

The seal of the Louisiana Department of Education is a large, light gray circular emblem in the background. It features a central figure of a pelican feeding its young in a nest, surrounded by the text "STATE OF LOUISIANA" at the top, "UNION JUSTICE" on the sides, and "DEPARTMENT OF EDUCATION" at the bottom. Two stars are positioned on the left and right sides of the seal.

School Improvement Plan

for

Zachary Elementary School

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

Submission Date: *Summer 2009*

Zachary Elementary
Grades 2-3
3775 Hemlock Street
Zachary, LA 70791
Jennifer Marangos, Principal
225-654-4036
Jennifer.marangos@zacharyschools.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

<i>DATA PORTFOLIO</i>	5
<i>DISTRICT ASSURANCE</i>	6
<i>ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN</i>	8
<i>MISSION STATEMENT</i>	11
<i>FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES</i>	12
<i>SCHOOL POLICIES AND PARTNERSHIPS</i>	13
<i>DATA TRIANGULATION SHEETS</i>	14
<i>DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT</i>	19
<i>SCHOOL PERFORMANCE SCORE CHART</i>	21
<i>STRATEGY PLANNING WORKSHEET</i>	22
<i>BUDGET</i>	33

DATA PORTFOLIO

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

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

DISTRICT ASSURANCE

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

Superintendent's signature (in blue ink)

Principal's signature (in blue ink)

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

Chair, School Improvement Team (in blue ink)

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

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

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Alexander, Melanie	Teacher, Music
Armstrong, Tamara	Parent
Day, Jennifer	School Counselor
Marangos, Jennifer	Principal
LaBorde, Maegan	Teacher, 3rd grade
Lemoine, Suzanne	Media Specialist
Johnson, Trudy	Assistant Principal
Jines, Darla	Teacher, 2nd grade
Smith, April	Teacher, 2nd grade
Wicker, Clara	Teacher, SpEd
Marchiafava, Holly	Teacher, 3rd grade

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 50

Date: August, 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	Marangos, Jennifer	Principal		
2	Johnson, Trudy	AP		
3	Armstrong, Tamara	Parent		
4	Heikes, Kim	Secretary		
5	Houston, Karen	Clerk		
6	Cottongim, Mike	Teacher for Instructional Support		
7	Buuck, Jill	Teacher		
8	Carter, Barbara	Teacher		
9	Charlet, Kim	Teacher		
10	Coulon, Tiffany	Teacher		
11	Davis, Aimee	Teacher		
12	Deliberto, Bianca	Teacher		
13	Gilpin, Kristy	Teacher		
14	Griffin, Leigh	Teacher		
15	Henderson, Elly	Teacher		

16	Jines, Darla	Teacher		
17	Jullens, Susan	Teacher		
18	MaNabb, Brandie	Teacher		
19	Nijoka, Jackie	Teacher		
20	Norton, Katy	Teacher		
21	Rader, Bonnie	Teacher		
22	Singleton, Ashley	Teacher		
23	Smith, April	Teacher		
24	Stone, Heather	Teacher		
25	Boulton, Leah	Teacher		
26	Bridwell, Kathy	Teacher		
27	Cassard, Angela	Teacher		
28	Howard, Presly	Teacher		
29	Hunt, Stacey	Teacher		
30	LaBorde, Maegan	Teacher		
31	Marchiafava, Holly	Teacher		
32	Moore, Sheryl	Teacher		
33	Noel, Megan	Teacher		
34	Nunnery, Diane	Teacher		
35	Pelichet, Danye	Teacher		
36	Pigott, Paige	Teacher		
38	Rainey, Breigh	Teacher		

39	Scott, Demetria	Teacher		
40	Todd, Becky	Teacher		
41	Webb, Laura	Teacher		
42	Wigger, Vicki	Teacher		
43	Wilkewitz, Kelly	Teacher		
44	Alello, Darryl	Art Teacher		
45	Alexander, Melanie	Music Teacher		
46	Anderson, Christy	Destination Math Teacher		
47	Bennett, Melanie	SpEd Teacher		
48	Beyer, Angela	Interventionist		
49	Brian, Monica	APE Teacher		
50	Brown, Rashidah	Math Interventionist		
51	Downing, Eric	P.E. Teacher		
52	Dunn, Deborah	Character Moderator		
53	Efferson, Leslie	Intervention		
54	Green, Darketa	Spanish Teacher		
55	Guedry, Patti	P.E. Teacher		
56	Hantash, Samar	SpEd Teacher		
57	Hodges, Stacey	Computer Lab Para		
58	Lemoine, Sue	Media Specialist		
59	Day, Jennifer	School Counselor		
60	Moore, Leslie	SpEd Teacher		

61	Robins, Gail	Speech Therapist		
62	Shipp, Renee	P.E. Teacher		
63	Wallis, Dee	Wilson Teacher		
64	Webb, Clifton	Talented Art Teacher		
65	Wicker, Clara	Speech Therapist		
66	Johnson, Pam	School Nurse		

MISSION STATEMENT

Zachary Elementary School commits to fostering each child's full academic potential, building each child's self-esteem and empowering each child to become a responsible, respectful, and contributing citizen.

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

Name	Title/Occupation
Marangos, Jennifer	Principal
Armstrong, Tamara	Parent
Lemoine, Sue	Media Specialist
Johnson, Trudy	Assistant Principal
McNabb, Brandie	Teacher
Noel, Megan	Teacher

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

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

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Career to Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input checked="" type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input checked="" type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input checked="" type="checkbox"/>	<u>2</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 checked="" type="checkbox"/>	<u>3</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 type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
School-to-Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
The Strategic Instruction Model (SIM)	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click Here to Enter	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Click Here to Enter	<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"> • N/A
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 #	Date revised	Copy on file at school?	
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	August 06	x Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	August 06	x Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	August 06	x Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	August 06	x Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	August 06	x Yes	<input type="checkbox"/> No
Crisis Management (emergency/evacuation plan)	§ 339/741	August 09	x Yes	<input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	Southeastern University, Louisiana State University
Technical Institute	Enter Partner name
Feeder School(s)	Northwestern Elementary
Community	FAZE (Foundation Assisting Zachary Education); City of Zachary (tutoring partnership)
Business/Industry	Exxon Volunteer Grants, Georgia Pacific School Grants
Private Grants	Funds for Teachers, Lowes
Other	Enter Partner name

Supporting Source #1
Instrument: Parent Questionnaire
Data Type: Attitudinal Data
Findings: Responding parents indicated that their children frequently do homework.

DATA TRIANGULATION

Supporting Source #2
Instrument: Parent Questionnaire
Data Type: Attitudinal Data
Findings: Responding parents agreed that their children are assessed through tests, quizzes, projects, portfolios, and presentations to show their knowledge.

Contributing Factors to the Strength:

Domain: Curriculum, ~~Instruction~~, Assessment

Subdomain: Instructional Strategies

Supporting Source #3
Instrument: iLEAP
Data Type: Cognitive Data
Findings: Third grade iLEAP scores are well above the state average.

Supporting Source #4
Instrument: LCET Observation
Data Type: Behavioral Data
Findings: Extensive use of questioning strategies.

Supporting Source #1
Instrument: Faculty Needs Assessment
Data Type: Attitudinal Data
Findings: Teachers have materials and supplies needed for instruction.

DATA TRIANGULATION

Supporting Source #2
Instrument: Instructional Staff Questionnaire
Data Type: Attitudinal Data
Findings: Teachers have access to instructional technologies and frequently use visual aids to help students better understand content.

Contributing Factors to the Strength:

Domain: Coordinated Resources

Subdomain: Material (Facilities, Supplies, Equipment)

Supporting Source #3
Instrument: LCET Observation
Data Type: Behavioral Data
Findings: 91% of classrooms observed were using technology other than computers; 97% used computers as a tool or resource.

Supporting Source #4
Instrument: Contextual Observation Checklist
Data Type: Contextual Data
Findings: Contextual observation indicated extensive availability of up-to-date equipment relative to software, computers, library books, furniture, etc.

Supporting Source #1
Instrument: Instructional Staff Questionnaire
Data Type: Attitudinal Data
Findings: Responding teachers strongly agreed that they meet regularly to collaboratively develop/revise lesson plans and to review student work.

DATA TRIANGULATION

Supporting Source #2
Instrument: iLEAP
Data Type: Cognitive Data
Findings: iLEAP scores reflect no large discrepancies in student test data from one class to the next.

Contributing Factors to the Strength:

Domain: School Climate

Subdomain: Collaboration

Supporting Source #3
Instrument: LCET
Data Type: Behavioral Data
Findings: Scripting notes from classroom observations indicate grade level consistency in addressing the curriculum thus indicating collaboration among teachers.

Supporting Source #4
Instrument: Teacher Focus Group
Data Type: Attitudinal Data
Findings: Grade levels work well together, are always “on the same page,” and the process is facilitated through teaming.

Supporting Source #1
Instrument: LCET
Data Type: Behavioral Data
Findings: Systematic individual instruction (differentiated assignments geared to individual needs) was not observed in most classrooms

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Parent Questionnaire
Data Type: Attitudinal Data
Findings: 20% of the parents responding indicated that their children struggled with homework assignments.

**Contributing Factors
to the Weakness:**

Domain: Curriculum, Instruction, Assessment

Subdomain: Instructional Strategies

Supporting Source #3
Instrument: Principals Report Card
Data Type: Cognitive Data
Findings: The 2005-06 baseline SPS of 109.5 is 10.5 below the school's goal of 120.

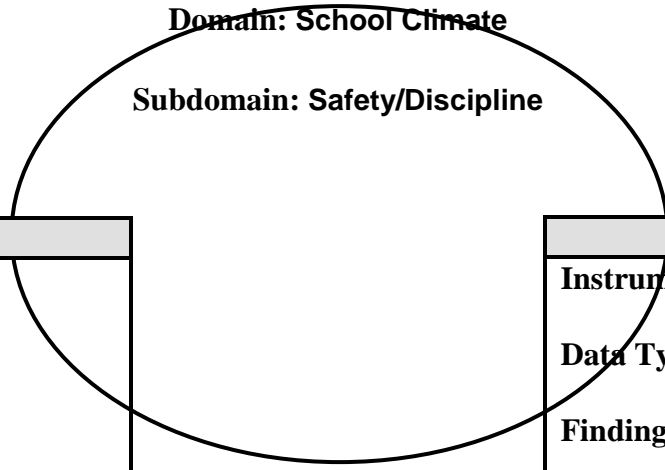
Supporting Source #4
Instrument:
Data Type:
Findings:

Supporting Source #1
Instrument: Instructional Staff Questionnaire
Data Type: Attitudinal Data
Findings: The school-wide discipline team (does not) provide the faculty with discipline data summaries to guide decisions regarding discipline and the behavioral support plan.

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Parent Questionnaire
Data Type: Attitudinal Data
Findings: I (do not) know what to do in the event of an emergency at my child's school.

**Contributing Factors
to the Weakness:**



Supporting Source #3
Instrument: Faculty Focus Group
Data Type: Attitudinal
Findings: Lack of covered walkways for students

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

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part 1:

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP.

This data should reflect findings on *step10* of the Trend Data Analysis worksheet.

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

STRENGTHS	DATA SOURCE
1. All subgroups met AYP	2007-2008 School Report Card
2. Attendance rate of 96.6%	2007-2008 School Report Card
3. Baseline SPS of 117.9	2007-2008 School Report Card

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. Need to reduce the % of “Students with Disabilities” scoring Unsatisfactory on the iLEAP tests.	2007-2008 School Report Card
2. Attendance rate not at goal of 97.0%	2007-2008 School Report Card
3. Need to decrease the % of students scoring at the Unsatisfactory level on the 3 rd grade iLEAP tests	2007-2008 School Report Card

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. Teacher Collaboration	Instructional Staff Questionnaire; LCET Observations; Teacher Focus Group; Cognitive Data
2. Adequate Materials and technology available for instruction	Instructional Staff Questionnaire; Faculty Needs Assessment; LCET Observation; Contextual Observation Checklist
3. A variety of instructional and assessment strategies are used	Parent Questionnaire; LCET Observations; Cognitive Data

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. School Safety	Parent Questionnaire; Faculty Focus Group
2. Some students struggle with homework	Parent Questionnaire
3. Need to extend efforts to accommodate individual differences	LCET Observations

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

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Select year and enter score.)	Growth SPS (Select year and enter score.)	Growth Target (Select year and enter target.)
School Baseline SPS 2008:117.9	School Growth SPS 2008: 119.9	School GT 2008: 2.0
School Baseline SPS 2007: 117.4	School Growth SPS 2007: 121.7	School GT 2007: 2.0
School Baseline SPS 2006: 111.5	School Growth SPS 2006: 113.1	School GT 2006: 2.0
School Baseline SPS 2005 : 109.4	School Growth SPS 2005 : No Score Available	School GT 2005 : 2.0

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

STRATEGY PLANNING WORKSHEET

GOAL #1: By 2013-14, all students will reach high standards by attaining proficiency or better in the four core subjects

OBJECTIVE(S) #:

- a) To increase ELA CRT Index Scores in 3RD grade from 123.5 to 125.5 by 2010
- b) To increase Math CRT Index Scores in 3RD grade from 121.9 to 123.9 by 2010
- c) To increase Science CRT Index Scores in 3RD grade from 111.4 to 113.4 by 2010
- d) To increase Social Studies CRT Index Scores in 3RD grade from 108.6 to 110.6 by 2010
- e) To increase Students With Disabilities ELA Percent Proficient from 62% to 67% by 2010

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors)
 Meaningful Engaged Learning

Bibliographic Notation: <http://www.schlechtycenter.org/index.asp>

Finn, J.D. (1993). *School Engagement & Students at Risk*. Washington, DC:
 National Center for Education Statistics

Brief Summary of Research:

Current research supports the role of engaged learning as important to student achievement. Students learn when they are highly involved in meaningful tasks. Student motivation is one aspect of MEL; however, motivation is more than a quality within students. Motivation is a quality that can be profoundly affected by the attitudes and actions of educators. Phillip Schlechty advocates meaningful, engaged learning within a larger framework of school reform, which is based on theories of change and engagement. The Theory of Engagement focuses on student motivation and strategies needed to incorporate engaging tasks into instruction. Schlechty states that the “core business of schools is to provide students with high content engaging school work; work that is challenging to students, work with which students persist when they experience difficulty, and work from which students gain a sense of satisfaction.”

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?

Research indicates student learning is directly related to the level of student engagement. Teachers must focus on designing learning tasks that increase engagement and must continuously assess the level of engagement in their classrooms.

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

The poverty and Special Education sub groups needs will be met because the qualities of highly engaging tasks incorporates

differentiated, small group instruction which are critical components of effective instruction to address these subgroups.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Yearly comparison of scores from ITBS, ILEAP, DIBELS, DRA and School Performance Scores

The School Improvement Team will monitor the School Improvement Plan; The administration will implement the plan.

ACTION PLAN

Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working?)
<u>Reading Remediation/Intervention Teachers</u> 1 certified teacher and 2 paraprofessionals meet daily with small student groups (1-5) for 30 minutes daily. These students are chosen based on reading levels and work on reading strategies, phonics, vocabulary, comprehension, and/or fluency. These groups are fluid and will be seen from September 09-May 10. These interventionists support Tier II and Tier III from the Comprehensive Literacy Plan as well as the RTI model.	Title I General Fund IDEA	100 200 100 200 100 200	\$48,684 \$16,040 \$20,056 \$7,282 \$21,443 \$14,607	Increased amount of reading instruction as indicated on teachers' Daily Schedules	Students are pre/post tested using DRA and are progress monitored using Rigby PM Benchmark Assessments

<p><u>Professional Development-Conferences</u> Teachers will attend conferences, workshops, and other Professional Development activities:</p> <ul style="list-style-type: none"> • IRA Regional Conference (2 teachers) • NSTE/NCTM Regional Conference 	<p>GF (School)</p> <p>GF (School)</p>		<p>\$803</p> <p>\$1355</p>	<p>Teachers will use professional leave and attend professional development conferences and workshops</p>	<p>Participants will share knowledge gained in conferences with faculty during building level inservice.</p>
<p><u>Destination Math</u> School-wide implementation of Destination Math courseware, which is curriculum-aligned and comprehensive. All students will attend DM classes once weekly and be taught by a certified teacher. Skills will be addressed in coordination with the regular curriculum.</p>	<p>Gen. Fund</p>	<p>100</p> <p>200</p>	<p>\$48,563</p> <p>\$15,444</p>	<p>Students will attend classes, 30 minutes, once weekly as indicated on teacher's schedule</p>	<p>Students will be assessed using a comprehensive pre/post test that is curriculum aligned and comprehensive.</p>
<p><u>DRA Administration</u> Teachers will administer the DRA (Developmental Reading Assessment) to all students at the beginning and the end of the school year. Results will be used to determine leveled reading groups, to identify at risk or above level students and to assess all students' instructional reading levels.</p>	<p>??</p>		<p>\$5100</p> <p>\$403</p>	<p>Students will be assessed using the DRA twice yearly</p>	<p>Teachers will observe growth from Fall DRA scores to Spring DRA scores and will provide leveled instruction throughout the year according to reading levels.</p>

ACTION PLAN

Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working?)
<p><u>The Writing House</u> Reading and language teachers will use <u>The Writing House</u> format as a tool for writing instruction, particularly for narrative and persuasive writing. Professional development and inservice will be provided this year to new teachers and to all 2nd grade teachers to better provide seamless writing instruction leading into the 3rd grade.</p>	Title II (ZES)	300	\$1250 \$308 (training books)	All teachers will use <u>The Writing House</u> for writing instruction, as indicated on lesson plans.	Teachers will assess writing using appropriate rubrics.
<p><u>Grade Level/Content Level Meetings</u> Teachers will meet by grade level and by content area bi weekly to discuss and plan curriculum pacing, and implementation strateg(ies). This will also provide the opportunity for peer assistance, and sharing resources and ideas.</p>	ZCSD		None	Lesson plans	Principal and assistant principal will monitor bi-monthly meetings and will review grade level agendas.

<p>Technology-based Instruction Trained paraprofessional will monitor and assist students (under the direction of a Highly Qualified mentor teacher) as they use math and reading software in the computer lab.</p>	Title I	100 200	\$20,891 \$14,512	Lesson plans; Students will attend one weekly 30 minute lesson as indicated on schedule.	Lesson plans developed in conjunction with the Highly Qualified mentor; Periodic monitoring by Highly Qualified mentor Follow Up: Administrators will conduct both formal and informal observations
<p>DIBELS Administer the DIBELS assessments three times yearly (September, January, May) to all students. Data will be reported to the state and will be used to assist building level staff in monitoring student performance and progress. This data also serves to identify students who will require reading intervention.</p>	IDEA	100 200	\$3600 \$296	Data report, which is submitted to the state and the district.	All students are tested three times yearly to evaluate performance levels in all areas of reading instruction.
<p>Parent Library Maintain a Library policy that allows parents to check out books from a parental involvement section of the library.</p>	None			Check out data	Librarian will monitor use and effectiveness of maintaining a parental involvement section of the library.

<p><u>On-Site Tutoring</u> Students who are identified by their teachers as requiring additional academic assistance will be provided on-site tutoring as needed in either reading or math. In addition, teachers will be provided necessary support and instructional materials.</p>	District “Stimulus” City of Zachary	100 200	\$7500 \$1312 \$1500?	Tutoring will be scheduled for identified students 2-3 times weekly	Identified students will be progress monitored using the DRA for reading or comprehensive assessments for math.
<p><u>Wilson Program</u> Research based phonics program will be provided to all students identified as having characteristics of Dyslexia, based on a screening instrument given at the school level. Students will be seen by certified teacher trained in this program 30-45 minutes daily and will be provided progressive phonics instruction.</p>	GF	100 200	\$58092 \$13828	Teacher’s schedules	Students will be regularly assessed and progress monitored as required in the program.

ACTION PLAN

Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working?)
<p><u>Star Reading / Accelerated Reader Program</u> A school wide AR program will be implemented using the AR Enterprise software. Students will determine appropriate reading level using Star Reading assessments and then will check out and read books within that range. They will then take comprehension tests on the books. The points earned will be monitored as a cumulative total. The students will be allowed to use the points to “purchase” AR prizes. This will be monitored through the library.</p>	ZEPO (parent organization)		\$1000	Reports from student testing	Reports will be monitored, indicating successful participation by students; in addition, student reading levels will be monitored periodically using Star Reading.
<p><u>Grade Level Content Area Assessments and Achievement Series Training</u> Teachers will work in grade level, content area groups in in-house professional development time to prepare common unit assessments to determine strengths and weaknesses of GLE mastery. This data will be incorporated into the A3 program, providing GLE specific mastery information for the teacher from which to revise planned instruction. They will create these unit assessments using the Achievement Series program.</p>	Title II	100 200	\$1200 \$300	½ day PD (3 hours)	Teachers will adjust instruction according to results of common assessments created and given to students at the end of each semester.

<p><u>Numeracy Instructional Strategies and Curriulum Development</u> Teachers will work with math expert (Dr. Carol Price) to work on implementing Literacy Strategies into curriculum, receiving sound PD on effective math instruction practices and improving curriculum to incorporate both.</p>	District curriculum work for Literacy Strategies		\$4000	Five ½ days for 20 math teachers throughout year	Teachers will provide more meaningful math instruction
<p><u>Literacy Strategies Across Curriculum</u> Teachers will incorporate Literacy Strategies as presented by Dr. Brozo into curriculum in all core content areas.</p> <p>Teachers will incorporate Literacy Strategies into instruction.</p> <p>Teachers will use Think Central software to incorporate multiple strategies into literacy instruction</p>	District curriculum work for Literacy Strategies Title II (ZES)	100 200	\$2000 \$1200 \$200	Approx. 60 hours throughout year	Curriculum will be improved to reflect inclusion of Literacy Strategies; PGP plans will include Literacy Strategies
<p><u>KAGAN</u> Teachers will receive training on using KAGAN strategies, providing structures that facilitate engaging, hands-on, interactive instruction to be used across content areas. (3 hour inservice)</p>	Title II (ZES)	100 200	\$1200 \$200	½ day inservice	Kagan strategies will be reflected in lesson plans

* 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: All students will graduate from high school

OBJECTIVE(S) #: The percent of students who drop out will decrease from 3.0% to 2.8% by 2009

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors)

Meaningful Engaged Learning; Response to Intervention

Bibliographic Notation:

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

Melard, D.F., Byrd, S.E., Johnson, Tollefson, J.M., & Boesche, L. (Fall 2004). Foundations and Research on Identifying Model Responsiveness-to-Intervention Sites. *Learning Disability Quarterly*, 27, 243-256.

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 behavior in general education. Tier two provides time for targeted, short-term intervention in addition to the regular daily reading instruction. Tier three provides more specialized instruction for students whose performance and rate of progress lag behind classroom peers. More substantial blocks of intervention time will be provided on a long-term basis. Tier four provides comprehensive evaluation by a multidisciplinary team to determine if the student has a disability and is eligible for Special education and related services.

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?

The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students and representing 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, requiring 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.

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

All sub groups will benefit from this strategy, especially the students in the subgroups of poverty and Special Education.

Procedures for Evaluating the Goal, Objective(s) and Strategy:

Yearly Comparison in attendance data, retention data, reading performance scores, and Destination Math

ACTION PLAN

<p style="text-align: center;">Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></p>	<p style="text-align: center;">Funding Sources</p>	<p style="text-align: center;">Object Code</p>	<p style="text-align: center;">Cost</p>	<p style="text-align: center;">Indicator of Implementation (Observable Change)</p>	<p style="text-align: center;">Procedures for Evaluating Indicators of Implementation (How do you know the activity is working?)</p>
<p>Emphasis on Attendance Parents will be made aware of the importance of attendance in the following ways:</p> <ul style="list-style-type: none"> • Provide copies of local attendance policy as well as relevant legislation through the distribution of both the school and district handbooks. • Orally review these policies at both orientation and open house. • Send monthly newsletters home in which parents and students are reminded of the importance of regular school attendance • Call parents of absent students daily • Send letters home to parents at the 5th absence and at regular intervals thereafter reminding them of the consequences of excessive absenteeism • Send letters to parents of students at the 4th unexcused tardy and at regular intervals thereafter reminding them of the consequences of excessive truancy. • Absenteeism information will be printed on all progress reports and report cards. • Post attendance rate daily in a visible location • Provide copies of School Report Card, which documents the school's average daily attendance rate. 	<p style="text-align: center;">General Fund</p>	<p style="text-align: center;">600</p>	<p style="text-align: center;">\$250</p>	<p>Documentation of efforts made, including newsletters, etc.</p>	<p>Monitor absenteeism rate daily, monthly, by semester, and for the year.</p>

<p><u>Summer School/ Extended Year</u> Students identified as needing extended year, based on teacher recommendation, end of year mastery of GLEs, IOWA, ILEAP, attendance rate, DRA or DIBELS will participate in a four week extension of the school year.</p>	District	100 200	TBD	Attendance rosters during summer school will be maintained.	Pre and post tests will be given to all students attending Extended Year. Growth will be measured according to these assessments.
<p><u>Parental Involvement</u> Parents will be sent the “Home and School Connection” newsletter monthly. This letter offers suggestions for parents to assist with school success for their child. In addition, parents will receive issues addressing standardized test secrets, motivational methods, parenting skills, study skills, and emotional concerns of students.</p>	Title I (parental involvement)	600	\$139	Copies of newsletters will be maintained	The school will be able to offer tangible, practical suggestions to parents to assist with school attendance, support, and success.
<p><u>Accelerated Reader Night</u> Parents will be invited to participate in an AR Open House. At this event, parents will make reading selections with their child, read the selections together, and then log on to the computer and take the AR test. This will provide the opportunity for parents to be directly involved in their child’s education, to have a positive, education based experience on the campus and to understand how the AR program works.</p>	Title I (parental involvement)	600	\$100	AR test reports will be generated	Parents will learn about the AR program and will be provided the opportunity to directly support their child’s participation in it.

GOAL #3: All students will be educated in safe, drug-free environments that are conducive to learning.

OBJECTIVE(S) #: Students will develop character traits that allow them to make positive decisions both at school and throughout their lives.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) :

Implement character-based education program for students.

Data-Driven Decision Making

Bibliographic Notation:

Decair, Tom and Walsh-Vetter, Rachelle, "New Study Proves Character Education Works: Violence, Drug Use, Cheating Cut Sharply" (<http://www.abs.sdstate.edu>)

Brief Summary of Research:

Character education can alter attitudes towards violence and cut youth crime, drug use, and cheating. This study was conducted jointly by the 4-H Department of the University Extension Service program in South Dakota and the Character Counts Coalition. By 1998, about half of South Dakota's schools had incorporated a nonpartisan character education program. Researchers surveyed as many as 8,400 youths and their teachers between 1998 and 2000. The findings of the study were included the following:

- Decrease of suspensions and detentions by 28%
- Use of physical force against another person decreased by 33%
- Teasing someone because of race or ethnicity decreased by 45%
- Stealing decreased by 46%
- Vandalism decreased by 46%
- Cheating decreased by 30%
- Lying to a teacher decreased by 35%
- Failing to get schoolwork done on time decreased by 24%

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?

Implementing a character-based curriculum will impact student behavior and produce a decrease in the number of students being sent to the office for minor and/or major infractions. The research was conducted on a very large and diverse population of students in South Dakota and therefore should be very applicable to the students at Zachary Elementary School.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: All students will use the strategy listed above.

Procedures for Evaluating the Goal, Objective(s) and Strategy: School administrators will be responsible for implementing strategies.

ACTION PLAN

Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working?)
<p><u>School Counselor</u> Certified school counselor will meet regularly with all students to provide character development activities through the Character Counts program.</p>	Gen. Fund	100 200	\$49,541 \$15,612	Schedule of classes; lesson plans	Counselor will monitor and guide appropriate student response; counselor will also monitor student behavior referrals.
<p><u>Character Action Training Class</u> A Highly Qualified paraprofessional will serve as the Character Action Training moderator. She will teach character-based curriculum(s) to students identified with decision making issues who are referred by school level personnel.</p>	Gen. Fund	100 200	\$21,738 \$10,827	Record of behavior referrals; lesson plans	CAT Moderator will monitor behavior referrals to identify patterns or repeated behaviors.
<p><u>PATHS (Providing Alternative Thinking Strategies)</u> This program is used by the school counselor and the Character Action Training (CAT) moderator with small groups or individual students to learn alternative ways to make appropriate decisions.</p>	Title IV (District)	600	0	Schedule of classes	The School Counselor and CAT moderator will use assess success of the program by monitoring and documenting progress
<p><u>DARE (Drug Abuse Resistance Education)</u> The school resource officer, who is a local police officer, will provide a comprehensive drug awareness and education policy to all students over a 4 week period. She will teach the students strategies to avoid becoming involved with drugs.</p>	None			Schedule of classes	The instruction officer will assess students' attitudes, opinions, and knowledge of drug use and their understanding of strategies they can use to avoid becoming involved in drugs.

<p><u>Social Worker</u> The district social worker will serve as a counseling resource for students who need additional support dealing with behavioral or emotional situations. Students who see her will be identified through the SBLC or by teacher referral. These students will be seen, with parent permission, regularly and on an ongoing basis until the social worker determines the student no longer needs to be seen.</p>	Gen. Fund (District) IDEA	100 200 100 200	\$28,338 \$5,755 \$28,338 \$5,755	Schedule of classes; SBLC logs	The social worker will document her meetings with students. She will monitor their progress and determine need for continued services.
<p><u>Life Skills</u> The school counselor will use this drug and alcohol prevention program through her regularly scheduled guidance classes. Topics addressed include decision making, dealing with stress, self esteem, smoking, and communication skills.</p>	Title IV	600	0	Schedule of Classes	The counselor will record her use of the program on lesson plans. She will monitor the participants' progress.
<p><u>Identification Scanner</u> Scanner will be used in front office to identify all visiting personnel and maintain records of their visits to Z.E.S.</p>	Title IV	600	0	Electronic Records	The office clerk will monitor appropriate use of scanner.

<p><u>Incentive Programs</u> Motivational programs designed to model behavioral expectations and reward exceptional achievement within these expectations will be implemented throughout the year. These include the following:</p> <ul style="list-style-type: none"> • Mustang Manners-Students will exhibit appropriate dining manners as they enter the cafeteria, eat lunch, and leave the cafeteria. At the end of each week, the classes most consistently showing excellent manners will be recognized with a trophy for their table and a picture displayed of their class. • Mustang Acclaim-Entire Class is recognized for being a good classroom community • Golden Palette-Outstanding art class is recognized weekly. • Destination Estimation Station-Weekly estimation contest is held and winner is recognized. • Mighty Mustangs-Students are given slips of paper identifying that they have received a "Mighty Mustang" slip. They may receive this for any good deed or other appropriate reason. Once a week, 20 names are drawn from the Mighty Mustang box for recognition and a small prize. 	General Fund ZEPO	600	\$1000 \$1000	Documentation of implementation	The school administrators will monitor implementation of programs to determine success of programs.
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