

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. The text around the seal includes "STATE OF LOUISIANA" at the top, "UNION JUSTICE" on the left, "CONFIDENCE" at the bottom, and "DEPARTMENT OF EDUCATION" on the right, with two stars on either side of the bottom text.

**School Improvement Plan**

**for**

***Northwestern Elementary***

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

**Submission Date: 2010**

# Northwestern Elementary

Grades Pre-K - 1  
4200 Rollins Road  
Zachary, LA 70791

Martha Davis  
225-654-2786

Martha.davis@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*

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## DATA PORTFOLIO

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

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

## DISTRICT ASSURANCE

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

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Superintendent's signature (in blue ink)

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Principal's signature (in blue ink)

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

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Chair, School Improvement Team (in blue ink)

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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
Martha Davis	Principal
Cynthia Myers	Assistant Principal
Kelli Day	Assistant Principal
Lettimarie Nezianya	Pre-K Teacher
Aimee Morrison	Pre-K Teacher
Karen Knecht	Kindergarten Teacher
Angela Thornton	Kindergarten Teacher
Karen Collins	1 <sup>st</sup> Grade Teacher
Anna Darensbourg	1 <sup>st</sup> Grade Teacher
Dana Vicellio	Ancillary
Ronald Quincy	Custodial
Amanda McMorris	SASSY
Michael Savario	Parent
Amber Thorne	Parent
Francis Nezianya	Community
Tammy Wood	Staff
Leagh Ann Carlton	1 <sup>st</sup> Grade Teacher
Alicia Allen	Sp. Ed. Teacher

## ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 130

Date: 08-9-10

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	Martha Davis	Principal		
2	Cynthia Myers	Principal (ZELC)		
3	Kelli Day	Assistant Principal		
4	Dana Vicellio	Guidance		
5	June Hood	Guidance (ZELC)		
6	Mary Christie Aguillard	Speech Therapist		
7	Geraldine Smith	Speech Therapist		
8	Lea Rettig	Speech Therapist		
9	Nancy Forbes	Technology/Mentor Teacher		
10	Amy Bonds	1 <sup>st</sup> Grade Teacher		
11	Tammy Bradley	1 <sup>st</sup> Grade Teacher		
13	Leagh Ann Carlton	1 <sup>st</sup> Grade Teacher		
14	Shatanta Carter	1 <sup>st</sup> Grade Teacher		
15	Karen Collins	1 <sup>st</sup> Grade Teacher		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
17	Sarah Gehling	1 <sup>st</sup> Grade Teacher		
18	Christina Wojohn	1 <sup>st</sup> Grade Teacher		
19	Roselyn Major	1 <sup>st</sup> Grade Teacher		
20	Sharon Manchester	1 <sup>st</sup> Grade Teacher		
21	Danielle Santangelo	1 <sup>st</sup> grade Teacher		
22	Jessica Spangler	1 <sup>st</sup> Grade Teacher		
23	Hope Taylor	1 <sup>st</sup> Grade Teacher		
24	Pat Taylor	1 <sup>st</sup> Grade Teacher		
25	Shannon Wall	1 <sup>st</sup> Grade Teacher		
26	Heather Hampton Williams	1 <sup>st</sup> Grade Teacher		
27	Gwen Savario	1 <sup>st</sup> Grade Teacher		
28	Stephanie Alvarez	Kindergarten Teacher		
29	Melissa Brady	Kindergarten Teacher		
30	Erin Curry	Kindergarten Teacher		
31	Elizabeth Day	Kindergarten Teacher		
32	Peyton Faircloth Gunnell	Kindergarten Teacher		
33	Jessica Gafford	Kindergarten Teacher		
35	Phyllis Manuel	Kindergarten Teacher		
36	Kamille Joubert	Kindergarten Teacher		
37	Deborah Kellogg	Kindergarten Teacher		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
38	Karen Knecht	Kindergarten Teacher		
39	Kathryn Martin	Kindergarten Teacher		
40	Martha Tassin	Kindergarten Teacher		
41	Janet Thorne	Kindergarten Teacher		
42	Angela Thornton	Kindergarten Teacher		
43	Afton Tucker	Kindergarten Teacher		
44	Alexandrea Wells	Kindergarten Teacher		
45	Georgia Wilkins	Kindergarten Teacher		
	Donna Brown	Intervention		
46	Gay Bankston	Librarian		
47	Lola Hill	Music		
48	Jacqueline Burrell	PE		
49	Mike Komendo	PE		
50	Tracy Simoneaux	PE		
51	Kay Metayer	PK-LA4		
52	Sheri Broussard	PK-LA4		
53	Kelli Cottongim	PK-LA4		
54	Jill Haney	PK-LA4		
55	Aimee Morrison	PK-LA4		
56	Ashley Smith	PK-LA4		
57	Lettimarie Nezianya	PK-LA4		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
59	Della Favaloro	PK-LA4		
58	Charissa Dennis	PK-LA4/SE		
60	Michelle Hebert	PK-LA4/SE		
61	Ellen St. Romain	PK-LA4/SE		
62	Rachel Robertson	Special –Ed.		
63	Darlene Drumm	APE		
64	Tamara Johnson	Remedial		
65	Lorrie Wax	Remedial		
66	Hector Herrera	Spanish		
67	Chandra Franklin	Special Ed-Combo		
68	Patricia Day	Special Ed-Combo		
69	Tonja Granville	Special Ed		
70	Alicia Allen	Special Ed		
71	Rachel D'Arensbourg	Computer Lab Aide		
72	Byrd Lee Thomas	CAT		
73	Marlene Rami	Clerk		
74	Susan Varnadore	Clerk		
	Karen Thomas	Clerk		
75	Sarah Felder	Nurse		
76	Glenda Dufour	Kindergarten Aide		
77	Julianne Boone	Kindergarten Aide		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
80	Kathy Overfield	Pre-K Aide		
78	Penny Allen	Pre-K Aide		
79	Karla Altman	Pre-K Aide		
81	Janice Hall	Pre-K Aide		
82	Andrea Tynes	SE Aide		
83	Toni Navarre	Pre-K Aide		
84	Doris Nixon	Pre-K Aide		
85	Michelle Robertson	SE Aide		
86	Rebecca Strickland	SE Aide		
87	Prunella Smith	Pre-K Aide		
88	Rosa White	Pre-K Aide		
89	Melanie Forbes	SE Aide		
90	Shanda Turner	SE Aide		
91	Leslie Zimmerman	SE Aide		
92	Mary Olson	SE Aide		
93	Kelly Sanders	SE Aide		
94	Erica Juge	SE Aide		
95	Lashone Mealey	Pre-k Aide		
96	Staci Prejean	Pre-k Aide		
97	Brenda Triche	Secretary		
98	Ronald Quincy	Custodian		

<b>99</b>	<b>Rosalyn Royal</b>	<b>Custodian</b>		
<b>100</b>	<b>Willie Stone</b>	<b>Custodian</b>		
<b>101</b>	<b>James Jenkins</b>	<b>Custodian</b>		
<b>103</b>	<b>Derek Johnson</b>	<b>Custodian</b>		
<b>104</b>	<b>Vivian Whatley</b>	<b>Custodian</b>		
<b>105</b>	<b>Cantina Moore</b>	<b>Custodian</b>		
<b>106</b>	<b>Peggy Foster</b>	<b>Cafeteria Manager</b>		
<b>107</b>	<b>Sarah Hebert</b>	<b>Cafeteria</b>		
<b>108</b>	<b>Dana Simpson</b>	<b>Cafeteria</b>		
<b>109</b>	<b>Carolina Dunn</b>	<b>Cafeteria</b>		
<b>111</b>	<b>Toni Parker</b>	<b>Cafeteria</b>		
<b>112</b>	<b>Yashika Bell</b>	<b>Cafeteria</b>		
<b>113</b>	<b>Johnnie Singleton</b>	<b>Cafeteria</b>		
<b>114</b>	<b>Caitlin Morrison</b>	<b>PK- LA4</b>		

### **Mission Statement**

**Northwestern Elementary School is committed to the best interest of all students by establishing a climate in which the school, parents and community emphasize academic excellence, develop a sense of responsibility and respect, and help students develop a better understanding of themselves and others in order to help reach their maximum potential.**

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

<b>Name</b>	<b>Title/Occupation</b>
<b>Emily Honeycutt</b>	<b>Principal</b>
<b>Cynthia Myers</b>	<b>Assistant Principal</b>
<b>Sandra Davis</b>	<b>Assistant Principal</b>
<b>Lettimarie Nezianya</b>	<b>Pre-K Teacher</b>
<b>Katie Woodall</b>	<b>Pre-K Teacher</b>
<b>Karen Knecht</b>	<b>Kindergarten Teacher</b>
<b>Angela Thornton</b>	<b>Kindergarten Teacher</b>
<b>Karen Collins</b>	<b>1<sup>st</sup> Grade Teacher</b>
<b>Anna Darensbourg</b>	<b>1<sup>st</sup> Grade Teacher</b>
<b>Dana Vicellio</b>	<b>School Counselor</b>
<b>Ronald Quincy</b>	<b>Custodial</b>
<b>Amanda McMorris</b>	<b>Special Ed Teacher</b>
<b>John Stagg</b>	<b>Parent</b>
<b>Cynthia Wimberly</b>	<b>Parent</b>
<b>Francis Nezianya</b>	<b>Community</b>
<b>Tammy Wood</b>	<b>Staff</b>

## 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input checked="" type="checkbox"/>	<u>7</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input checked="" type="checkbox"/>	<u>7</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input checked="" type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La GEAR-UP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input checked="" type="checkbox"/>	<u>4</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input checked="" type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program	<input checked="" type="checkbox"/>	<u>4</u>	<input type="checkbox"/>	<input type="checkbox"/>
School-to-Work	<input type="checkbox"/>	<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"/>
Other:	<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"> <li>• N/A</li> </ul>
List the Distance Learning (i.e., web-based, satellite) courses provided for your students: <ul style="list-style-type: none"> <li>• N/A</li> </ul>

## SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Crisis Management (emergency/evacuation plan)	§ 339/741	2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	
Technical Institute	
Feeder School(s)	
Community	<b>Rotary, Kiwanis, F.A.Z.E</b>
Business/Industry	<b>Georgia Pacific, Subway, Raising Cane's, Foxy's Pizza Den, LSU Ag Center, Buck's Pizza, LeBlancs, Just for Pets, Neighbors Federal Credit Union, Papa Murphy</b>
Private Grants	<b>Exxon , ADF</b>
Other	<b>PTO</b>

**Supporting Source #1**

**Instrument: Instructional Staff Questionnaire**

**Data Type: Attitudinal**

**Findings: The majority of my school's classrooms have Internet access.**

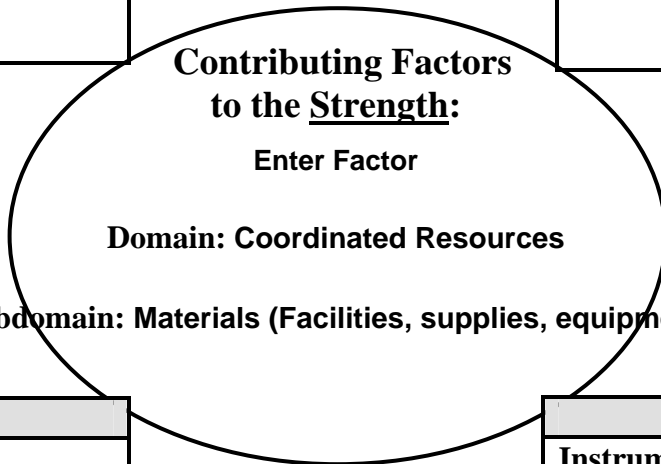
**DATA TRIANGULATION**

**Supporting Source #2**

**Instrument: Faculty Needs Assessment**

**Data Type: Attitudinal**

**Findings: Instructional materials are provided and technology is widely available for teacher and student use.**



**Supporting Source #3**

**Instrument: LCET Observations**

**Data Type: Behavioral**

**Findings: 83% of classrooms use the computer as a resource tool.**

**Supporting Source #4**

**Instrument: Archival Data Organizer**

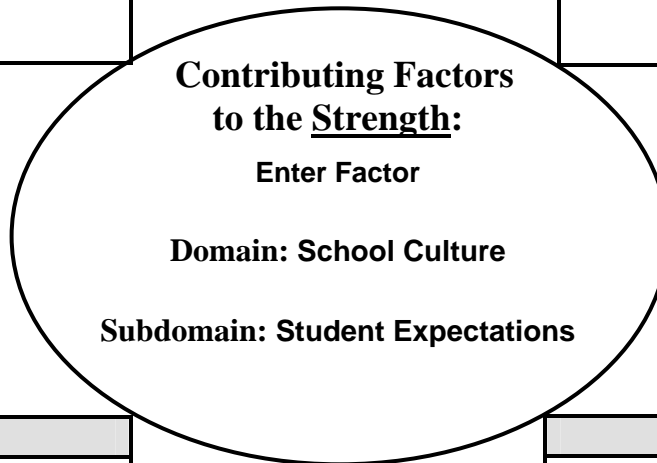
**Data Type: Contextual**

**Findings: This school has 194 computers for student use.**

Supporting Source #1
<b>Instrument: Parent Questionnaire</b>  <b>Data Type: Attitudinal</b>  <b>Findings: Teachers have high expectations for themselves and students at my child's school.</b>

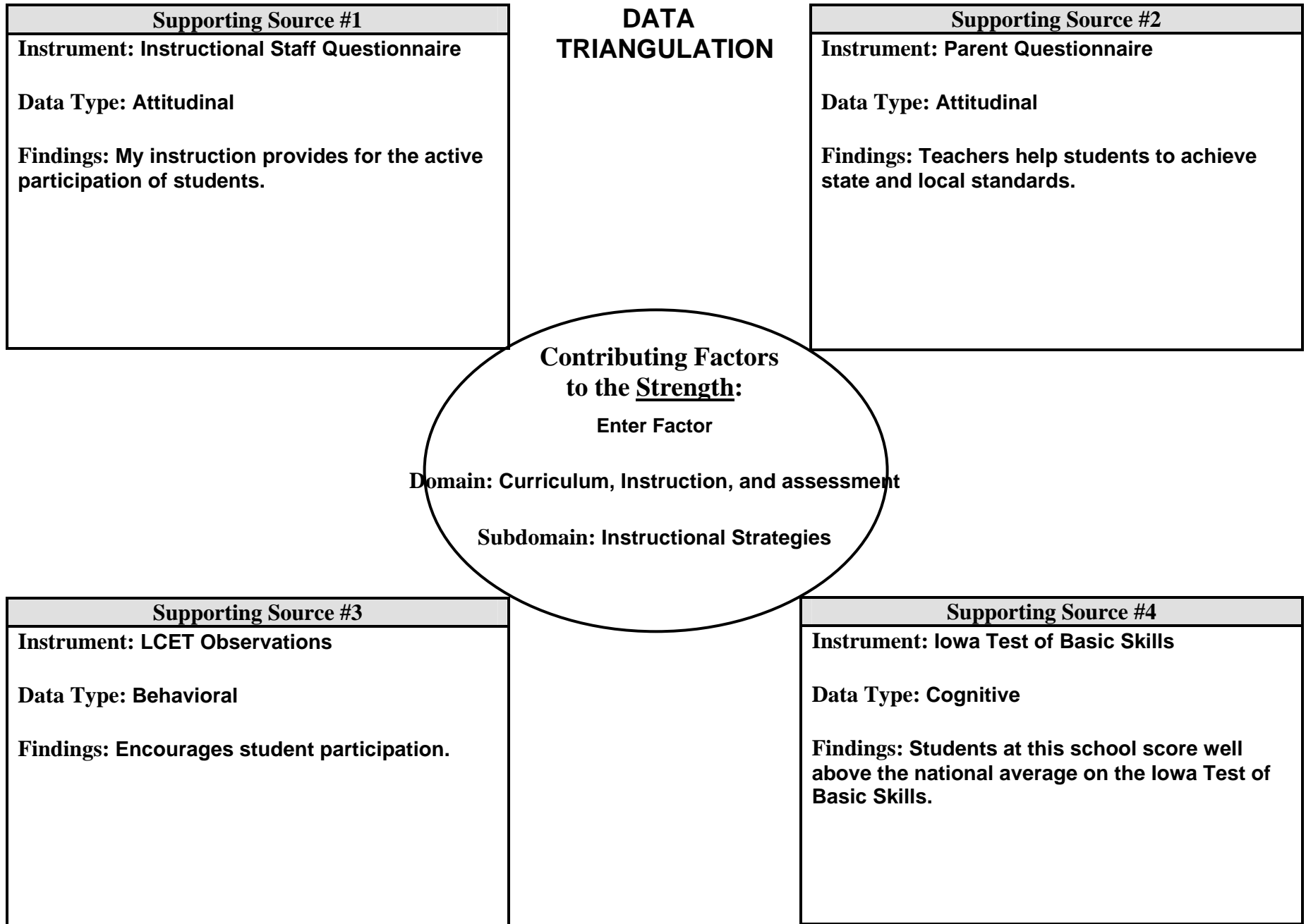
**DATA  
TRIANGULATION**

Supporting Source #2
<b>Instrument: Iowa Test of Basic Skills</b>  <b>Data Type: Cognitive</b>  <b>Findings: Students at this school score well above the national average on the Iowa Test of Basic Skills.</b>



Supporting Source #3
<b>Instrument: Contextual Observation Checklist</b>  <b>Data Type: Behavioral</b>  <b>Findings: Students comply with the directions of the duty personnel and move to designated areas in an orderly manner.</b>

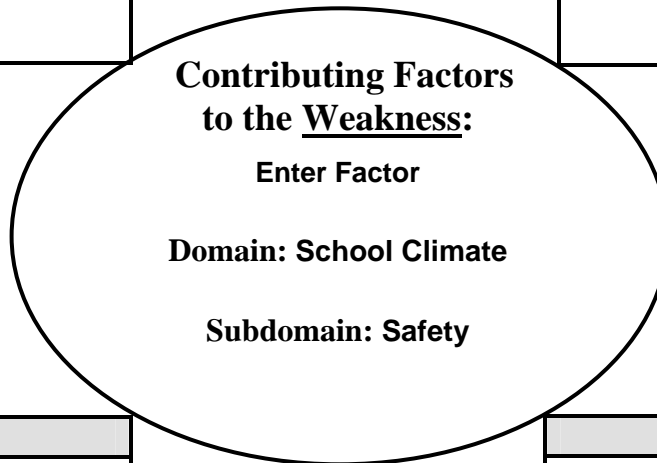
Supporting Source #4
<b>Instrument: Enter Instrument Name</b>  <b>Data Type: Select type</b>  <b>Findings: Enter Findings</b>



Supporting Source #1
<b>Instrument: Instructional Staff Questionnaire</b>  <b>Data Type: Attitudinal</b>  <b>Findings: Our school facilities are (not) safe and secure.</b>

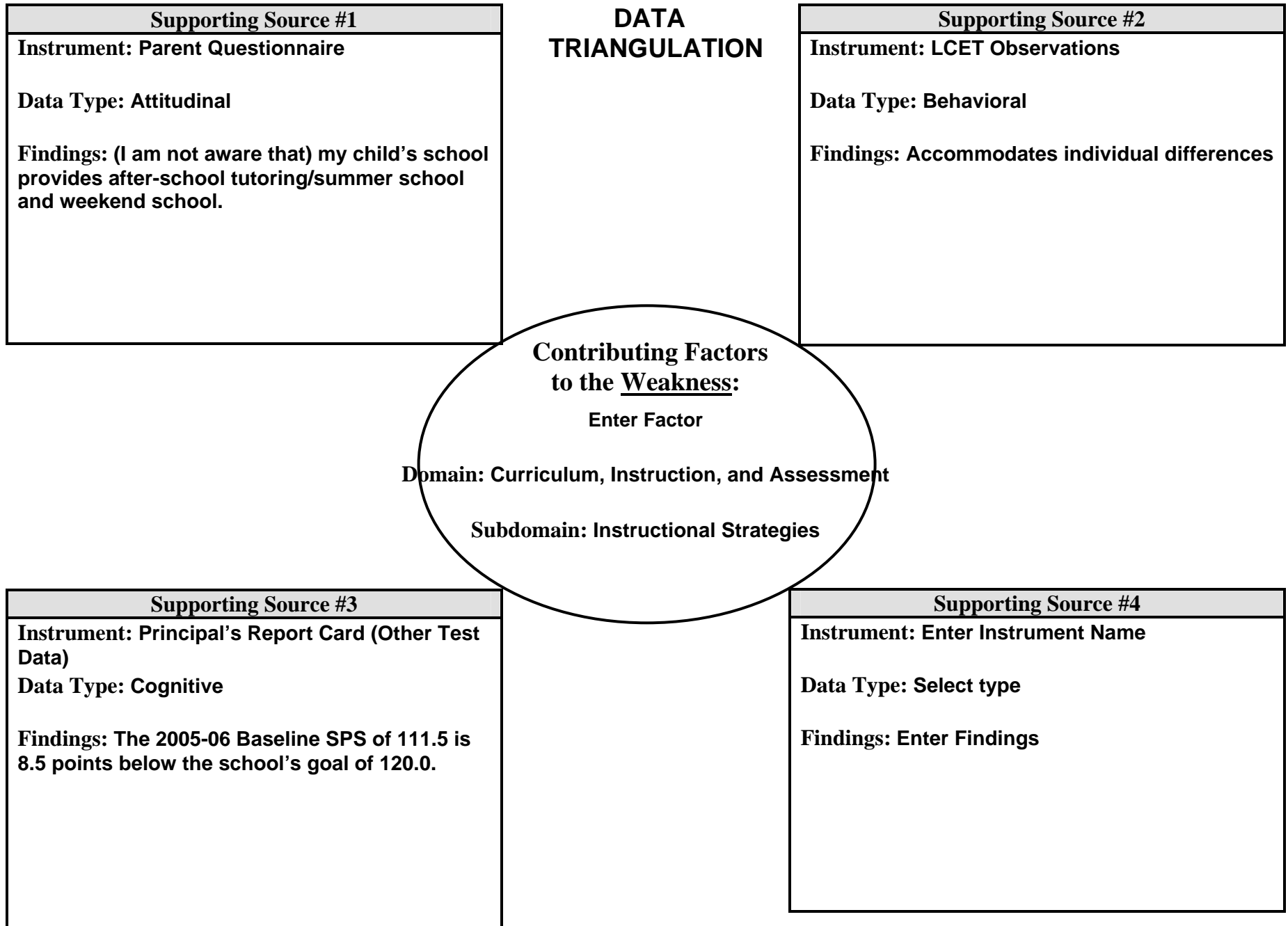
**DATA  
TRIANGULATION**

Supporting Source #2
<b>Instrument: Parent Questionnaire</b>  <b>Data Type: Attitudinal</b>  <b>Findings: I (don't) know what to do in the event of a school emergency.</b>



Supporting Source #3
<b>Instrument: Faculty Needs Assessment</b>  <b>Data Type: Attitudinal</b>  <b>Findings: Campus Security Issue: Too many open entrances to the school campus.</b>

Supporting Source #4
<b>Instrument: Contextual Observation Checklist</b>  <b>Data Type: Contextual</b>  <b>Findings: Temporary buildings are in need of a few repairs</b>



## 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. Attendance rate of 95.9%	2006-07 School Report Card
2. 72 <sup>nd</sup> percentile Core Total on the Iowa Test of Basic Skills	Spring 2006 2 <sup>nd</sup> Grade Iowa Test Results
3. CRT Index of 112.1	2005-06 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. Attendance rate not at goal of 97.0%	2005-06 School Report Card
2. Need to increase % of students scoring at the Mastery and Advanced levels on the 3 <sup>rd</sup> grade iLEAP test	2005-06 School Report Card
3. Need to decrease the % of students scoring at the Unsatisfactory level on the 3 <sup>rd</sup> grade iLEAP test	2005-06 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:

<b>CONTRIBUTING FACTORS TO THE STRENGTHS</b>	<b>DATA SOURCE</b>
1. Integration of technology into classroom teaching	Instructional Staff Questionnaire; Faculty Needs Assessment; LCET Observations; Archival Data Organizer
2. Teachers have high expectations for students	Parent Questionnaire; Contextual Observation Checklist; Academic Data - Iowa Test of Basic Skills
3. Instruction provides for the active participation of students	Instructional Staff Questionnaire; Parent Questionnaire; LCET Observations; Academic Data – Iowa Test of Basic Skills

List the contributing factors from the attitudinal/perceptual, behavioral, and archival data of the previously identified weaknesses:

<b>CONTRIBUTING FACTORS TO THE WEAKNESSES</b>	<b>DATA SOURCE</b>
1. School Safety	Instructional Staff Questionnaire; Parent Questionnaire; Faculty Needs Assessment; Contextual Observation Checklist
2. Need to make parents more aware of tutoring/remediation opportunities for students and/or provide more tutoring/remediation opportunities for students	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

<b>Baseline SPS</b> (Select year and enter score.)	<b>Growth SPS</b> (Select year and enter score.)	<b>Growth Target</b> (Select year and enter target.)
School Baseline SPS 2007: 116.1	School Growth SPS 2007: 119.5	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 <b>2005</b> : 109.4	School Growth SPS <b>2005</b> : No Score Available	School GT <b>2005</b> : 2.0
School Baseline SPS <b>2004</b> : No Score Available	School Growth SPS <b>2004</b> : No Score Available	School GT <b>2004</b> : No Score Available

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

## STRATEGY PLANNING WORKSHEET

**GOAL #1:** 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 3<sup>RD</sup> grade from 120.1 to 122.1 by 2011
- b) To increase Math CRT Index Scores in 3<sup>RD</sup> grade from 118.5 to 120.5 by 2011
- c) To increase Science CRT Index Scores in 3<sup>RD</sup> grade from 108.4 to 110.4 by 2011
- d) To increase Social Studies CRT Index Scores in 3<sup>RD</sup> grade from 110.6 to 112.6 by 2011
- e) To increase Students With Disabilities ELA Percent Proficient from 62% to 67% by 2011

**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 provide high content engaging schoolwork, work that is challenging to students, work with which students gain a sense of satisfaction and protection from adverse consequences for initial failures.

**Procedures for Evaluating the Goal, Objective(s) and Strategy:** Yearly comparison of scores from ITBS, DIBELS, Benchmark Reading Tests and School Performance Scores

## 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?)
<b>Destination Math</b> Computer lab facilitator will provide direct instruction to K thru 1 <sup>st</sup> grade students. The facilitator will plan collaboratively with teachers	General Fund	100 200	Mrs. Forbes' Salary	The computer lab facilitator will use technology to enhance students' learning. The lab facilitator will meet weekly with K and Gr. 1 teachers	The computer lab facilitator will administer a pre-test and post-test
	Title I	100 200	Ms. D'Arensbourg's salary		
<b>Destination Reading</b> The teacher will model and implement the Destination Reading Program	General Funds	100 200	Teachers' Salaries	The teacher will use technology to enhance students' learning	Increase students use of technology as documented on lesson plans and through classroom observations
	General Funds	300	\$1250 (License)		
<b>Accelerated Reader</b> The librarian will plan and the teacher will implement the Accelerated Reader Program with parental assistance	Title I	600	\$400	Increased student book check out	Computer generated log showing total participation by each classroom
	Library Funds	600	\$2599		

\* 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 applicab

## 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?)
Tutoring Staff will provide additional academic instruction to students not meeting their grade-level requirements	Title I Stimulus	100 200	\$16990.13	Tutors will assist at-risk students in reading and math	Reduce # of students in Tier 2 and Tier 3 in the District Wide Literacy Plan
Technology-based Instruction Students will generate original work using technology programs such as Kidpix, Starfall, Graph Club, Timeliner, Word, etc...	N/A	N/A	N/A.	Teachers will use technology to enhance student learning	Original work displayed in classroom and hallways

## 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?)
Professional Development Teachers will attend job embedded professional development and workshops, conferences, etc... that will enhance their classroom teaching instruction. Examples:				Completed leave forms	Implementation of new ideas from conference documented in lesson plans. Shared ideas at grade level and faculty meetings
Science Training (Breigh Rainey) – First Grade and Sp. Ed. Teachers	Title I	100 200	\$3590 \$826		
Math Training (Carol Price) – First Grade and Sp. Ed. Teachers	Title I	100 200	\$5520 \$1269		
Job Embedded Math PD – Carol Price (Substitutes)	Title I	100 200	\$4250 \$978		
Science Training (Breigh Rainey) – First Grade	Title II	100 200	720 166		
Kindergarten Conference November 8 and 9	Title II	500	\$4378		
Substitutes for Kindergarten Conferences 21 Teachers	Title II	100 200	\$1785 \$411		
<b>First grade teachers will attend math sessions with Dr. Carol Price to ensure correct implementation of strategies learned during summer training.</b>	<b>General Fund</b>	<b>100 200</b>	<b>Teachers' Salaries</b>	<b>Completed leave forms. Strategies included in lesson plans</b>	<b>Improved student math scores</b>
	<b>Title I</b>	<b>100 200</b>	<b>J. Spangler's Salary</b>		

During first grade block planning time, teachers will discuss their use of strategies learned in math training with Dr. Carol Price and devise common assessments (formal and informal) to assess student understanding of concepts.	N/A	N/A	N/A	Block planning minutes and revised common assessments.	Improved scores on common assessments.
During first grade block planning time, results of common assessments in math will be analyzed and used to drive instructions	N/A	N/A	N/A	Students will be grouped flexibly in class or cross class groups based upon assessment results.	Improved scores on common assessments
First grade teachers will attend science training and follow-up sessions to ensure correct implementation of strategies learned during summer training.	Title II	100 200	\$720 \$166	Completed Leave Forms Strategies included in lesson plans	Improved scores on science assessments
	Title I	100 200	\$3590 \$826		
First grade teachers will use science materials to enhance instruction.	Title I	600	\$5159	Materials used during science lessons	Improved scores on science assessments
Enhancement for at-risk Students The Reading Interventionists and the floating kindergarten paraprofessional will implement school Literacy Plan(Tier 3) to assist At-Risk students in reading by differentiated instruction.	Title I Sp. Ed (IDEA) General Funds	100 200	Teachers' Salaries  Para Salary  Reading Interventionists' Salary	Small group reading instruction to be delivered by reading interventionists and floating kindergarten paraprofessional	Fewer # of students in At-Risk category on DIBELS score Increased # of students performing on level as documented by scores on benchmark test given at the end of each assessment period

Northwestern Elementary will provide interventionists for kindergarten and first grade to target at risk students and pace classes in kindergarten and first grade to target students who excel academically.	General Funds	100 200	Teacher's Salaries	All students will show academic improvement.	Improved scores on DRA, DIBELS, Destination Math, and other assessments.
<b>Grade Level Meetings</b> Teachers will attend weekly grade level meetings to address GLE's and their implementation into the curriculum and make changes as needed.	N/A	N/A	N/A	GLE'S and curriculum activities documented in lesson plans	Completed curriculum monitoring forms by school administrators Lesson Plans Monitoring by district office
<b>Use of Technology to aid instruction</b> The teacher will use a variety of technology to enhance instruction such as Aver key, Classroom Performance System (CPS), Starboard or Overhead projector	N/A	N/A	N/A	Classroom observation of teacher use by administration	Use of technology documented through curriculum monitoring pop-in form
<b>Reading Goal</b> Each grade level will implement their monthly reading goal. (Pre-K, K, and 1 <sup>st</sup> Grade)	General Funds Supply Fee	600	\$500	Log kept by teacher indicating # of books read monthly	Teacher will reward students when they attain their reading goals

Northwestern Elementary, Zachary Elementary and ZELC will collaborate to ensure continuity of instruction in all grade levels.	N/A	N/A	N/A	Sign in rosters	Teachers and administrators will share successes and challenges of the curriculum.
Extended Day Program An Extended Day Coordinator will plan, organize, and implement the Extended Day Program, which will be offered to all students.	Self-generated funds	N/A	N/A	Student involvement in program	Log kept by Extended Day Coordinator indicating student participation
Parent Workshops Parent in-services will be implemented by the Reading Specialists to educate and assist parents in ways they can enhance their child's Literacy/study skills. One workshop will focus on literacy/study skills, and one will focus on wellness - Smart Bodies).	Title I Community Sponsors	600	\$400	Parental participation in scheduled workshops	Sign in roster
Parent /Student Workshops Eight Accelerated Reader Nights will be scheduled for first grade students and parents. October, December, March, May	Title I	600	\$800	Parent/student participation in scheduled workshops	Sign in roster Computer generated log showing student participation
Parent/Teacher Communications Parent Orientation, Meet and Greet, PTO, newsletters, the school website, and parent conferences will be used to enhance communications between parents and teachers	General Funds	600	\$10,800	Increased parental involvement as documented by volunteer log	Sign-in rosters, sign in sheets-front office. Parent volunteers
Home/School Connection Newsletter	Title I Stimulus Funds	600	\$142		

<b>Family Involvement</b> The faculty and staff will plan, organize, and implement programs to enhance family involvement such as a Family Literacy Night for pre-k and kindergarten and AR Nights for first grade.	<b>Title I</b>  <b>Pre-K Funds</b>	<b>600</b>  <b>600</b>	<b>\$375</b>  <b>\$480</b>	<b>Number of parents/students participating in scheduled events.</b>	<b>Sign in sheets, rosters, and registration forms</b>
<b>Enriching Content Areas</b> Field trips will be planned, organized and implemented to reinforce units of study and grade-level expectations throughout the school year.	<b>Student generated funds</b>	<b>N/A</b>	<b>\$10,000</b>	<b>Student participation in scheduled field trips</b>	<b>Signed field trip permission forms. Scheduled field trips documented in lesson plans related to GLE</b>

## STRATEGY PLANNING WORKSHEET

<b>GOAL #2:</b> All students will graduate from high school
<b>OBJECTIVE(S) #:</b> The percent of students who drop out will decrease from <u>3.0%</u> to <u>2.8%</u> by <u>2008</u>
<b>SCIENTIFICALLY BASED RESEARCH STRATEGY:</b> (Derived from the contributing factors) – <b>Meaningful Engaged Learning; Response to Intervention</b>
<p><b>Bibliographic Notation:</b> Gresham, F.M. (1991). Conceptualizing behavior disorders in terms of resistance to intervention, <i>School Psychology Review</i>, 20, 23-36.</p> <p>Gresham, Frank <i>Responsiveness to Intervention: an Alternative Approach to the Identification of Learning Disabilities</i>. University of California, Riverside.</p> <p>Mellard, Daryl. (Sept 2004) NRCLD Principal Investigator. <i>Understanding Responsiveness to Intervention in Learning Disabilities Determination</i>. Understanding RTI</p> <p>Melard, D.F., Byrd, S.E., Johnson, Tollefson, J.M., &amp; Boesche, L. (Fall 2004). Foundations and Research on Identifying Model Responsiveness-to-Intervention Sites. <i>Learning Disability Quarterly</i>, 27, 243-256.</p>
<p><b>Brief Summary of Research:</b> Responsiveness to Intervention can be defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). <i>The Individuals With Disabilities Education Improvement Act of 2004</i> (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.</p>
<p>Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?</p> <p>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, 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, &amp; Boesche, 2004) that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way.</p>
<p>If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: All subgroups will benefit from this strategy, especially the students in the subgroups of poverty and Special Education.</p>
<p><b>Procedures for Evaluating the Goal, Objective(s) and Strategy:</b> Yearly Comparison in attendance data, retainment data, reading performance scores, and data gathered from DIBELS assessments and Destination Math</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?)
School Personnel will provide incentives for student attendance. Attendance incentives will be awarded monthly, and at the end of the year	General Funds	600	\$2,000	Improve student attendance	Compare the reduction in student attendance (2008-2009) using JPAMS and Attendance Records
DIBELS – Extended Reading Time (Tiers II and III) Additional reading instruction will be provided by school personnel to those students identified through DIBELS testing (using Palm Pilots) needing intensive/strategic support	IDEA	200	\$1280 (subs)	Students will be placed in groups according to scores	The teacher will watch for improvement in DIBELS scores and reading performance in the classroom. Evaluations include: <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• DRA</li> <li>• Benchmark Scores</li> </ul>

**D.** . . . 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)

## 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?)
<b>Summer School/Extended Year</b> This program will be provided to students who are recommended by the classroom teacher in order to maintain grade-level skills	Title I	100 200	Teachers 11,970 \$2230	Teacher recommendation of student placement in program	Teachers will review and reinforce grade-level skills
	IDEA	100 200	Teachers \$1710 \$318.57 Paras		
		100 200	\$1140 \$212.38		
<b>Wilson Program</b> Program to be facilitated by reading interventionists	General Fund	100 200	T. Johnson's Salary	Students participation in program based on poor reading performance (DIBELS, Benchmarks test)	Improved student performance in reading
	Title I	100 200	L. Wax's Salary		
	General Fund	100 200	D. Brown's salary		
<b>Other Activities</b> Call parents if child is absent. School personnel will make phone contacts daily for students not in attendance	N/A	N/A	N/A	Fewer absences	Increase in attendance

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 ### Indicates PK –12 Literacy Activities (if applicable)

## 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?)
<b>Partnership</b> NES will continue a partnership with NMS clubs and organizations to motivate and encourage students to stay in school	N/A	N/A	N/A	Increase in attendance	Fewer absences and less checkouts
<b>Civic Organizations</b> NES will encourage partnerships with businesses and civic organizations within the community	N/A	N/A	N/A	Business and civic organizations involvement in school activities.	Documented involvement by business and civic organizations (i.e. newsletter articles, website recognition)
<b>Professional Development</b> Teachers will participate in professional development activities that will enhance their ability to effectively teach their subject matter	See page 28	N/A	N/A	Professional Leave Forms	Implementation of new ideas from conferences documented in lesson plans Shared ideas at grade level meetings

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**###** Indicates PK –12 Literacy Activities (if applicable)

## STRATEGY PLANNING WORKSHEET

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

**OBJECTIVE(S) #: Our school will not be identified as a persistently Dangerous school, as defined by the state**

**SCIENTIFICALLY BASED RESEARCH STRATEGY:** (Derived from the contributing factors) –  
**Data-Driven Decision Making**

**Bibliographic Notation: Wayman, J.C., Midgley, S. & Stringfield, S. (in press). Leadership for data-based decision-making: collaborative data teams. In Danzig, A. Borman, K., Jones, B., & Wright, B. (Eds.), New Models of professional development for learner-centered leadership. Erlbaum.**

**Brief Summary of Research: Research indicates that exemplary schools and districts use data to identify strengths and weaknesses. They track and share results of various interventions in order to pinpoint successful strategies for achieving goals.**

**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?**  
**This strategy enables the systematic collection of information pertaining to creating and maintaining an environment conducive to learning.**

**If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Subgroups, including poverty and Special Education, will benefit from this strategy by providing a safe, drug free environment conducive to learning.**

**Procedures for Evaluating the Goal, Objective(s) and Strategy: Yearly comparison of discipline referrals generated from JPAMS**

## ACTION PLAN

<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	<b>Funding Sources</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working?)
<b>Analyze number and type of behavior referrals for students from the previous year and have school counselor track the school's progress in addressing the most severe student behavior problems</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>Have students with greatest number of referrals participate in small group counseling sessions w/school counselor</b>	<b>School counselor and administrators will see a decrease in the number of behavior referrals in students who participate in small group</b>
<b>Character Action Training Class</b> <b>Administrators will send students to the Character Action Training Class for chronic or severe behavior concerns</b>	<b>General Funds</b>	<b>100 200</b>	<b>\$23,000</b> <b>CAT room</b> <b>paraprofessional salary</b>	<b>Students will participate in Character Action Training Class</b>	<b>After participation in the Character Action Training Class students will be more likely to display targeted character traits</b>
<b>Teachers, staff, and faculty will use Bravo Braves as an incentive to promote good behavior and good work habits in students</b>	<b>General Funds</b>	<b>600</b>	<b>\$500</b>	<b>Students will demonstrate good behavior and good work habits</b>	<b>Students will receive Bravo Braves for good behavior and good work habits</b>
<b>Teachers, faculty and staff will plan monthly incentives for students who meet the criteria for good conduct in our SWPBS program.</b>	<b>General Funds</b>	<b>600</b>	<b>\$2,000</b>	<b>Students will receive incentives according to the checks on their conduct cards</b>	<b>The number of checks on conduct cards will decrease as the year progresses.</b>

- D.** . . . Indicates Professional Development Learning  
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 ## Indicates Discipline Support Activities (if applicable)  
 ### Indicates PK –12 Literacy Activities (if applicable)

### 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?)
<b>Red Ribbon Week</b> The school counselor will implement Red Ribbon Week activities during the month of October	General Funds	600	\$100	All teachers and students will participate in drug-free activities	Students will respond appropriately to follow-up questions and activities
<b>Character Counts</b> The school counselor will conduct lessons (Guidance Classes) in the classrooms once a month	General Funds	100 200	School Counselor's Salary	Student participation in guidance lessons	The students will demonstrate good character on the school campus The teachers will model acceptable traits

<p><b>D.A.R.E. Program</b>  The D.A.R.E. official from Zachary City Police will conduct lessons and provide activities that promote a non-violent and drug free environment at school and at home</p>	N/A	N/A	N/A	All teachers and students will participate in the D.A.R.E lessons and become aware of the effects of dangerous substances	Class discussions about Drugs/Alcohol resistance
The Character Action Training Moderator and the Counselor will meet with individual and small groups of students to incorporate Promoting Alternative Thinking Strategies (PATH) activities.	N/A	N/A	N/A	Students will participate in Character Action Training Class	Decrease in referrals of students participating in PATH activities to the CAT room
The Smart Bodies Program will be implemented to enhance awareness of nutrition and healthy living.	N/A	N/A	N/A	Students will participate in Smart Bodies Activities	Sticker charts will be displayed in classrooms indicating participation in activities

<p>The school counselor will meet with small groups of students in need of social skills training as identified by teachers using the Shape-Up Program (Tier I).</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>Students will participate in small group sessions</p>	<p>Decrease in the number of checks on each student's daily conduct cards.</p>
<p>The Shape-Up Program will be implemented as a tier one program and is a class-wide approach to shaping student classroom conduct and ultimately increasing prosocial skills that compliments the structure of Schoolwide Positive Behavior Support (SW-PBS).</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>Students will participate in the Shape-Up Program</p>	<p>Decrease in the number of checks students receive from the beginning of the program to the end of the program.</p>
<p>The Schoolwide Positive Behavior Support (SWPBS) program will be implemented.</p>	<p>General Funds</p>	<p>600</p>	<p>\$750</p>	<p>Teachers and students will participate in the PBS program.</p>	<p>Decrease in the number of discipline referrals.</p>

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

**Title Budget  
2010-2011**

<b>Object Code</b>	<b>Expenditure Category</b>	<b>Qty</b>	<b>Amt</b>	<b>Budget</b>
<b>100/200</b>	<b>Salaries and Benefits:</b>			
	Teacher(s)	1	82818.27	
	Comp Aides	1	24190.25	
	Character Moderators			
<b>100</b>	<b>Stipends</b>			
	Science Trainer – Breigh Rainey (13 hours @ \$30.00 per hour)	13	390	390
	Science Training (20 teachers @ 8 hours)	20	3200	3200
	Math Trainer Carol Price (16 hours @ \$30 per hour)	16	480	480
	Math Training 42 teachers (6 hours @ \$20 per hour)	6	5040	5040
<b>100</b>	<b>Substitutes</b>			
	Job embedded professional development-Math –Carol Price (20 teachers -5 half day substitutes)	10	4250	4250
<b>200</b>	<b>Benefits on stipends</b>			
	Science Trainer – Breigh Rainey	13	90	90
	Science Training (20 teachers)		736	736
	Math Trainer Carol Price	16	110	110
	Math Training (42 teachers)	6	1159	1159
<b>200</b>	<b>Benefits on substitutes</b>			
	Job embedded PD – (20 teachers)- Substitues		978	978
	<b>TOTAL SALARIES/BENEFITS</b>			<b>16433</b>
<b>300</b>	<b>Purchased Services</b>			
	<b>TOTAL PURCHASED SERVICES</b>			
<b>500</b>	<b>Other Purchased Services</b>			
	<b>TOTAL OTHER PURCHASED SERVICES</b>			<b>0.00</b>
<b>600</b>	<b>Supplies</b>			
	Science/Math Supplies		5159	5159
	Parental Involvement – Refreshments for workshops, and Literacy and AR nights, books for each kindergarten and first grade student to be distributed during Literacy Night and AR Nights.		1186	1186
	<b>TOTAL SUPPLIES</b>			<b>5159</b>
<b>700</b>	<b>Property</b>			
	<b>TOTAL PROPERTY</b>			<b>0.00</b>
	<b>TOTAL TITLE BUDGET</b>			<b>22920</b>

Northwestern Elementary  
 Title II Budget  
 2010-2011

Budget \$ 7

Object Code	Expenditure Category	Qty	Amt	Budget (Rounded)
100/200	Salaries and Benefits:			
100	Stipends (List workshops)			
	Science Training (Breigh Rainey)			
	18 teachers (2 hours @ \$20.00 an hour)	18	720.00	720
200	Benefits on stipends		165.60	166
	Total teachers		18	
100	Subs (List workshops )	21	1785.00	1785
	Kindergarten Conference (SDE) Nov.			
200	Benefits for subs		410.55	411
	Total Subs			
	<b>TOTAL SALARIES/BENEFITS</b>			<b>3082</b>
300	Purchased Services			
	<b>TOTAL PURCHASED SERVICES</b>			
500	Travel (List conferences and dates)			
	Conference for Kindergarten Teachers (Registration) 17 classroom teachers and	22	4378	4378
	4 Sp. Ed.and Donna Brown @ 198 each			
	SDE – Nov. 8 -9, 2010 and Jan. LDE confernce			
	<b>TOTAL OTHER PURCHASED SERVICES</b>			<b>4378</b>
	<b>TOTAL TITLE BUDGET</b>			<b>7460</b>