



SITE

School Improvement Training and Evaluation



Rubric for the Evaluation of School Improvement Plans Summary Report

School Name Park Elementary School

LEA East Baton Rouge Parish School System

Site Code 017068

LEA Initial Reporting Official Robert Stockwell, CAO
Resubmission Reporting Official Herman Brister, CAO

Evaluator Name Paula Fabre

Date Initial - June 2, 2008
Resubmission - August 22, 2008

- ⑩ **Acceptable**
- ⑩ Not Acceptable

East Baton Rouge Parish Schools Strategic/Accountability Plan

School Improvement Plan for Park Elementary School

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

Submission Date: *June 6, 2008*

Resubmission Date: August 22, 2008

Park Elementary School
Pre-K through 5th
2700 Fuqua Street
Baton Rouge, LA 70802
Jessica Brister
225-344-2145
[Jcoleman15@ebrschools.org](mailto:jcoleman15@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*

TABLE OF CONTENTS

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

DATA PORTFOLIO	1
DISTRICT ASSURANCE.....	2
ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN	4
MISSION STATEMENT	7
FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES	8
SCHOOL POLICIES AND PARTNERSHIPS	9
DATA TRIANGULATION	10
DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT	15
SCHOOL PERFORMANCE SCORE CHART	19
STRATEGY PLANNING WORKSHEET – GOAL 1	20
STRATEGY PLANNING WORKSHEET – GOAL 2	32
TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS	39
FEDERAL FUNDING.....	40

DATA PORTFOLIO

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

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

DISTRICT ASSURANCE

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

Superintendent's signature (blue ink)

Principal's signature (blue ink)

Assistant Superintendent's signature (blue ink)

Chair, School Improvement Team (blue ink)

District Assistance or School Support Team Leader (blue ink)

District Assistance or School Support Team Member (blue ink)

District Assistance or School Support Team Members (blue ink)

District Assistance or School Support Team Members (blue ink)

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

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Jessica Brister	Principal
William McInnis	Distinguished Educator
Patsy Smith	Dean of Students
Marilyn Combs	Reading Coach
Wanda Hebert	Pre K Teacher
Larisa Joseph	Second Grade Teacher
James Kador	Assistant Principal

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 48

Date: June 6, 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.	Billie Gray	Teacher - PK		
2.	Patricia Hebert	Teacher - PK		
3.	Patricia Krimmel	Teacher - PK		
4.	Sharon Jenkins	Teacher - K		
5.	Betty Morrison	Teacher - K		
6.	Irene Trinidad	Teacher - K		
7.	Raymond Barnett	Teacher - 1 st Grade		
8.	Carolyn LeBlanc	Teacher - 1 st Grade		
9.	Ronil Merto	Teacher - 1 st Grade		
10.	Deloris Edmond	Teacher - 2 nd Grade		
11.	Sheryl London	Teacher - 2 nd Grade		
12.	Laurice Overstreet	Teacher - 2 nd Grade		
13.	Eden Villarmino	Teacher - 2 nd Grade		
14.	Kelli Allen	Teacher - 3 rd Grade		
15.	Courtland Hampton	Teacher - 3 rd Grade		
16.	Lynn Hirschey	Teacher - 3 rd Grade		
17.	Gwendolyn Gaines	Teacher - 4 th Grade		
18.	Chrisdelin Kelly	Teacher - 4 th Grade		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19.	Loraine Thompson	Teacher - 4th Grade		
20.	Patricia Tyson	Teacher - 4 th Grade		
21.	Myrtle Jefferson	Teacher - 5 th Grade		
22.	Lydia Trammell	Teacher - 5 th Grade		
23.	Michelle Lewis	Teacher - ESS		
24.	Nakita Matthews	Teacher - ESS		
25.	Johnathan Moore	Teacher - ESS		
26.	Shatania Lewis	Teacher - ESS		
27.	Donald Jackson	Teacher - PE		
28.	Simone Shelton	Guidance Counselor		
29.	Elizabeth Terrio	Librarian		
30.	Marilyn Combs	Reading Coach		
31.	Andrea' Duhon	Speech Therapist		
32.	Patricia Thomas	Speech Therapist		
33.	Leslie Barnett	Social Worker		
34.	Elaine Martin	Time-Out Monitor		
35.	Barbara Hawkins	Reading Interventionist - Read 180		
36.	Larisa Joseph	Content Interventionist		
37.	Alysha Thompson	Parent Liaison		
38.	Feltus Collier	Teacher - Computer Lab		
39.	Theresa Martin	Paraprofessional - Computer Lab		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
40.	Evelyn Owens	Paraprofessional - ESS		
41.	Chaleta Mills	Paraprofessional - ESS		
42.	Pamela Anderson	Paraprofessional - ESS		
43.	Dwayne Thomas	Paraprofessional - ESS		
44.	Sheral Moton	Paraprofessional - ESS		
45.	Micshanice Moore	Paraprofessional - ESS		
46.	Ann Moore	Paraprofessional - ESS		
47.	Gloria Woods	Paraprofessional - ESS		
48.	Clarita Agdeppa	Math Interventionist		

MISSION STATEMENT

Park Elementary School . . . Where No Child is Left Behind Academically!

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

Name	Title/Occupation
Sandra Frazier	Principal
Marilyn Combs	Reading Coach
Larisa Joseph	Content Interventionist

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	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input checked="" type="checkbox"/>	<u>5</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input type="checkbox"/>	<u>#</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	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program	<input checked="" type="checkbox"/>	<u>5</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"/>
	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>

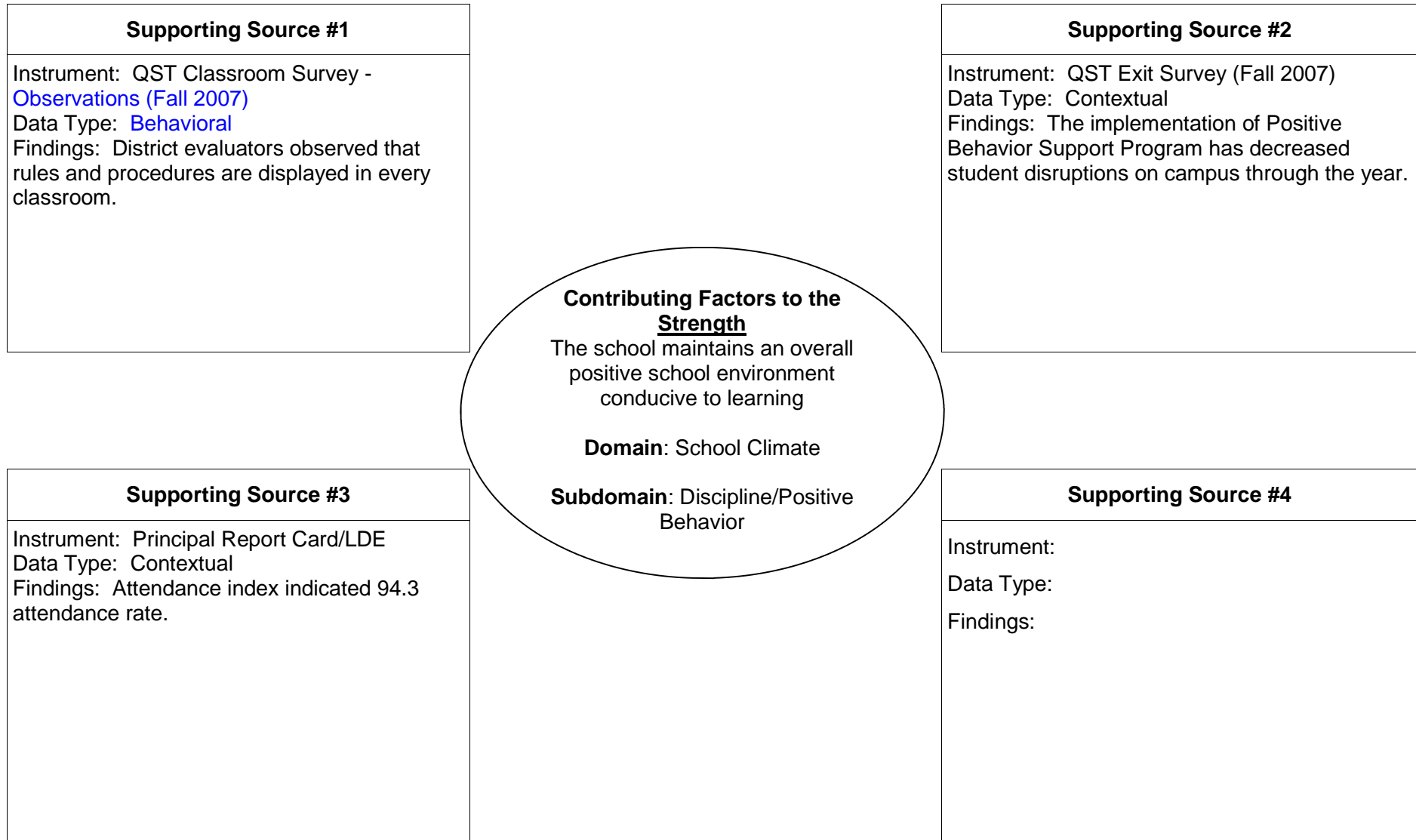
List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above): <ul style="list-style-type: none"> • GAP (Gaining Academic Progress), Training Connection, CAWS
List the Distance Learning (i.e., web-based, satellite) courses provided for your students: <ul style="list-style-type: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

SCHOOL POLICIES AND PARTNERSHIPS

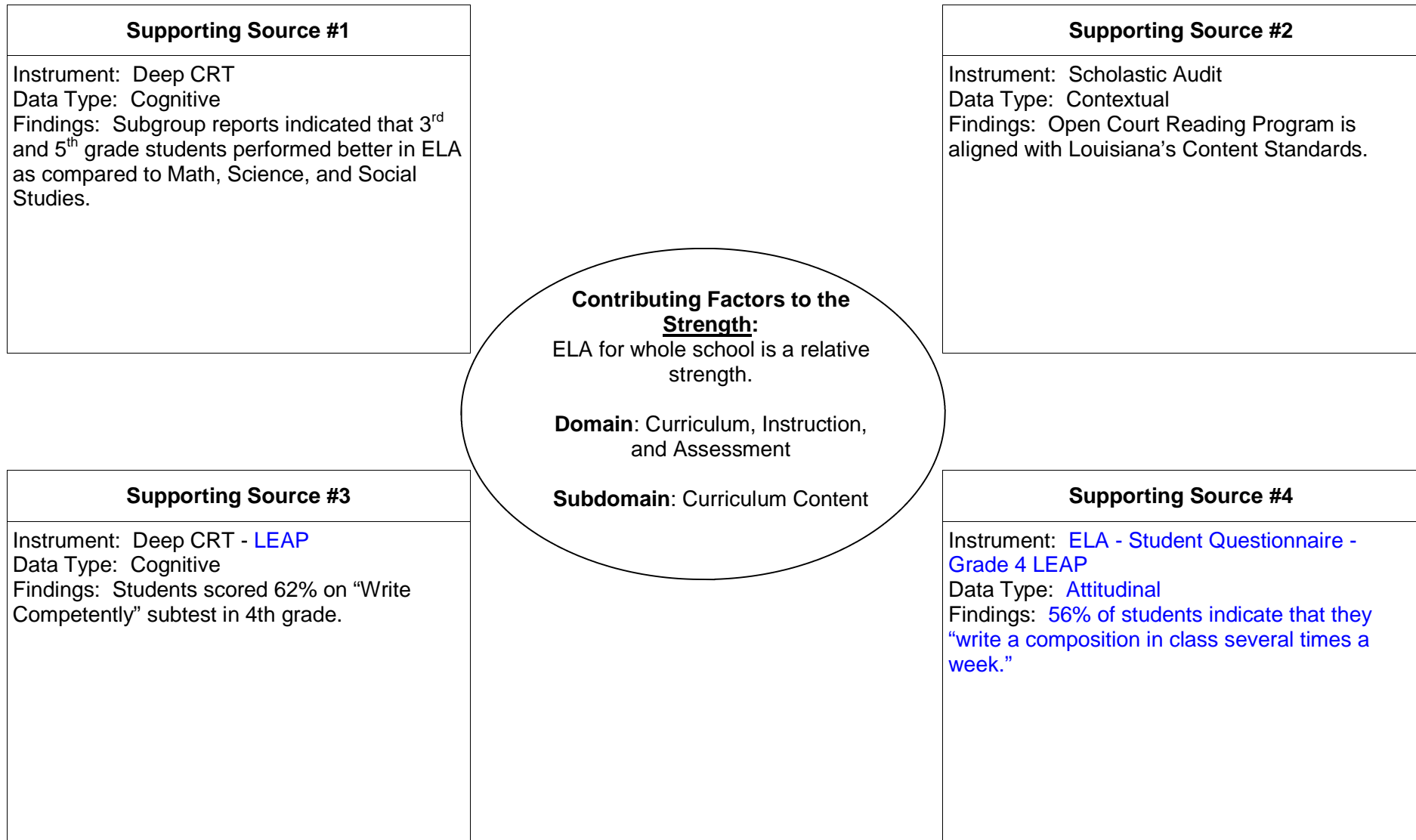
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	6-12-07	<input checked="" type="checkbox"/> Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	1-04-08	<input checked="" type="checkbox"/> Yes
Security Procedures (metal detectors, etc.)	§ 339/741	10-29-07	<input checked="" type="checkbox"/> Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	10-29-07	<input checked="" type="checkbox"/> Yes
Student Code of Conduct	§ 1115/741	10-29-07	<input checked="" type="checkbox"/> Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	9-13-07	<input checked="" type="checkbox"/> Yes

School Partnerships (Type the name of each partner in the space provided)	
University	LSU/SU
Technical Institute	
Feeder School(s)	Capitol Middle and Park Forest Middle Schools
Community	
Business/Industry	
Private Grants	
Other	

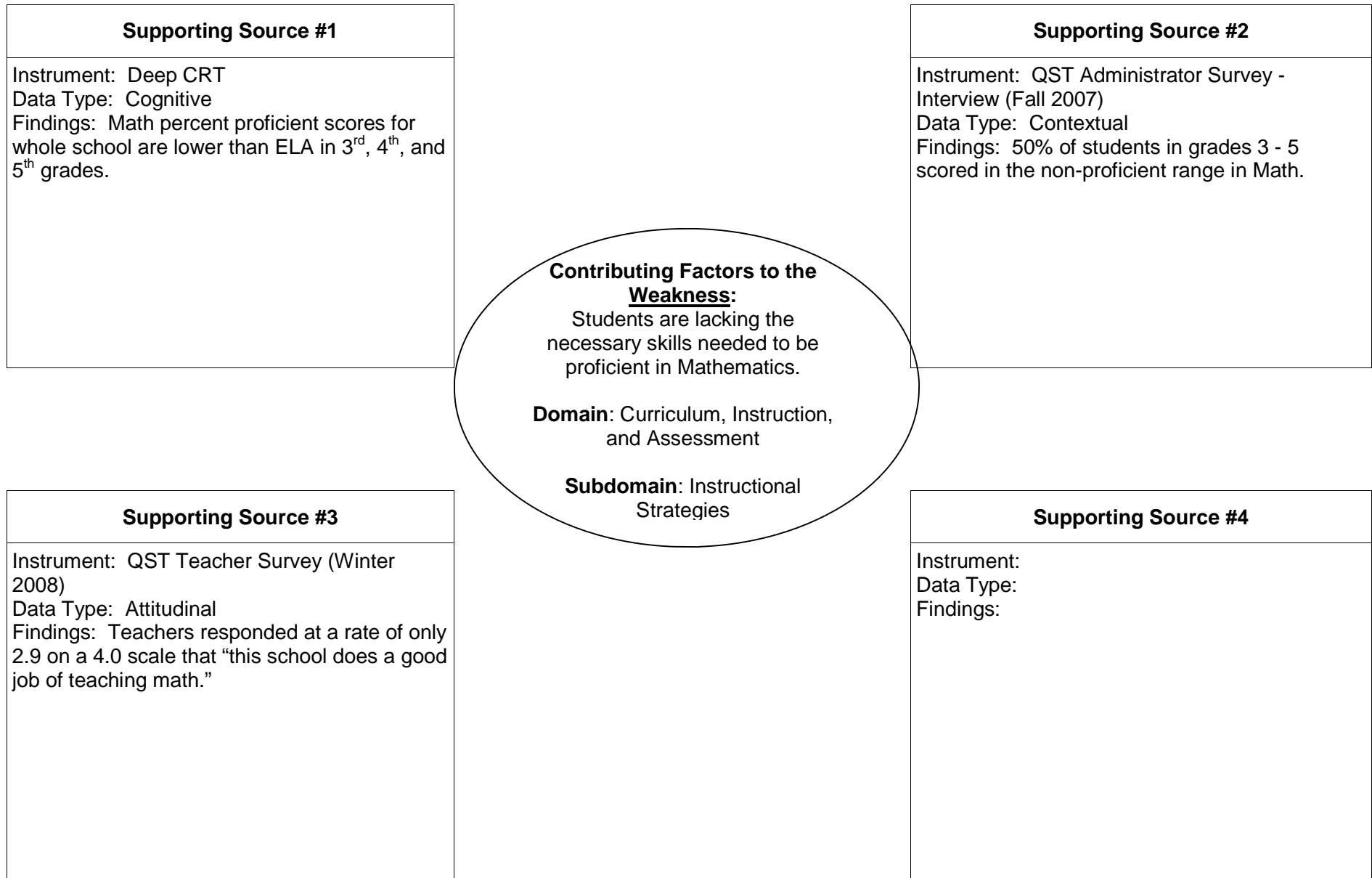
DATA TRIANGULATION



DATA TRIANGULATION



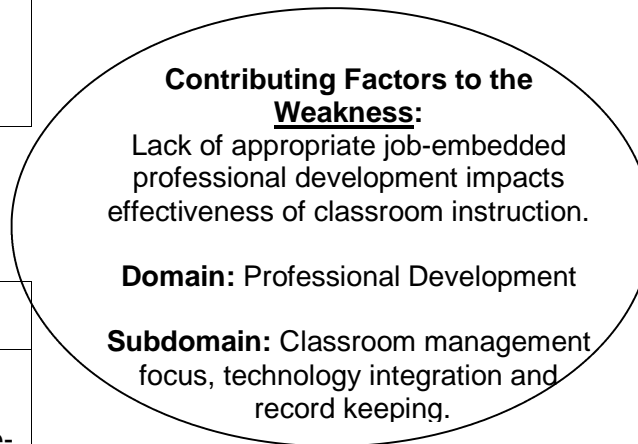
DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1
Instrument: Synesi Report Data Type: Behavioral Findings: Limited evidence of professional development exists in the areas of record keeping, technology integration, and classroom management.

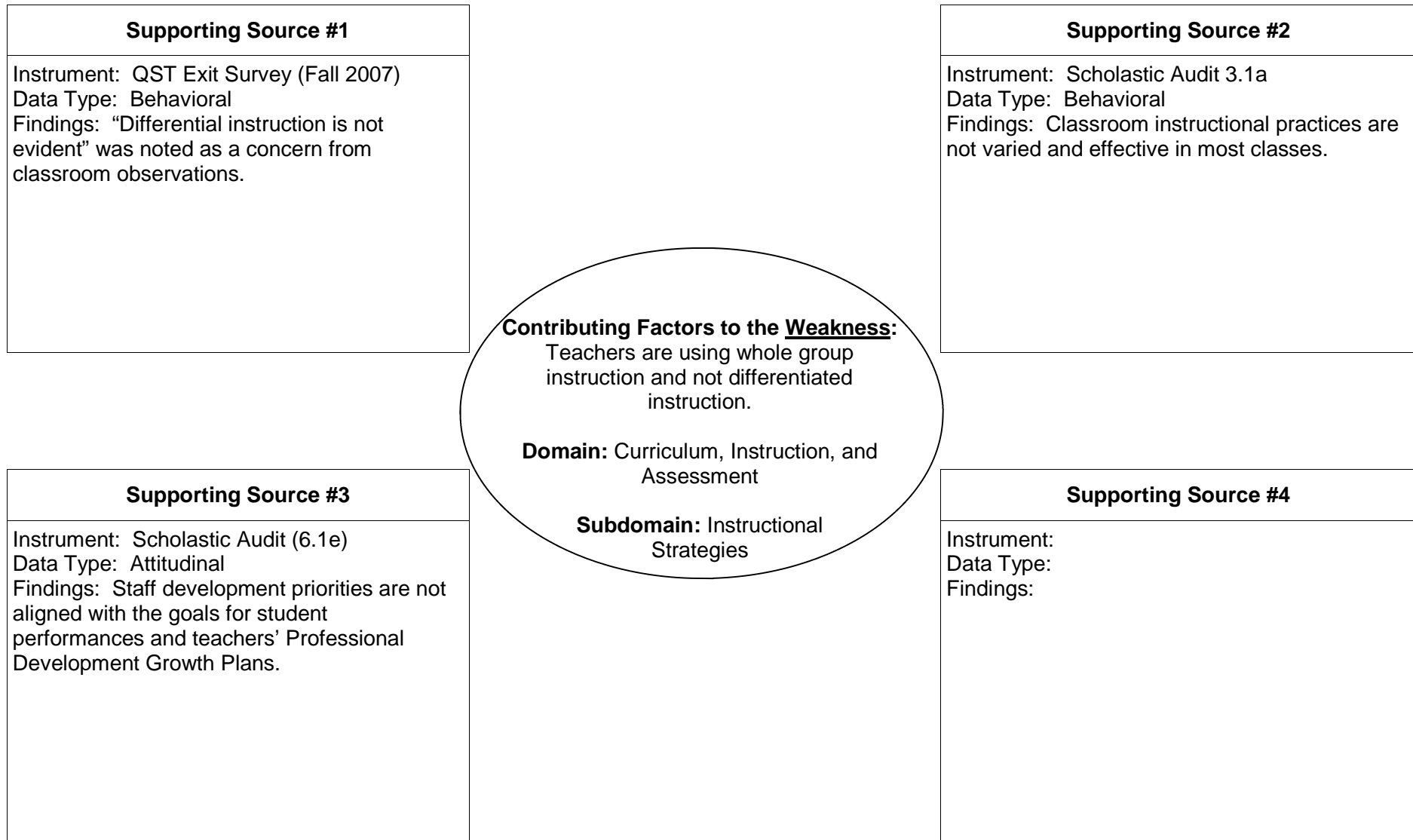
Supporting Source #2
Instrument: Scholastic Audit (3.1g) Data Type: Contextual Findings: School provides limited opportunities for teachers for mentoring, coaching, or conference.



Supporting Source #3
Instrument: Deep CRT Data Type: Cognitive Findings: Students perform better on multiple-choice items than constructed response items.

Supporting Source #4
Instrument: Data Type: Findings:

DATA TRIANGULATION



DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part 1:

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP. This data should reflect findings on *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. ELA\Spelling (3 rd grade-62%, 5 th grade-67%)	iLEAP
2. Math-Measurement (4 th grade-62%)	LEAP
3. ELA (62%)	LEAP
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. ELA (Read, Comprehend, and Respond) 4 th grade-38%	LEAP
2. Math Constructed Response(3 rd grade-16%, 4 th grade-35%)	iLEAP/ LEAP
3. Math (Patterns, Relations, and Fuctions) 3 rd grade-36%, 5 th grade-34%	iLEAP
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. Curriculum Content	Lesson Plans, Comprehensive Curriculum, QST Classroom Observations
2. Positive School Environment	QST Exit Report. Principal's Report Card, QST Classroom Observations
3.	
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. Lack of job-embedded professional development	Synesi Report, Scholastic Audit, QST Teacher Surveys
2. Limited use of differentiated instruction	Scholastic Audit, QST Exit Survey, QST Teacher Surveys
3. Students are lacking the necessary skills to be proficient in mathematics.	Deep CRT, QST Exit Survey, QST Teacher Surveys
4.	
5.	

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

SUMMARY OF NEEDS ASSESSMENT DATA SOURCES

The following list addresses the Needs Assessment in Section 1 of the School Improvement Plan.

- Scholastic Audit – Audit conducted for Academically Unacceptable Schools (AUS) by the Louisiana Department of Education (LDE) that includes:
 - Classroom Observations
 - Review of Cognitive Data and School Documents
 - Administrator and Teacher Interviews
 - Staff, Student, and Parent Questionnaires
 - School Environment Rating
 - JBHM Consultants – hired by the LDE to provide professional development, leadership, and instructional support based on scholastic audit findings

- Quality Support Team (QST) – Visits conducted throughout the school year by the East Baton Rouge Parish Public School system. The teams are composed of school administrators and central office staff. The visits include:
 - Administrator Interviews (Survey)
 - Student and Teacher Focus Groups
 - School Environment Survey
 - Classroom Walkthroughs/Observations
 - Parent, Student, and Teacher Surveys

- Synesi Reports – Audits conducted by Synesi, an external consultant contracted by the East Baton Rouge Parish Public School System to perform instructional audits similar in nature to the Scholastic Audit process. After initial audits, they will provide a minimal of 75 days of support in the areas of reading, leadership, and data driven decision making.

- ICLE – International Center for Leadership in Education

- Southern Association of Colleges and Schools (SACS)

- Positive Behavior Support (PBS) – Behavior management program with reporting protocols

- Attendance Data

- Dropout Data

- Graduation Index

COGNITIVE DATA SOURCES

- Louisiana Educational Assessment Program (LEAP) – State-mandated assessment for grades 4, 8, 10, and 11 in English Language Arts, Mathematics, Science, and Social Studies.
- Integrated LEAP (iLEAP) – State-mandated assessment for grades 3, 5, 6, and 7 in English Language Arts, Mathematics, Science, and Social Studies. Grade 9 is tested in English Language Arts and Mathematics.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – State-mandated in grades 1 – 3.

- Developing Skills Checklist (DSC) – State-mandated Kindergarten screening instrument
- Benchmark Assessment Program – East Baton Rouge Parish Public School System uses locally developed pre, post, and unit assessments that are scanned into the Edusoft system. Reports include Item Analysis, Class Reports, Multiple Measures, and Performance Band Reports.
- PLAN – State-mandated, pre-ACT assessment for Grade 10 in English, Mathematics, Reading, and Science
- EXPLORE – State-mandated, pre-ACT assessment for Grade 8 in English, Mathematics, Reading, and Science
- American College Testing (ACT) - assessment of English, Mathematics, Reading, and Science for middle and high school students
- PSAT and SAT – assessment of English, Mathematics, Reading, and Science for middle and high school students
- Advanced Placement Testing (AP) – High school students test to receive college credit for high school
- End-of-course Tests – State-mandated assessment for high school credit courses

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Enter year and enter score)	Growth SPS (Enter year and enter score)	Growth Target (Enter year and enter target)
School Baseline SPS 2005: <u>52.2</u>	School Growth SPS 2005: <u>60.3</u>	School GT 2006: <u>7.8</u>
School Baseline SPS 2006: <u>52.0</u>	School Growth SPS 2006: <u>61.0</u>	School GT 2007: <u>9.0</u>
School Baseline SPS 2007:	School Growth SPS 2007:	School GT 2008:

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

STRATEGY PLANNING WORKSHEET – GOAL 1

GOAL 1: Increase Student Achievement in Reading/English Language Arts
Objective(s): Increase the percentage of students scoring proficient in ELA from 51% in 2008 to 59.2% in 2009 in testing grades.
SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) - Response to Intervention (RTI)
Bibliographic Notation: Fuchs, Douglas, Fuchs, Lynn. (Sept/Oct2001). Responsiveness-To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents. Teaching Exceptional Children, 57-61. Fuchs, Douglas; Devery Mock; Paul L. Morgan and Caresa L. Young Responsiveness-to-Intervention: Definitions, Evidence, and Implications for Learning Disabilities Construct Gresham, F.M. (1991,). Conceptualizing behavior disorders in terms of resistance to intervention, School Psychology Review, 20, 23-36. Gresham, Frank Responsiveness to Intervention: an Alternative Approach to the Identification of Learning Disabilities. University of California, Riverside. Mellard, Daryl. (Sept 2004) NRCLD Principal Investigator. Understanding Responsiveness to Intervention in Learning Disabilities Determination. Understanding RTI. Mellard, D.F., Byrd, S.E., Johnson, E., Toltefson, J.M., & Boesche, L. (Fall 2004). Foundations and Research on Identifying Model Responsiveness-to-Intervention Sites. Learning Disability Quarterly, 27, 243-256. Torgesen, Joseph K. Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters Learning Disabilities Research & Practice, 15(1), 55-64. Brown-Chidsey, R., Steege, M.W. (2005). Response to Intervention Principles and Strategies for Effective Practice. New York: Guilford The Response-To-Intervention (RTI) Model http://www.ldonline.org/indepth/response_to_intervention/html
Brief Summary of Research: Responsiveness to Intervention can be defined as the change in behavior or performance as a function of an intervention (Gresham,

1991). The Individuals With Disabilities Education Improvement Act of 2004 (IDEA; P.L. 108-446) encourages educators to use Response-To-Intervention (RTI) as a substitute for, or supplement to, the Discrepancy Model to identify students with learning disabilities (LD). Although there is no universal RTI model, it is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic difficulties. Tier one provides high-quality instruction and behavioral supports in general education, tier two provides more specialized instruction for students whose performance and rate of progress lag behind classroom peers, and tier three provides comprehensive evaluation by a multidisciplinary team to determine if the student has a disability and is eligible for special education and related services.

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.

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, the 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 the 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 test in both reading and math, students exposed to curriculum alignment showed improvement in their scores between 3rd and 5th grade.

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

From the analysis of data collected, instruction is appropriately planned which meets the 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 (IEP) Individual education plans for exceptional students as appropriate. ESS teachers (self-contained, speech-pathologist, resource/inclusion teacher) shall work in collaboration with content teachers to differentiate instruction.

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

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

Procedures for Evaluating the Goal, Objective(s) and Strategy: Informal and formal assessments will take place though the year in the form of weekly test, quarterly exams, progress monitoring, pre and post ELA assessment and the spring 2009 LEAP and ILEAP tests.

80 percent of students passing the ELA benchmark assessment after the completion of each unit.

ACTION PLAN – GOAL 1

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	Response to Intervention 1. Initial Professional Development: District Reading Coordinators will provide training on the Response to Intervention model using the McMillan/McGraw Hill Treasures Reading Program during July/August 2008 to all K-5 traditional and ESS teachers.	Title I FSI	100	\$10,500.00		Principal will maintain copies of Professional Leave Forms, informational handouts, meeting agendas. Sign-in sheets will be maintained for school-sponsored professional development activities.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>2. Collaboration: All teachers will use strategies emphasized in Professional Learning Communities to collaborate in weekly grade level meetings. Standard agenda items will include instructional strategies, examination of student work, and analysis of student assessment data to formulate instructional interventions for students.</p> <p>The Reading Coach, Instructional Specialist, 3rd - 5th Grade teachers, and READ 180 teacher will analyze student data to identify students who will be placed in additional levels of intervention (READ 180, Accelerated Reader, and Extended Day).</p>	Title I FSI	100 200	\$50,000.00 \$17,047.81	Teachers' lesson plans will reflect instruction that is differentiated and student-centered.	<p>Data will be compiled and analyzed to provide the principal with meaningful information 1) to identify teachers in need of assistance; and 2) identify mentor teachers capable of providing assistance.</p> <p>Principal will examine team notes and provide recommendations to grade level chairpersons to address gaps in alignment of mandated curriculum.</p> <p>The Reading Coach will chart student performance indicating students who move to a higher level in ELA. Students will show increased achievement on benchmark testing and on weekly reading assessments.</p>
	<p>3. Implementation: All teachers will implement intervention strategies in classroom instruction daily: tiered grouping and differentiated instruction.</p>	Title I FSI Literacy Title I FSI Title I SW	600 600 600	\$44,788.46 \$5,500.00 \$36,116.69	Students will be instructed with varied teaching strategies; therefore student reading performance will improve. Student achievement will increase in ELA and Reading.	Principal, Reading Coach, and DE will collect and analyze weekly walk-throughs and lesson plans to assess areas of weakness to determine interventions for teachers (modeling, coaching, and peer observations).

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>4. Follow-Up and Support: The Reading Coach and Instructional Specialist will provide follow-up and support in the form of modeling, peer coaching, and/or demonstration lessons as needed.</p> <p>Selected teachers (traditional and ESS) will attend the regional/national Professional Learning Communities Conference to reinforce the effective practices and protocols for participating in grade-level meetings. Skills and strategies learned will be redelivered in weekly collaborative grade-level meetings.</p>	Title I SW	500	\$4,200.00	Teachers will receive on-going support; therefore reading instruction will improve continuously.	The Reading Coach and the Instructional Support Specialist will document in their weekly schedules attendance to grade level meetings. Reading Coach and Instructional Support weekly logs will document all modeled lessons and other assistance provided.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	Higher Order Thinking Skills 1. Initial Professional Development: During Grade Level Meetings and on Scheduled Early Release days, Distinguished Educator and Instructional Specialist will provide scheduled monthly training on implementation of higher-order thinking skills (HOTS) into classroom instruction.				Teachers' lessons will reflect instruction that is high on the Bloom's taxonomy chart.	Grade level chairpersons will maintain agendas, sign-in sheets, meeting minutes, as well as all handouts provided as documentation of monthly trainings.
	2. Collaboration: The standard agenda for weekly grade-level meetings will include strategies for incorporating HOTS into the curriculum. Participants (teachers, Reading Coach, Distinguished Educator, and Instructional Specialist). Participants will examine student work samples to determine if higher-order thinking skills are being achieved.				Teachers will create lessons that promote and include higher-order thinking skills.	Teachers will indicate higher-order thinking activities in lesson plans. Lesson plans will be reviewed weekly by Principal, Distinguished Educator, and/or Reading Coach/Instructional Specialist; feedback will be provided to teachers. Teachers will examine student work to determine progress.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	3. Implementation: All teachers will utilize rigorous, LEAP-like questions and assessments that address high-order thinking skills.				Teachers will utilize materials that engage students in higher-order thinking skills. Student achievement in higher levels of thinking activities will improve.	The Principal, Distinguished Educator, and Instructional Specialist will conduct weekly walk-throughs and formal/informal observations to document the use of HOTS in daily instruction. Teachers will examine student work to determine progress.
	4. Follow-Up and Support:: The Principal, Reading Coach, Instructional Specialist, and/or Distinguished Educator will provide follow-up and support in the form of modeling, peer coaching, and/or demonstration lessons as needed.					The Principal, Reading Coach and Instructional Specialist will continue to conduct weekly walk-throughs, review lesson plans, and provide support as needed.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>1. Initial Professional Development: July and August, 2008 - The Reading Coach and EBR Content Trainers will provide training to all K-5 teachers on the utilization of 6 + 1 Traits Writing Strategies. Training includes creating common writing assignments and common rubrics.</p> <p>September: The Instructional Specialist will redeliver training to all teachers on the utilization of 6 + 1 Traits Writing Strategies.</p>	Title I FSI	100	\$10,500.00 (duplicated amount)	Teachers will be able to create common writing assignments and common rubrics using the 6 + 1 Writing Strategies.	<p>Training agendas, and session notes will be maintained in school file and utilized in redelivery of information.</p> <p>Teachers will maintain student writing samples and rubrics used for use during weekly collaboration meetings and use for students' progress monitoring.</p>
	<p>2. Collaboration: Teachers will analyze and discuss student writings using the rubric to determine student strengths and weaknesses in writing.</p> <p>The Reading Coach and Instructional Specialist will assist teachers with developing common writing assignments.</p>				<p>Teachers will be able to create common writing assignments and analyze student work according to the common rubric.</p> <p>Teachers will incorporate the use of common writing assignments into student lessons on a regular basis.</p>	The use of common writing assignments will be included in weekly teacher lesson plans; plans will be reviewed weekly by the Principal, Reading Coach and/or Instructional Specialist to determine degree of inclusion and implementation.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	3. Implementation: Teachers will incorporate at least one common writing assignment bi-weekly into student lessons. The subject/ topic will be determined during Collaboration.				Teachers will incorporate the use of common writing assignments into student lessons on a regular basis, and in an effective manner.	Principal, Instructional Specialist, and Distinguished Educator will document the use of 6 + 1 Traits Writing Strategies (and the use of common writing assignments) by weekly walk-throughs.
	4. Follow-Up and Support: The Reading Coach and Instructional Specialist will work with teachers on an individual basis to make sure that all teachers are implementing the writing strategies in an effective way.				Teachers will incorporate the use of common writing assignments into student lessons on a regular basis, and in an effective manner.	The Reading Coach and Instructional Specialist will continue to conduct weekly walk-throughs, review lesson plans, and provide support as needed.

*** Indicates Curriculum Activities (if applicable)

Indicates PK –12 Literacy Activities (if applicable)

STRATEGY PLANNING WORKSHEET – GOAL 2

GOAL 2: Increase Student Achievement in Mathematics
Objective(s): Increase the percentage of students scoring proficient in Mathematics from 34% in 2008 to 45% in 2009.
SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) - Job-Embedded Professional Development
Bibliographic Notation: Easton, L.B. (2002, March). <i>How the Tuning Protocol Works</i> . <i>Educational Leadership</i> , 59(6), 28-30. Guskey, T. (1996, June). <i>Staff Development and the Process of Teacher Change</i> . <i>Educational Researcher</i> . 15(5)5-12. Learning First Alliance. (2000) <i>Every Child Reading: A Professional Developmental Guide</i> . Washington, D.C.: Author. www.learningfirst.org/readingguide.html National Education Goals Panel. (2000, Dec.). <i>Bringing All Students to High Standards</i> . <i>NEGP Monthly</i> . www.negp.gov/issues/issu/monthly/1200.pdf Nolan, K. (2000). <i>Looking at Student Work: Improving Practice by Closing in</i> . Providence, R.I: Annenberg Institute for School Reform. Schmoker, M. (1996). <i>Results: The Key to Continuous School Improvement</i> Alexandria, VA: ASCD. Sparks, D. <i>Designing Powerful Professional Development for Teachers and Principals</i> . JVSDC, 2002. ... http://www.nsd.org/Hbrary/book/sparksbook.pdf Sparks, D. (1999, Spring). <i>Assessment Without Victims: An Interview with Rick Stiggins</i> . <i>Journal of Staff Development</i> . 20(2), 54-56. www.nscd.org/library/isd/stiggins203.html Sparks, D. (1999, Summer). <i>Try on Strategies to Get a Good Fit: An Interview with Susan Loucks-Horsley</i> . <i>Journal Of Staff Development</i> . 20(3), 56-60. www.nscd.org/library/isd/louck5-horslev203.html WestEd. (2000). <i>Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development</i> San Francisco: Author. http://Web/WestEd.org/online_pubs/modellPD/welcome.shtml

Brief Summary of Research:

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

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

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

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

There are pitfalls, of course. Michael Fullan (2001) defines perhaps the most common of all—fragmentation/coherence. Powerful professional development must pursue only one of two student [earning goals, and there must be alignment between those goals and teacher training. Goals also provide a meaningful purpose for teamwork and goal-oriented units, says Schmoker (1996). Moreover, teachers find it difficult to sustain a sense of passion for their time and effort if they are unable to see real growth. This will not occur, explains Tom Guskey, if focus is diffused (1986). *Bringing All Students to High Standards*, the 2000 report of the National Education Goals Panel, links sustained professional development directly to student achievement. So too does *How Teaching Matters: Bringing the Classroom Back into Discussions of Teacher Quality* (Wellington. 2000).

Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs? Job Embedded professional development will be the opportunity for teachers to plan collaboratively as they align the taught curriculum with the intended curriculum. In addition, it will serve as a support system before and during the implementation of the LACC.

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 limited English proficient (LEP). All teachers will work in collaboration to differentiate instruction. Collaborative teams are formed to include resource, inclusion and ELL teachers. Initial and follow-up training will occur for teacher to collaborate and focus on analyzing data and planning instruction based on the results.

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

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

Procedures for Evaluating the Goal, Objective(s) and Strategy: 20% of students in 3rd, 4th, and 5th grades responded satisfactory to Benchmark pre-test constructed responses. Informal and formal assessments will take place though the year in the form of weekly test, quarterly exams, progress monitoring, pre and post ELA assessment and the spring 2009 LEAP and ILEAP tests.

ACTION PLAN – GOAL 2

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	1. Initial Professional Development: a. In August 2008, the Distinguished Educator and/or Math Coach will deliver initial training on effective practices/ protocols for Professional Learning Communities, higher-order thinking skills, and differentiated instruction. b. The Distinguished Educator will train all 4 th grade teachers of math on the use of EAGLE, an online math student assessment. c. During October 2008, six teachers will attend the Louisiana Council for Teachers of Math (NCTM) in Baton Rouge. d. During October 2008, selected teachers will attend a regional/national Professional Learning Communities Conference.	Title I SW	500	\$8,700.00 (duplicated amount)	Teacher will gain knowledge and skills to effectively analyze student data to inform instruction, and effectively plan lessons that include differentiated instruction and higher-order thinking skills.	Approved professional leave forms, conference agendas, and conference session notes will be maintained in school file and utilized in redelivery of information.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	2. Collaboration: The Math Coach and Instructional Specialist will meet with grade-level teachers weekly to analyze student assessment data and work, discuss needed instructional strategies, and create plans of action for students. Student assessment data includes EAGLE, used to identify students who need additional math instruction during Extended Day.	Title I FSI Title I SW	100 200 100 200	\$1,368.00 \$246.24 \$39,528.00 \$7,055.75	Teachers will identify student needs by analyzing performance data and provide instruction based on those needs using newly learned strategies. Math instruction will be differentiated and student engagement will increase. Student achievement in math will improve.	Grade-level chairpersons will document weekly grade-level meetings through sign-in sheets, agendas, minutes, student work and analysis. Principal will review lesson plans for evidence of incorporated strategies (differentiated instruction, higher-order thinking skills)
	3. Implementation: a. All teachers will incorporate strategies into daily lessons and activities that are tailored to individual student needs and promote higher order thinking (including constructed-response questions). b. Teachers will identify students that are in need of additional instruction through the Extended Day Program.	Title I FSI Title I FSI Title I SW	600 100 200 100 200	\$12,797.54 \$1,368.00 \$246.24 (duplicated amounts) \$39,528.00 \$7,055.75 (duplicated amounts)	Math instruction will be differentiated and student engagement will increase. Teachers will utilize materials that engage students in higher-order thinking skills, including constructed-response questions. Student achievement in math will improve.	Principal, Distinguished Educator, and/or Math Coach will conduct weekly walk-throughs and forma/informal observations to provide evidence of degree and quality of strategy implementation, and to determine teacher needs.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>4. Follow-Up and Support:</p> <p>a. The Distinguished Educator will provide follow-up training on learning communities and higher-order thinking skills once monthly on Early Release Wednesdays or during grade level meetings.</p> <p>b. Teachers identified as in need of additional training will participate in modeling, peer observations, and lesson demonstrations as directed by the Distinguished Educator and Math Coach.</p>				<p>Teachers will continue to improve implementation of instructional strategies that promote differentiated instruction and higher-order thinking skills.</p>	<p>Grade level chairpersons will maintain agendas, sign-in sheets, meeting minutes, as well as all handouts provided as documentation of monthly trainings.</p>

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Funding Sources	Title I	Magnet	PI	FSI	FSI Literacy						Total
100 Salaries	\$78,389.00			\$61,868.00							\$140,257.00
200 Benefits	\$25,779.44			\$17,047.81							\$42,827.25
300 Purchased Professional Services											
400 Purchased Property	\$4,054.87										\$4,054.87
500 Other Purchased Services	\$17,200.00		\$100.00								\$17,300.00
600 Materials & Supplies	\$36,116.69		\$1,822.48	\$34,046.96	\$44,788.46						\$116,774.59
Indirect Costs (if applicable)				\$13,144.23	\$5,211.54						\$18,355.66
700 Property											
800 Other Objects											
900 Other Uses of Funds											
Total	\$161,540.00		\$1,922.48	\$126,107.00	\$50,000.00						\$339,569.48

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

FEDERAL FUNDING

Title I, Part A, Expenditures	
(Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	\$321,213.82
Non SIP Expenditures (list)	
Indirect Costs	\$18,355.66
Total Title I, Part A, Expenditures	\$339,569.48

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

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

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

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

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

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

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

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

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