



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 Reporting Official Herman Brister
Chief Academic Officer

Evaluator Name Paula Fabre

Date **August 12, 2009**

ⓐ **Acceptable**

ⓑ Not Acceptable

<p>•</p>

The background of the slide features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular and contains the text "LOUISIANA DEPARTMENT OF EDUCATION" around the perimeter. In the center, there is an eagle with its wings spread, perched on a globe. Two stars are positioned on either side of the eagle.

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: *August 12, 2009*

Park Elementary School
Pre-K through 5th
2700 Fuqua Street
Baton Rouge, LA 70802
Jessica Brister
225-344-2145
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
- LINC
- 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	6
FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES	7
SCHOOL POLICIES AND PARTNERSHIPS	8
DATA TRIANGULATION	9
DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT	14
SCHOOL PERFORMANCE SCORE CHART	16
STRATEGY PLANNING WORKSHEET – GOAL 1	17
STRATEGY PLANNING WORKSHEET – GOAL 2	30
TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS	37
FEDERAL FUNDING.....	38

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
Nakia Dangerfield	Assistant Principal
LaDarrion Jackson	Dean of Students
Roberta Howard	Reading Coach
Debra Robertson	4 th Grade Teacher
Larisa Joseph	Third Grade Teacher
Ann Dorgan	Instructional Support Specialist
Willette Butler	Parent Liaison

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 48

Date: July 13, 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.	Billie Gray	Teacher - PK		
2.	Pamela Walters	Teacher - PK		
3.	Patricia Krimmel	Teacher - PK		
4.	Ruth Linder	Teacher - K		
5.	Shatania Lewis	Teacher - K		
6.	Irene Trinidad	Teacher - K		
7.	Clarita Agdeppa	Teacher - 1 st Grade		
8.	Morisa Brewer	Teacher - 1 st Grade		
9.	Christy Armstrong	Teacher - 1 st Grade		
10.	Tangie Williams	Teacher - 2 nd Grade		
11.	Janice Walthour	Teacher - 2 nd Grade		
12.	Meaghan Pound	Teacher - 2 nd Grade		
13.	Marva Bell	ESS Inclusion Teacher		
14.	Joyce Young	Teacher - 3 rd Grade		
15.	Larisa Joseph	Teacher - 3 rd Grade		
16.	Andrea Thompson	Teacher - 3 rd Grade		
17.	Debra Robertson	Teacher - 4 th Grade		
18.	Rolanda Mackey	Teacher - 4 th Grade		
19.	Lorraine Thompson	Teacher - 4th Grade		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
20.	Neta Burrell	ESS Resource		
21.	Susan McGriggs	Teacher - 5 th Grade		
22.	Chrisdellin Kelly	Teacher - 5 th Grade		
23.	Nakita Matthews	Teacher - ESS		
24.	Ria Damian	Teacher - ESS		
25.	Lorie LaBry	Instructional Strategist		
26.	Wilford Trahan	Teacher - PE		
27.	Shanta McCall	Guidance Counselor		
28.	Judy Wiltz	Librarian		
29.	Roberta Howard	Reading Coach		
30.	Patricia Thomas	Speech Therapist		
31.	Elaine Martin	Time-Out Monitor		
32.	Barbara Hawkins	Reading Interventionist - Read 180		
33.	Bernadine Patin	Instructional Strategist		
34.	Willette Butler	Parent Liaison		
35.	Theresa Martin	Paraprofessional - Computer Lab		
36.	Deidre Mouton-Edwards	Paraprofessional – ESS		
37.	Chaleta Mills	Paraprofessional – ESS		
38.	Darlene Stanley	Paraprofessional – ESS		
39.	Sheral Moton	Paraprofessional – ESS		
40.	Denitria Hayward	Paraprofessional – ESS		
41.	Chekera Johnson	Paraprofessional – ESS		

MISSION STATEMENT

Park Elementary School . . . Achieving Excellence through Academics, Leadership, and Citizenship!

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

Name	Title/Occupation
Jessica C Brister	Principal
Nakia Dangerfield	Assistant Principal
Ann Dorgan	Instructional Support Specialist
Willette Butler	Parent Liaison

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"/>	0	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
La GEAR-UP	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>
School-to-Work	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
The Strategic Instruction Model (SIM)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<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

Supporting Source #1

Instrument: Quality Support Team (QST) Classroom Survey – Observations (Fall 2008)
Data Type: Behavioral
Findings: District evaluators observed that rules and procedures are displayed in every classroom. Students arrived at school and went to their classrooms in an orderly fashion.

Supporting Source #2

Instrument: Student Discipline Records
Data Type: Behavioral
Findings: The implementation of Positive Behavior Support Program has decreased student disruptions on campus through the year.

Contributing Factors to the Strength
The school maintains an overall positive school environment conducive to learning.

Domain: School Climate

Subdomain: Discipline/Positive Behavior

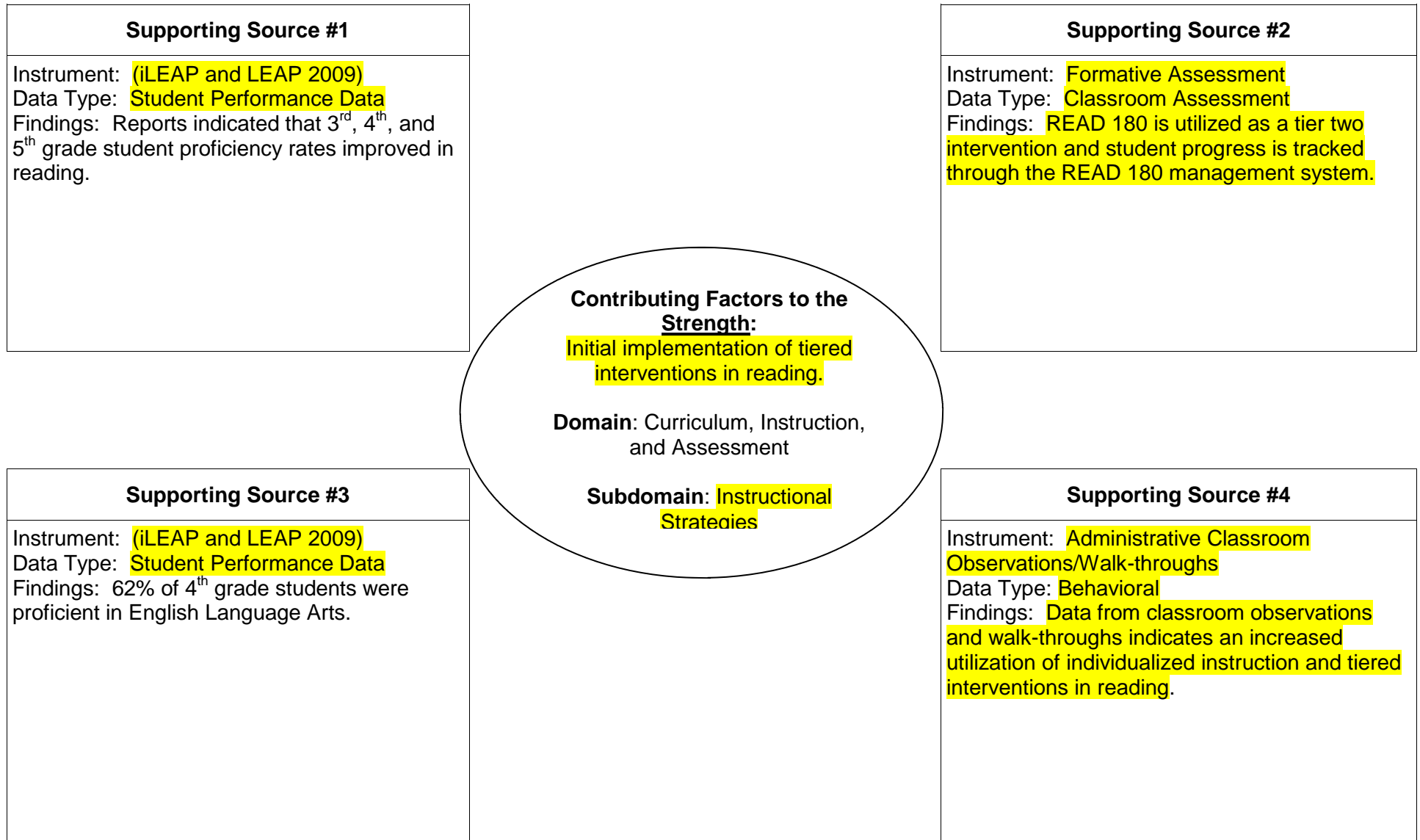
Supporting Source #3

Instrument: Principal Report Card/LDE (2007-2008)
Data Type: Archival Data
Findings: Attendance index indicated 94.3 attendance rate.

Supporting Source #4

Instrument: Teacher Focus Group (QST - 2009)
Data Type: Attitudinal
Findings District evaluators noted that teachers and students remained focused and committed to teaching and learning.

DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1

Instrument: QST Exit Summary (Fall 2009)

Data Type: Behavioral

Findings: While the amount of whole class instruction has decreased, there is still a need for more authentic learning throughout the school.

Supporting Source #2

Instrument: Scholastic Audit Principle 7: Classroom Assessments and Evaluations (Fall 2008)

Data Type: Behavioral

Findings: While some processes are in place, most are in the infancy stages, and there is no evidence that these processes are currently impacting the monitoring and evaluation of multiple assessment strategies to meet individual student needs.

Contributing Factors to the Weakness:

Analysis of student data is not being fully utilized to inform individualized instruction.

Domain: Curriculum, Instruction, and Assessment

Subdomain: Instructional Strategies

Supporting Source #3

Instrument: QST Team Meeting Observation

Data Type: Behavioral

Findings: QST members noted that teachers did not utilize data during team meetings.

Administrator noted that meeting agendas and minutes did not include student data analysis.

Supporting Source #4

Instrument: Benchmark Assessments

Data Type: Classroom Assessments

Findings: Analysis of benchmark assessment was reviewed at the class level, but not utilized to determine individual student needs.

DATA TRIANGULATION

Supporting Source #1

Instrument: Classroom Observations
Data Type: Behavioral
Findings: Although the team observed positive improvement in classroom instruction, there was limited use of higher order questioning.

Supporting Source #2

Instrument: (iLEAP and LEAP)
Data Type: Student Performance Data
Findings: Math – only 16 percent of 3rd graders, 45 percent of 4th graders, and 32 percent of 5th graders scored at a proficient level on Math Constructed Response questions.

Contributing Factors to the Weakness:

The written curriculum is not being taught with intended rigor and depth which limits higher order questioning.

Domain: Professional Development

Subdomain: Instructional Focus

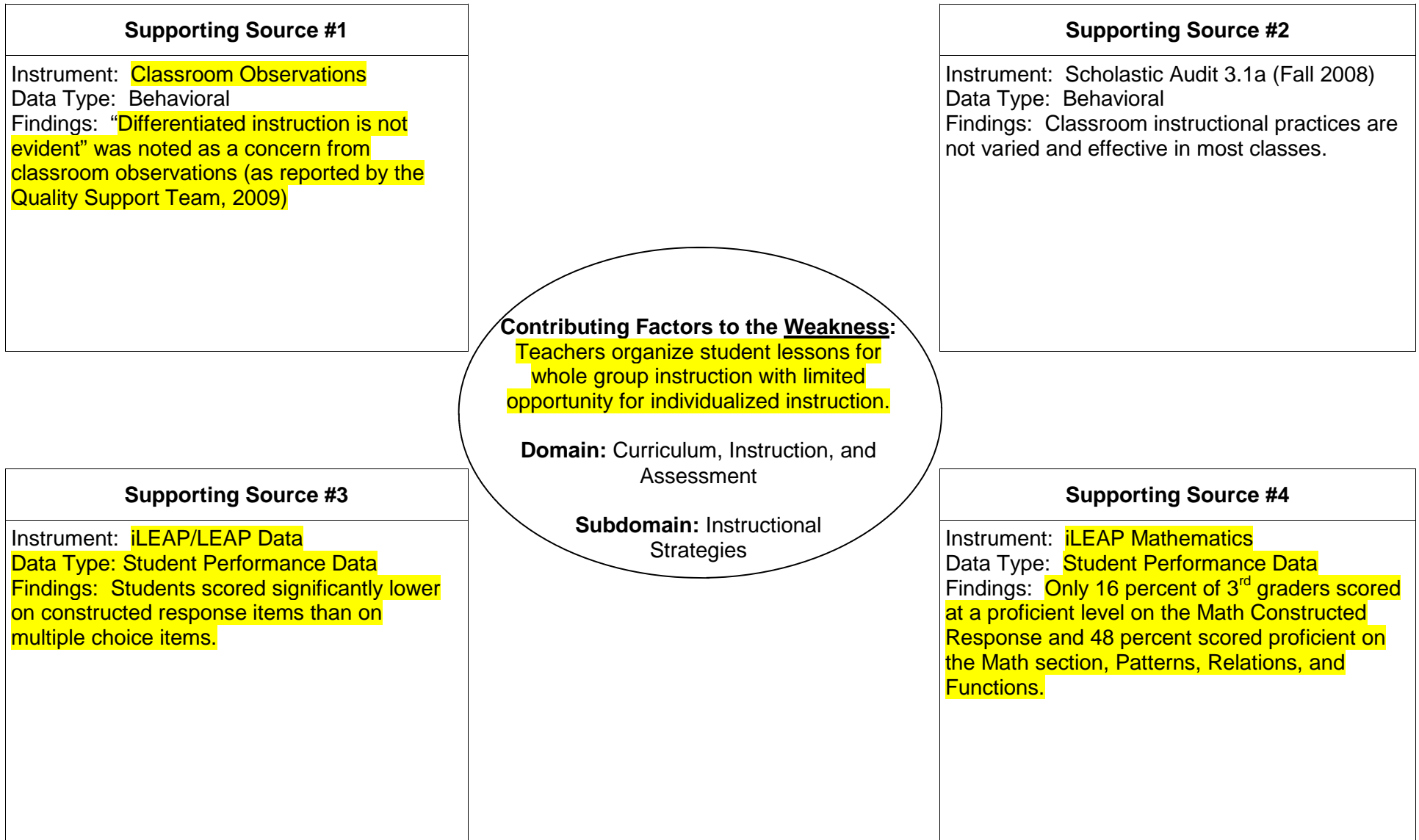
Supporting Source #3

Instrument: Interim Student Progress Reports
Data Type: IEP Data: Progress Reports
Findings: There continues to be too much whole group instruction, particularly in Special Education. There is a lack of meaningful student work in classrooms.

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. Increased proficiency rates at all grade levels in every content area	iLEAP/LEAP
2. Math – Measurement (4 th grade – 65%)	LEAP
3. ELA proficiency rate 62% at 4 th grade	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) 47% at 4 th grade	LEAP
2. Math Constructed Response (3 rd grade – 16%; 4 th grade – 45%; 5 th grade – 32%)	iLEAP/ LEAP
3. Math (Patterns, Relations, and Functions) 3 rd grade – 48%; 5 th grade – 50%	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. School maintains an overall positive school environment conducive to learning.	QST Exit Report, Principal's Report Card, QST Classroom Observations, Teacher Focus Group
2. Initial implementation of tiered interventions in reading.	Student Performance Data, Classroom Assessment Data, 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. Analysis of student data is not being fully utilized to inform individualized instruction.	QST Exit Summary Report, QST Team Meeting Observations, Classroom Assessments, Scholastic Audit Fall 2008
2. The written curriculum is not being taught with intended rigor and depth which limits higher order questioning.	Classroom observations, IEP Data, Student Performance Reports (LEAP/iLEAP)
3. Teachers organize student lessons for whole group instruction with limited opportunity for individualized instruction.	Classroom Observations, Scholastic Audit Fall 2008, Student Performance Reports (LEAP/iLEAP)
4.	
5.	

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

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Enter year and enter score)	Growth SPS (Enter year and enter score)	Growth Target (Enter year and enter target)
School Baseline SPS 2005: <u>49.5</u>	School Growth SPS 2005: <u>60.3</u>	School GT 2006: <u>7.8</u>
School Baseline SPS 2006: <u>52.5</u>	School Growth SPS 2006: <u>61.0</u>	School GT 2007: <u>9.0</u>
School Baseline SPS 2007: 52.0	School Growth SPS 2007:	School GT 2008: <u>9.0</u>
School Baseline SPS 2008: <u>49.4</u>	School Growth SPS 2008: <u>47.2</u>	School GT 2009: <u>10.0</u>

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

STRATEGY PLANNING WORKSHEET – GOAL 1

GOAL 1: Increase Student Achievement in Reading/English Language Arts

Objective(s): Increase the percentage of students scoring proficient in ELA from 27% in 2009 to 35% in 2010 at the 3rd grade.
Increase the percentage of students scoring proficient in ELA from 62% in 2009 to 70% in 2010 at the 4th grade.
Increase the percentage of students scoring proficient in ELA from 43% in 2009 to 51% in 2010 at the 5th grade.

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:

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:

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 continue to provide training on the Response to Intervention model using the McMillan/ McGraw Hill Treasures Reading Program during the months of June and July 2009 to all K-5 traditional and ESS teachers.	Title I FSI	100 200	2,500.00 446.25 (stipends plus benefits)	Increased content knowledge	A pre- and post-assessment will be administered by the District Reading Coordinator to measure participant content knowledge with immediate feedback. Outcomes will be used to determine next steps.

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>The Instructional Specialist and Reading Coach will facilitate initial training for all K-5 teachers, ESS teachers, ancillary staff, and paraprofessionals to analyze 2009 Spring Benchmark and Standardized testing data, plan for student grouping, and discuss essential reading components. Additionally, initial professional development on balanced literacy and reading strategies will be provided to K-5 teachers, ESS teachers, ancillary teachers, and paraprofessionals to assist struggling readers and writers. (Leveled/Tier Interventions, Guided Reading, Literature Circles, Interactive Writing, Shared Reading, Power of Retelling)</p>	Title I SW	100 200	43,536.00 13,771.18 (salaries plus benefits)		

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 K-5 teachers, ESS teachers, and ancillary 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 and 4th grade teachers, and READ 180 teacher will analyze student data to identify students who will be placed in additional levels of intervention. (READ 180, additional Instructional time, targeted assistance, and Extended Day/After School tutoring).</p>	Title I SW	100 200	9,945.00 1,795.03 (salaries plus benefits)	<p>All classroom teachers' lesson plans will reflect instruction that is differentiated and student-centered.</p>	<p>Learning teams will examine student work and analyze student formative assessment data weekly. Student proficiency levels will show weekly improvement.</p> <p>Using the READ 180 electronic management system the teacher will report increases in student lexile levels every nine weeks.</p>

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: During monthly scheduled early release days from September 2009 through August 2010, the Assistant Principal, Instructional Specialist, and Reading Coach will facilitate data review teams, instructional reading practices review, and target new intervention groups using common assessments and other data sources. The Principal and Assistant Principal and select grade level teachers will attend conferences to obtain professional information on collaborative teaming, differentiated instruction, and scientifically based research strategies. Upon their return, they will present learned information to faculty during regularly scheduled monthly PD activities.	Title I SW Title I FSI	500 100 200	5,557.97 (travel for PD) 750.00 27.38 (substitutes plus benefits)	All classroom teachers will meet weekly to create and or review common assessments to drive instruction. Students' reading performance will improve.	At each early release professional development activity, a pre and post assessment will be administered by the presenter to measure participant content knowledge with immediate feedback. Outcomes will be used to determine next steps.

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	<p>2. Collaboration: Beginning in September 2009 and occurring monthly thereafter through May 2010, the Assistant Principal, Instructional Specialist, and Reading Coach will facilitate data analysis activities to form goals with grade level teams. The standard agenda for weekly grade-level meetings will include data review. Ongoing analysis of unit assessments and progress monitoring data to ensure appropriate instructional placement will also be included in weekly agenda. Participants will examine student work samples to initiate best practice conversations and student placement review.</p>				<p>Instructional Coaches and all classroom teachers will create data boards and plan and write action plans to include specific strategies to meet student needs.</p>	<p>Learning teams will examine student work and analyze student formative assessment data weekly. Student proficiency levels will show weekly improvement.</p>

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. Implementation:</p> <p>All K-5 teachers and ESS teachers will utilize rigorous and relevant questions, activities, and assessments that address students' needs.</p> <p>The Computer Lab para-professional and READ 180 teacher will facilitate the use of the computer lab and assist in technology based learning. Beginning in September 2009, the Librarian will implement the school-wide Accelerated Reader Program in grades 1-5. A point system will be implemented in grades 3-5. Students will be encouraged to read non-fiction selections specifically in Science and Social Studies.</p>	Title I SW	100 200	22,900.00 10,087.65 (salaries plus benefits)	<p>Teachers will utilize materials that engage students in higher-order thinking, problem solving, and dialogue that produces higher student achievement.</p> <p>Teachers and Computer Lab paraprofessional will plan lessons to reinforce skills taught in class.</p>	<p>Student performance on teacher administered end-of-unit benchmark assessments will increase.</p> <p>Every nine weeks, the Librarian will print and disseminate student data reports that will highlight student participation, total books read, and a success index. Additionally, teachers will have access to Individual Student Reports which provide documentation of progress in number of books read, comprehension levels, and vocabulary practice. This data will be used to determine the need for intervention grouping and/or the need for change in the level of independent reading books for students.</p>
	<p>3. Follow-Up and Support: The Principal, 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>Teachers will be targeted for focused assistance based on classroom observations and limited increase in student proficiency. Progress will be documented as proficiency levels increase and teacher performance improves as a result of modeling, peer coaching, and demonstration lessons.</p>

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: During July/August 2009, the Instructional Specialist, Reading Coach, and select teachers will provide training to all K-5 and ESS teachers on the utilization of effective writing strategies. Training includes using steps of writing, using mini lessons, analyzing and publishing student work, interactive writing, and using common standardized test like rubrics.	Title I FSI	100 200	2,500.00 446.25 (duplicate amount – stipends plus benefits)	Teachers will be able to conduct Writer’s Workshops using effective instructional strategies and common rubrics.	A pre- and post-assessment will be administered by the presenters to measure participant content knowledge with immediate feedback. Outcomes will be used to determine next steps.
	2. Collaboration: The Reading Coach, Instructional Specialist, K-5 and ESS teachers will analyze and discuss student writings using the rubric to determine students’ strengths and weaknesses.				Teachers will be able to analyze student work according to the common rubrics. Teachers will incorporate the use writing assignments and instruction into student Math, Science, and Social Studies lessons daily.	Learning teams will examine student work and analyze student formative assessment data weekly. Student proficiency levels will show weekly improvement.
	3. Implementation: Teachers will incorporate writing assignments across content areas. Students will maintain writing folders and publish writing samples frequently.				Teachers will incorporate the use of effective writing strategies into student lessons on a regular basis and in an effective manner.	Student performance on teacher administered end-of-unit benchmark assessments will increase.

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	4. Follow-Up and Support: The Reading Coach and Instructional Specialist will work with K-5 and ESS teachers on an individual basis to make sure that all teachers are implementing the writing strategies effectively.				Teachers will incorporate the use of effective writing strategies into student lessons on a regular basis and in an effective manner.	Teachers will be targeted for focused assistance based on classroom observations and limited increase in student proficiency. Progress will be documented as proficiency levels increase and teacher performance improves as a result of modeling, peer coaching, and demonstration lessons.

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>**Parental Involvement:</p> <p>a. The Reading Coach, K-5 and ESS teachers, and Instructional Coaches will plan and implement a Family Literacy Night by May 2010.</p> <p>b. Parents and teachers will collaborate and discuss reading strategies, higher order thinking skills strategies, and writing strategies through the use of stations and mini-workshops throughout the school building.</p> <p>c. The Parent Liaison will contact parents who are unable to attend parental involvement activities by sending home informational study packages for use with their children.</p> <p>d. Principal will contact families via the NTI phone-home calling system, monthly newsletters, and the school website to communicate about student activities, learning goals, and parent help sessions.</p>	<p>Title I SW</p> <p>Title I SW</p> <p>Title I PI Title I PI ARRA</p>	<p>100 200</p> <p>400</p> <p>600 600</p>	<p>43,536.00 13,771.18 (Parent Liaison – salary plus benefits)</p> <p>5,100.00</p> <p>2,511.69 4,037.24</p>	<p>Parent participation in school activities will increase.</p> <p>Home/School connection will be stronger.</p> <p>Parents will learn and be able to utilize strategies to assist their children at home.</p>	<p>The Principal will collect sign-in sheets, the agenda, evaluation forms, pictures, and sample work activities. A Family Literacy Night Portfolio will be created. The Reading Coach will maintain the portfolio, collecting returned take-home packets. Principal and Reading Coach will review evaluation forms, pictures, and sample work activities to assess the degree of implementation each month to plan for future family involvement activities.</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 2

GOAL 2: Increase Student Achievement in Mathematics

Objective(s): Increase the percentage of students scoring proficient in Math from 35% in 2009 to 43% in 2010 at the 3rd grade.
Increase the percentage of students scoring proficient in Math from 48% in 2009 to 55% in 2010 at the 4th grade.
Increase the percentage of students scoring proficient in Math from 34% in 2009 to 42% in 2010 at the 5th grade.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) - Job-Embedded Professional Development

Bibliographic Notation:

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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.

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 2009, the Math Coach will deliver a review of the use of “Calendar Math”, “FASTT Math”, and effective instructional practices for teaching inside the Math Block to all K-5 and ESS teachers. b. During weekly grade level meetings from August 2009-May 2010, the Math Coach will provide job-embedded professional development to K-5, ESS, and ancillary teachers for each unit of study on Math GLEs.	Title I FSI	100 200	2,500.00 446.25 (duplicate amount – stipends plus benefits)	All classroom teachers will gain knowledge and skills to effectively plan lessons that include differentiated instruction and higher-order thinking skills.	A pre- and post-assessment will be administered by the presenters to measure participant content knowledge with immediate feedback. Outcomes will be used to determine next steps. A pre and post assessment will be administered by the Math Coach to measure participant content knowledge with immediate feedback. Outcomes will be used to determine next steps

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	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 will be used to identify students who need additional math instruction during Extended Day/After School tutoring.	Title I SW	100 200	9,945.00 1,795.03 (duplicated amount)	<p>All classroom teachers will identify student needs by analyzing performance data and provide instruction based on those needs using newly learned strategies.</p> <p>Math instruction will be differentiated and student engagement will increase.</p> <p>Student achievement in math will improve.</p>	<p>Learning teams will examine student work and analyze student formative assessment data weekly. Student proficiency levels will show weekly improvement.</p>

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	4. Follow-Up and Support: a. The Math Coach will provide follow-up training on early release Wednesdays or during grade level meetings. b. Identified teachers in need of additional training will participate in modeling, peer observations, and lesson demonstrations as directed by the Math Coach.				Teachers will continue to improve implementation of instructional strategies that promote differentiated instruction and higher-order thinking skills.	Teachers will be targeted for focused assistance based on classroom observations and limited increase in student proficiency. Progress will be documented as proficiency levels increase and teacher performance improves as a result of modeling, peer coaching, and demonstration lessons.

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	<p>**Parental Involvement:</p> <p>a. The Math Coach and K-5, ESS, and ancillary teachers will plan and implement a Family Math/Science Night by May 2010.</p> <p>b. Parents and teachers will collaborate and discuss strategies to teach Math incorporating higher order thinking skills strategies, and Math constructed response items through the use of stations and mini workshops throughout the school building.</p> <p>c. Parents who are unable to attend will receive informational study packages for use with their children.</p> <p>d. Principal will communicate information about student activities, learning goals and parent help sessions via the NTI phone-home calling system, monthly newsletters, and the school website.</p>	<p>Title I SW</p> <p>Title I SW</p> <p>Title I PI ARRA</p> <p>Title I P I</p>	<p>100 200</p> <p>400</p> <p>600</p> <p>600</p>	<p>43,536.00 13,771.18 (duplicated amount)</p> <p>5,100.00 (duplicated amount)</p> <p>4,037.24 (duplicated amount)</p> <p>2,511.69 (duplicated Amount)</p>	<p>Parent participation in school activities will increase.</p> <p>Home/School connection will be stronger.</p> <p>Parents will be able to learn and utilize strategies to assist their children at home.</p>	<p>The Principal will collect sign-in sheets, the agenda, evaluation forms, pictures, and sample work activities. A Family Literacy Night Portfolio will be created. The Reading Coach will maintain the portfolio, collecting returned take-home packets. Principal and Reading Coach will review evaluation forms, pictures, and sample work activities to assess the degree of implementation each month to plan for future family involvement activities.</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	Title I SW	Title I FSI	P. I.	P. I. ARRA							Total
100 Salaries	119,917.00	69,938.00	0	0							189,855.00
200 Benefits	39,425.03	21,475.71	0	0							60,900.74
300 Purchased Professional Services	0	0	0	0							0
400 Purchased Property	5,100.00	0	0	0							5,100.00
500 Other Purchased Services	5,557.97	0	0	0							5,557.97
600 Materials & Supplies	10,000.00	0	2,511.69	4,037.24							16,548.93
Indirect Costs (if applicable)	0	10,114.29	0	0							10,114.29
700 Property	0	0	0	0							0
800 Other Objects	0	0	0	0							0
900 Other Uses of Funds	0	0	0	0							0
Total	180,000.00	101,528.00	2,511.69	4,037.24							288,076.93

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

FEDERAL FUNDING

Title I, Part A, Expenditures (Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	277,962.64
Non SIP Expenditures (list)	
Indirect Costs	10,114.29
Total Title I, Part A, Expenditures	288,076.93

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	
Other Title I Expenditures	

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

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