work on academic and social skills. The parents reinforce character building and using the home/school activities throughout the month.</p>	<p>Data Instrument: “I CARE” feedback form What Measured: number of activities completed in the home Feedback: to teachers in order to meet the needs of the child Info Used: to monitor parental involvement Who: Geri Parra, Parental Involvement Coordinator, and Michelle Olsen, Pre-K Coordinator Timeline/Frequency: monthly Student Achievement: improved character, social skills, and academic skills.</p>
--	--	--	--	--	--

<p>Strategy 1 & 2 1a. Needs Assessment ***Implementation Person(s) Responsible: Lab teachers-STAR and IPM Benchmarking team- DIBELS Teachers/Paraprofessionals-Voyager Interventions Target Audience: Students K - 4 Purpose: To monitor student's academic growth What: Monitoring students progress How: Students K-4 will be monitored using</p> <ul style="list-style-type: none"> • STAR • (DIBELS)-Dynamic Indicators Basic Early Literacy Skills. • Comprehensive Curriculum Gains Report (CCGR) • Voyager • Reading Recovery students will be monitored using running records <p>Timeline: Monitoring will take place as</p> <ul style="list-style-type: none"> • STAR Reading &Math- Quarterly • (DIBELS) - January and May • Voyager Progress Monitoring-weekly • CCGR –Quarterly 				<p>Teachers will monitor student's growth and adjust lesson to meet student's needs after viewing data reports and analysis of data collection.</p> <p>Reading Recovery teachers will adjust daily lesson plans based on students' needs.</p>	<p>Data Instrument: progress monitoring charts and Reading Recovery Student's Individual Daily Record Sheet, STAR Reports, CCGR Measured: academic growth Feedback: inform teachers Info Used: to adjust instruction Timeline/Frequency: administrators will do walk-throughs during intervention groups Student Achievement: growth in grade level equivalence in ELA</p>
--	--	--	--	---	---

<p>Strategy I & II 1b. Needs Assessment ***Implementation <u>Person(s) Responsible:</u> Classroom teachers <u>Target Audience:</u> Students <u>Purpose:</u> To improve ELA and Math skills through the use of Renaissance Place[Accelerated Reader(AR), Accelerated Math(AM), Math Facts in a Flash] ,EDC and SuccessMaker <u>What:</u> Provide daily opportunities for sustained reading(A/R & SuccessMaker) and math problem solving(A/M, SuccessMaker, EDC & Math Facts in a Flash) <u>How:</u> During school hours <u>Timeline:</u> Daily</p>	<p>Title I</p>	<p>600</p>	<p>\$500.00</p>	<p>Teachers providing opportunities for students to participate in school programs</p>	<p><u>Data Instrument:</u> diagnostic reports, SIP checklist <u>Measured:</u> academic growth <u>Feedback:</u> to inform students <u>Info Used:</u> for opportunities to praise and encourage students <u>Timeline/Frequency:</u> weekly <u>Student Achievement:</u> growth in grade level equivalence in ELA and Math</p>
<p>Strategy I & II 1c. Needs Assessment <u>Person(s) Responsible:</u> Classroom teachers <u>Target Audience:</u> Students <u>Purpose:</u> To include teachers in the decisions regarding academic assessment to monitor student's academic growth <u>What:</u> Teachers will use weekly reports to monitor students' progress to academic goals to provide rewards and incentives <u>How:</u> Review reports <u>Timeline:</u> Weekly</p>				<p>Increase in students achieving academic goals</p>	<p><u>Data Instrument:</u> diagnostic reports <u>Measured:</u> academic growth <u>Feedback:</u> reward and motivate students <u>Info Used:</u> encourage progress toward academic goals <u>Timeline/Frequency:</u> weekly <u>Student Achievement:</u> growth in grade level equivalence in ELA and Math</p>

<p>Strategy I 1d. Needs Assessment ** Parental Involvement Person(s) Responsible: Administrators and Teachers Target Audience: Parents and students Purpose: Actively involve students and parents in the learning process with emphasis on ELA and Math skills What: Family Night How: After school Timeline: 1 per semester</p>	<p>Title I Title I</p>	<p>100/200 600</p>	<p>\$900.00 \$200.00</p>	<p>Parent and student participation in ELA and Math activities</p>	<p>Data Instrument: sign in sheets, parent survey Measured: parent responses Feedback: administrators share with teachers Info Used: plan future Family Nights Timeline/Frequency: 1 time during 1st semester Student Achievement: improved participation in the learning process</p>
<p>Strategy I 1e. Needs Assessment *Professional Development Person(s) Responsible: Teachers and Administrators Target Audience: Teachers and Administrators Purpose: Provide professional development for teachers and administrators to improve instruction in areas of students' needs. What: Various professional development workshops that are approved by administration that meet the needs that are identified by the goals of the school improvement plan. How: Workshop attendance Timeline: As scheduled</p>	<p>Title I</p>	<p>500</p>	<p>\$2000.00</p>	<p>Improved teaching strategies in the classroom</p>	<p>Data Instrument: certificates of participation Measured: Attendance at workshops Feedback: sharing with co-workers Info Used: Improve classroom instruction Timeline/Frequency: throughout the year Student Achievement: growth in grade level equivalence in ELA and Math</p>

* 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 #3: To increase student attendance
OBJECTIVE(S) #1: Student attendance will increase from 83.3 to 90.6 by Spring 2009.
II. SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) - – Data Driven Decision Making
Bibliographic Notation: Boudett, Kathryn Parker, et al., eds. Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning. 2005
Brief Summary of Research: Current research supports the role data driven decision making it an important tool to guide lessons that lead to student achievement. Teachers are better able to direct their instruction to meet the needs of their students when they have reviewed and analyzed data. It is also important for teachers and administrators to collaborate on a regular basis to discuss data and how use it to increase student 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? Our students will strengthen academically through the use of the Data driven decision making strategy. This research supports analyzing and discussing data to direct the curriculum for student achievement. Our students will be challenged and motivated by being highly involved in meaningful authentic and integrative activities led by data analysis
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 motivate and engage the Students with Disabilities subgroup by analyzing student data to guide the students' instruction. Instruction will actively engage the students at their individual level so that the students can experience success.
Procedures for Evaluating the Goal, Objective(s) and Strategy: Monitor attendance using teacher roll book, computer data sheets, attendance cards.

ACTION PLAN

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?)
<p>Strategy II</p> <p>1a. Attendance Implementation</p> <p>Person(s) Responsible: Administrators, Classroom teachers and Secretary</p> <p>Target Audience: Parents and Students</p> <p>Purpose: To provide meaningful engaged learning to students by promoting school attendance</p> <p>What: <i>Parental contact and incentives for attendance</i></p> <p>How: Parent phone calls for unexcused absences and recognition for perfect attendance</p> <ul style="list-style-type: none"> ▪ Classroom-Attendance Banner ▪ Individual-Certificate <p>Timeline: Daily record keeping Monthly recognition for individual perfect attendance</p>	<p>General Fund</p>		<p>200.00</p>	<p>Increase in student attendance</p>	<p>Data Instrument: Attendance Records</p> <p>Measured: Student attendance</p> <p>Feedback: Parent contact</p> <p>Info Used: Improve attendance</p> <p>Timeline/Frequency: Daily/Monthly</p> <p>Student Achievement: Students will improve in academic areas as result of attendance</p>

<p>Strategy II 1a. PBS ## <u>*Initial PD</u> Person(s) Responsible: PBS Committee, Teachers, Administration Target Audience: New Teachers Purpose: Provide new teachers Acadian's PBS Plan What: New teacher orientation How: Presentation by PBS Committee Timeline: Prior to start of school</p>				<p>New teachers utilizing PBS</p>	<p>Data Instrument: Sign in sheet, agenda Measured: Teacher understanding and commitment to the PBS Plan Feedback: Concerns shared with Mudbug Buddy and administrators Info Used: To provide support to new teachers Timeline/Frequency: Throughout the school year Student Achievement: Students will improve in academic areas as result of attendance and attitude</p>
<p>Strategy II 1a. PBS ## ***Implementation Person(s) Responsible: PBS Committee, Teachers, Administration Target Audience: Students, parents Purpose: Students to learn & exhibit CLAWS behavior and Parents to learn about CLAWS What: Students and parents learning about CLAWS behavior by using PBS handbook How: School wide PBS Lesson Plans and the student handbook Timeline: First 5 weeks of school and after each extended break</p>	<p>Title I</p>	<p>500</p>	<p>\$900.00</p>	<p>Students exhibiting CLAWS behavior</p>	<p>Data Instrument: Students' understanding of CLAWS expectations Measured: Student understanding Feedback: To the PBS committee Info Used: To make adjustments to assure PBS success Timeline/Frequency: Throughout the school year Student Achievement: Students will improve in academic areas as result of attendance and attitude</p>

<p>Strategy II 1a. PBS ## *Follow-up and Support PD Person(s) Responsible: PBS Committee, Teachers, Administration Target Audience: Students Purpose: Recognize CLAWS behavior What: Incentives</p> <ul style="list-style-type: none"> ▪ Caught Being Good Tickets ▪ Target Tickets ▪ Good Conduct Activities <p>How: Reviewing discipline data Timeline: Daily, Monthly, Quarterly</p>	<p>Title I</p>	<p>600</p>	<p>\$400.00</p>	<p>Students exhibiting CLAWS behavior</p>	<p>Data Instrument: Vista Discipline Reports and Discipline Review Form Measured: Number of referrals Feedback: Shared with faculty at SAW meetings Info Used: Used to set up Target Tickets and Conduct Activities Timeline/Frequency: Monthly Student Achievement: Students will improve in academic areas as a result of attendance and attitude</p>
<p>Strategy II 1a. PBS ## **Family Involvement Person(s) Responsible: PBS Committee, Administration Target Audience: Parents and students Purpose: Recognize PBS behavior and Academic Achievement What: Honor Roll Breakfast How: "Red Carpet" and Awards Day Timeline: Quarterly</p>				<p>Parent will become more involved in their child's behavior and academic growth</p>	<p>Data Instrument: Nine weeks Report Card grades Measured: Students and parents in attendance Feedback: Honor Roll certificates Info Used: Motivate students to exhibit CLAWS behavior and improve academic achievement Timeline/Frequency: Quarterly Student Achievement: Students will improve in academic areas as a result of attendance and attitude</p>

- * 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*												TOTAL
SALARIES (100)												\$0.00
EMPLOYEE BENEFITS (200)												\$0.00
PURCHASED PROFESSIONAL and TECHNICAL SERVICES (300)												\$0.00
PURCHASED PROPERTY SERVICES (400)												\$0.00
OTHER PURCHASES SERVICES (500)												\$0.00
SUPPLIES (600)												\$0.00
INDIRECT COSTS (If applicable)												\$0.00
PROPERTY (700)												\$0.00
OTHER OBJECTS (800)												\$0.00
OTHER USES OF FUNDS (900)												\$0.00
TOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

*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 & 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	\$0.00

TITLE I PART B EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
§	
§	
§	
§	
§	
§	
TOTAL Title I Part B Expenditures	\$0.00

TITLE I PART D EXPENDITURES (N & D)	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
§	
§	
§	
§	
§	
§	
TOTAL Title I Part D Expenditures	\$0.00

TITLE I PART F EXPENDITURES (CSRP)	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
§	
§	
§	
§	
§	
§	
TOTAL Title I Part F Expenditures	\$0.00

FEDERAL FUNDING

OTHER TITLE I EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
§	
§	
§	
§	
§	
§	
TOTAL Other Title I Expenditures	\$0.00

TITLE II EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
§	
§	
§	
§	
§	
§	
TOTAL Title II Expenditures	\$0.00

TITLE IV EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
§	
§	
§	
§	
§	
§	
TOTAL Title IV Expenditures	\$0.00

TITLE V EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
§	
§	
§	
§	
§	
§	
TOTAL Title V Expenditures	\$0.00

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	\$0.00

TITLE I PART B EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
§	
§	
§	
§	
§	
§	
TOTAL Title I Part B Expenditures	\$0.00