

Northwestern Elementary School

School Improvement Plan

Submission Date: *Fall 2011*

**Northwestern Elementary School
K – 1st Grades
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Zachary, LA 70791
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School Profile

Check where applicable:

- Charter School
- Alternative School
- School in School Improvement
 - Academically Unacceptable Schools – Year 1
 - Academically Unacceptable Schools – Year 2
 - Academically Unacceptable Schools – Year 3
 - Academically Unacceptable Schools – Year 4
- School Improvement – Year 1
- School Improvement – Year 2
- Corrective Action – Year 1
- Corrective Action – Year 2
- Restructuring
- Title I School
 - Schoolwide Targeted Assistance
- Member of Southern Association of Colleges and Schools
- Teacher Advancement Program (TAP)
- Distinguished Educator
- Literacy and Numeracy
- Grant Application

Name of Grant: Enter Name of the Grant

Contact Person: Enter Contact Person's Name

Phone: Enter Contact's Phone Number

E-mail: Enter Contact's Email Address

SCHOOL IMPROVEMENT PLAN CROSSWALK

Table of Contents for SIP

[Schoolwide Components NCLB Section 1114 (b)(1)(A-J)]

[School Improvement Plan NCLB Section 1116(b)(3)(A)(i-x)]

Each school operating a schoolwide program must include all ten components in their plan. All schoolwide schools in improvement status must include the ten requirements for schools in improvement.

Ten Components of a Schoolwide Program	"Tools" Pages	Ten Requirements of a School Improvement Plan	Your SIP Pages
1.A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.	23 – 25	1. An effective needs assessment	15-16
2. Schoolwide Reform Strategies	32 – 39	2. A <i>strategy</i> for school improvement is a method for achieving the identified objectives. (e.g., using graphic organizers, visual imagery, and summarization). Scientifically Based Research (ESEA; Title IX, Part A) is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.	17 -20
3. Instruction by Highly Qualified Teachers	Rubric, Page 80	3. Provide an assurance that the instruction will be provided by highly qualified teachers. In addition, job-embedded professional development will be directed to address the needs of teachers and other staff members in the school to ensure academic achievement problems are identified for improvement.	17-22

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<p>4. High quality and ongoing professional development for –</p> <ul style="list-style-type: none"> ➤ Teachers ➤ Principals ➤ Paraprofessionals 	<p>45 – 49</p>	<p>4. Effective Professional Development incorporates the following:</p> <ul style="list-style-type: none"> • Focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so all students can learn and perform at high levels • Creates a learning community in which substantive professional development is linked primarily to content knowledge and instructional strategies • Provides opportunities for job-embedded professional development • Provides plans for follow-up and support to ensure teacher/student learning • Focuses on student needs • Prepares educators to demonstrate high expectations for all student learning 	<p>18-23</p>
<p>5. Strategies to attract high-quality highly qualified teachers to high-need schools</p>	<p>Attached to School Improvement Plans</p>	<p>5. Provide a <i>District plan</i> or policy Teacher Quality Strategies (plan for attracting high quality teachers) Identify revision date on School Policy chart, page 15 of SIP.</p>	<p>N/A</p>
<p>6. Strategies to increase parent involvement <i>(Such as family literacy services)</i></p>	<p>50 – 55</p>	<p>6. Effective family involvement:</p> <ul style="list-style-type: none"> • 	<p>18,22</p>
<p>7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. <i>(Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)</i></p>	<p>http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf</p>	<p>7. Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11.</p> <ul style="list-style-type: none"> • Professional development • Teacher classroom visits • Children portfolios 	<p>N/A</p>

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<p>8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>	<p>Curriculum Section, pages 56 – 69</p> <p>Rubric, pages 78 – 81</p>	<p>8. What processes are in place for administrator(s) to identify teachers’ professional development needs related to content, instructional strategies, and classroom assessment?</p> <p>The SIP must present the actual people who will see the activities have taken place, not only the trainer, model provider, or a group of people, but those who will be responsible for setting them up and ensuring they are completed.</p>	<p>18-23</p>
<p>9. Activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</p>	<p>56 – 69</p>	<p>9. The Administration monitors the Taught Curriculum</p> <p>Teacher teams, with the SIT and School Support Team improves the Taught Curriculum</p>	<p>18-23</p>
<p>10. Coordination and integration of Federal, State, and local services and programs</p>	<p>70 – 72</p>	<p>10. Effective coordination of resources</p>	<p>18-23</p>

Louisiana Critical Goals

Critical Goal (CG)	Your SIP Page Number
<p>CG1. Students enter Kindergarten ready to learn. Measure: Percentage of Kindergarteners Meeting Benchmark on DIBELS Screening</p>	N/A
<p>CG2. Students are literate by the third grade. Measure: Percentage of Third Graders Earning Basic and Above on iLEAP English Language Arts Assessment</p>	16-23
<p>CG3. Students will enter fourth grade on time. Measure: Percentage of Students Earning Consecutive Promotion from Kindergarten through Fourth Grade</p>	16-23
<p>CG4. Students perform at or above grade level in English Language Arts by eighth grade. Measure: Percentage of Eighth Graders at Basic and Above on LEAP English Language Arts Assessment</p>	N/A
<p>CG5. Students perform at or above grade level in math by eighth grade. Measure: Percentage of Eighth Graders at Basic and Above on LEAP Mathematics Assessment</p>	N/A
<p>CG6. Students will graduate on time. Measure: Cohort Graduation Rate (Percentage of Students Graduating in Four Years)</p>	N/A
<p>CG7. Students will enroll in post – secondary education or graduate workforce – ready. Measure: Percentage of First Time Freshmen (High School Graduates Enrolling in Post – Secondary Institutions)</p>	N/A
<p>CG8. Students will successfully complete at least one year of post – secondary education. Measure: The percentage of first time freshman achieving sophomore status within two years of entering post – secondary education</p>	N/A
<p>CG9. Achieve all eight Critical Goals, regardless of race or class. Measure: Subgroup performance of each of the Goals will be assessed to monitor progress on this goal.</p>	N/A

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 LEA Accountability and/or Federal Programs contact. The LEA must submit via the School Improvement eGrant system.
- ❑ Submit the District Assurance via the eGrant.
- ❑ Follow each eGrant page for appropriate number of characters.
- ❑ Insert page numbers in the Table of Contents for Word version of template to be kept on file at school and LEA.
- ❑ All plans must contain a Crosswalk that identifies page numbers of activities that align with NCLB components of School Improvement and School Wide Programs.
- ❑ For SIPs that have been revised, indicate material that has changed on the *Action Plan* sheets 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

**Schools submit SIPs to the district for evaluation using the state’s rubric*

Principal Signature: _____

Date: _____

Superintendent’s Signature: _____

Date: _____

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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)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA or 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 (iLEAP, LEAP/GEE, 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 in the SIG Tiers, I hereby certify that this plan was developed with the assistance of a District Assistance Team and State-level School Support Team 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 and strategies to attract and keep high quality teachers
 - Plans for transitioning pre-school children to local elementary school programs
 - 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

Principal's signature

District Assistance or School Support Team Leader

Chair, School Improvement Team

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>8</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>8</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input checked="" type="checkbox"/>	<u>4</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 checked="" type="checkbox"/>	<u>4</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 (s)	<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"/>

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

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Crisis Management (emergency/evacuation plan)	§ 339/741	7/2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	7/2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	7/2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	7/2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	7/2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	7/2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	????	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Transition Plan for Pre-School Children	§ 1114/Title I	????	<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)	Zachary Early Learning Center
Community	Rotary Club; Kiwanis Club; Foundation Assisting Zachary Education
Business/Industry	Georgia Pacific; LSU Ag Center, Raising Cane's Neighbors Federal Credit Union, Subway
Private Grants	Exxon; ADF
Other	PTO; Louisiana Department of Agriculture

Data Triangulation – Strengths

Contributing Factors: Evidence of well-aligned curriculum throughout the school	
Domain: Curriculum, Instruction, and Assessment - 500 Sub domain: Instructional Strategies - 520	
Instrument(200): Administrator Questionnaires; Classroom Observation Summary; Test Scores	
Data Type:	Findings(500)
1. Attitudinal	1. Administrators report that the school’s curriculum is aligned with Louisiana’s Grade Level Expectations
2. Behavioral	2. The Classroom Observation Summary indicates that teachers present accurate subject matter
3. Archival	3. Test scores indicate that students are performing well above the state average
Contributing Factors: Teachers and administrators foster academic growth in students	
Domain: School Culture - 200 Sub domain: Student Expectations -210	
Instrument(200): Instructional Staff Questionnaires; Classroom Observation Summary; Test Scores	
Data Type:	Findings(200)
1. Attitudinal	1. Instructional staff indicate that the school administrators encourage students to do well in school
2. Behavioral	2. The Classroom Observation Summary indicates that a positive learning climate is promoted at this school
3. Archival	3. Test scores show that students are expected to learn academic concepts above and beyond the grade-level GLEs
Contributing Factors: Teachers provide appropriate instruction for students	
Domain: Curriculum, Instruction, and Assessment - 500 Sub domain: Instructional Strategies - 510	
Instrument(200): Instructional Staff Questionnaires; Parent Questionnaires; Administrative Questionnaires	
Data Type:	Findings(500)
1. Attitudinal	1. Instructional staff indicate that they provide for the active participation of students in their classrooms
2. Attitudinal	2. Parents indicate that when they visit their child’s school, student work is clearly visible
3. Attitudinal	3. Administrators indicate that that additional instructional time is provided to students who need more help

*Must list at least three findings to justify Contributing Factors

Refer to *Comprehensive Needs Assessment User’s Guide* page 65 Table 52 Domain and Sub domain codes

Data Triangulation – Weaknesses

Contributing Factors: Students need access to more assistance and/or opportunities to practice and master content	
Domain: Curriculum, Instruction, and Assessment - 500 Sub domain: Other – Curriculum, Instruction, and Assessment - 550	
Instrument(200): Instructional Staff Questionnaires; Parent Questionnaires; Classroom Observation Summary	
Data Type:	Findings(500)
1. Attitudinal	1. Parents indicate that they are unaware of the school’s effort to provide after-school, weekend, or summer school tutoring programs
2. Attitudinal	2. Instructional staff indicate that they do not regularly check students’ homework
3. Behavioral	3. Classroom observations indicate that teachers need to focus efforts on managing time adjustment for planned activities
Contributing Factors: Stakeholders should be made more aware of the policies and procedures related to student and adult safety at this school	
Domain: School Climate - 100 Sub domain: Personal Safety and Respect– 110	
Instrument(200): Instructional Staff Questionnaire; Parent Questionnaire; Faculty Needs Assessment	
Data Type:	Findings(100)
1. Attitudinal	1. 23% of the Instructional staff indicated that they do not feel safe and secure in their school facilities
2. Attitudinal	2. 30% of the Parents indicated that they do not know what to do in the event of an emergency at their child’s school
3. Attitudinal	3. The Faculty Needs Assessment indicated that 12 staff members felt that “Personal Safety and Respect” was a weakness for this school
Contributing Factors:	
Domain: Sub domain:	
Instrument(200):	
Data Type:	Findings(500)
1.	1.
2.	2.
3.	3.

*Must list at least three findings to justify Contributing Factors
Refer to *Comprehensive Needs Assessment User’s Guide* page 65 Table 52 Domain and Sub domain codes

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

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

Part Ia: Rank-order the identified areas of strength (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. All Subgroups met AYP	2010-11 School Report Card
2. School Earned "A" Letter Grade	2010-11 School Report Card
3. Baseline Assessment Index is 120.4	2010-11 School Report Card
4.	
5.	

Part IIa. List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the previously identified strengths:

CONTRIBUTING FACTORS TO THE STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. High student expectations	LANA questionnaires; Cognitive Data; Classroom Observations
2. Integration of technology into instruction	LANA questionnaires; Archival Data; Classroom Observations
3. A variety of instructional and assessment strategies are used	LANA questionnaires; Classroom Observations; Cognitive Data
4.	
5.	

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part Ib: Rank-order the identified areas of weakness (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Need to increase the % of students scoring at the Mastery and Advanced levels on the iLEAP tests	2010-11 School Report Card
2. Attendance rate is not at school goal of 97.5%	2010-11 School Report Card
3. Need to decrease the % of students scoring at the Unsatisfactory levels on the iLEAP tests	2010-11 School Report Card
4.	
5.	

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

CONTRIBUTING FACTORS TO THE WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Need to continue to make efforts to engage students through the use of technology and integration of subject areas and push above average students into the higher performance levels	LANA Questionnaires; Classroom Observation Summary
2. Need to make further efforts to involve parents in the instructional program for their children	LANA Questionnaires; SIP Meeting Sign-In Sheets
3. Need to make parents and students more aware of tutoring/remediation opportunities for students	LANA Questionnaires
4.	
5.	

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

Action Plan - Activities indicated should address all subgroups

GOAL 1	By 2013-2014, all students will reach high standards by attaining proficiency or better in reading/English Language Arts	
Louisiana Critical Goal (CG): <input type="checkbox"/> CG1 <input checked="" type="checkbox"/> CG2 <input checked="" type="checkbox"/> CG3 <input type="checkbox"/> CG4 <input type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input type="checkbox"/> CG9		
Research-Based Strategy 1: <input checked="" type="checkbox"/> RTI <input checked="" type="checkbox"/> JEPD <input checked="" type="checkbox"/> DDD <input type="checkbox"/> MEL <input checked="" type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL		
Provide an explanation for not selecting one of the three recommended strategies:		
Indicator of Implementation (250 Characters): Up to 6	Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6	
1.1 Teachers provide instruction that is supported by a rigorous research base, aligned to state content standards, differentiated based on student needs and regularly monitored for progress. (RTI)	1.1 Evaluation methods will include observations by administrators, lesson plans, samples of student work and walk throughs. In addition, review of failure and passage reports.	
1.2 Knowledge is presented through meaningful contexts (e.g., hands-on, learning tasks related to real life experiences) and is connected to core content areas or disciplines. (CA)	1.2 Evaluation methods will include observations by administrators, lesson plans, samples of student work and walkthroughs.	
1.3 Instructional staff engages in a variety of professional learning activities that are specifically aligned with identified school improvement outcomes. (JEPD)	1.3 Evaluation methods will include review of sign sheets, agendas, global CLUs, meeting notes, and common assessments.	
1.4 The school leadership team collects and analyzes student and teacher data including student performance and classroom walkthrough data, during the fall semester and at the end of school year to monitor progress and assess the accomplishments of school wide goals. (DDD)	1.4 Evaluation methods will include meeting agendas, notes, and data sources.	

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OBJECTIVES(150 Characters): Up to 3		DESIRED OUTCOMES(150 Characters):				
1.1	To increase 3 rd grade English Language Arts Index from <u>127.1</u> to <u>131.1</u> by 2013.	To increase reading comprehension, writing skills, and literacy strategies for all kindergarten and 1st grade students in all content areas				
1.2	To increase the lowa reading scores for 1 st grade students from the <u>75th</u> to <u>77th</u> percentile by 2013.	To increase phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension strategies for all 1st grade students				
Activity (1500 Characters)		Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
Destination Reading The teacher will model and implement the Destination Reading Program		Administrators and teachers	On-going	On-going	N/A	N/A
Accelerated Reader The librarian will plan and the teacher will implement the Accelerated Reader Program with parental assistance		Administrators, librarians, and teachers	On-going	On-going	\$1500	School Library Funds
Foundations During the designated Reading Block the teacher and ancillary personnel will implement the Foundations Program		Administrators, ancillary staff, and teachers	On-going	On-going	N/A	None
During the spring semester of the 2011 – 2012 school year during block planning time, kindergarten and first grade teachers will research and list books in the categories of literary and informational text to be used with the core curriculum.		Administrators, K and 1 teachers	Feb. 2012	On-going	N/A	N/A

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<p>Enhancement for at-risk Students The Reading Interventionists and the floating kindergarten paraprofessional will implement school Literacy Plan(Tier 2/Tier 3) to assist At-Risk students in reading by differentiated instruction</p>	<p>Administrators, interventionists, paraprofessional, and teachers</p>	<p>On-going</p>	<p>On-going</p>	<p>Lorrie Wax's salary Glenda Dufour's salary Tamara Johnson's salary</p>	<p>Title I IDEA General Funds</p>
<p>Reading Goal Each grade level will implement their monthly reading goal. (Kindergarten and 1st Grade)</p>	<p>Administrators and teachers</p>	<p>On-going</p>	<p>On-going</p>	<p>\$500</p>	<p>General Funds Supply Fees</p>
<p>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</p>	<p>Administrators and teachers</p>	<p>On-going</p>	<p>On-going</p>	<p>No Cost</p>	<p>N/A</p>
<p>Wilson Program to be facilitated by reading interventionists</p>	<p>Administrators and interventionists</p>	<p>On-going</p>	<p>On-going</p>	<p>Lorrie Wax's salary Tamara Johnson's salary</p>	<p>Title I General Funds</p>

Summative Evaluation (250 Characters): This goal will be evaluated through the self, peer, and external analysis cycle utilized by all schools within the Zachary Community School District. Accountability for planning and following through with each activity in this plan will be done through annual reports, walk through observations, and agendas. Assessment results will be analyzed by using the A3 software program to ensure satisfactory progress by students in the area of English Language Arts. A final evaluation will be done through the review of test scores and stakeholder questionnaire responses.

Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)	Date Resolved
	date		date
	date		date

FCI-Indicates Family Community Involvement Activities

STEM-Indicates Science, Technology, Engineering, and Mathematics Activities

D – Indicates Discipline Support Activities

C-Indicates Curriculum Activities

CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development

L-Indicates Literacy Activities

Action Plan - Activities indicated should address all subgroups

GOAL 2	By 2013-2014, all students will reach high standards by attaining proficiency or better in mathematics	
Louisiana Critical Goal (CG): <input type="checkbox"/> CG1 <input checked="" type="checkbox"/> CG2 <input checked="" type="checkbox"/> CG3 <input type="checkbox"/> CG4 <input type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input type="checkbox"/> CG9		
Research-Based Strategy 1: <input checked="" type="checkbox"/> RTI <input checked="" type="checkbox"/> JEPD <input checked="" type="checkbox"/> DDD <input type="checkbox"/> MEL <input checked="" type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL		
Provide an explanation for not selecting one of the three recommended strategies:		
Indicator of Implementation (250 Characters): Up to 6	Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6	
1.1 Teachers provide instruction that is supported by a rigorous research base, aligned to state content standards, differentiated based on student needs and regularly monitored for progress. (RTI)	1.1 Evaluation methods will include observations by administrators, lesson plans, samples of student work and walk throughs. In addition, review of failure and passage reports.	
1.2 Knowledge is presented through meaningful contexts (e.g., hands-on, learning tasks related to real life experiences) and is connected to core content areas or disciplines. (CA)	1.2 Evaluation methods will include observations by administrators, lesson plans, samples of student work and walkthroughs.	
1.3 Instructional staff engages in a variety of professional learning activities that are specifically aligned with identified school improvement outcomes. (JEPD)	1.3 Evaluation methods will include review of sign sheets, agendas, global clus, meeting notes, and common assessments.	
1.4 The school leadership team collects and analyzes student and teacher data including student performance and classroom walkthrough data, during the fall semester and at the end of school year to monitor progress and assess the accomplishments of school wide goals. (DDD)	1.4 Evaluation methods will include meeting agendas, notes, and data sources.	
OBJECTIVES(150 Characters): Up to 3	DESIRED OUTCOMES(150 Characters):	

School Improvement Plan

2.1	To increase 3 rd grade mathematics Index from <u>120.2</u> to <u>124.2</u> by 2013.	To increase numeracy skills for all kindergarten and 1st grade students and to increase student success on mathematics assessments				
2.2	To increase 1 st grade mathematics Percentile from the <u>79th</u> to the <u>81st</u> percentile by 2013.	To increase 1st grade students conceptual understanding, procedural fluency, adaptive reasoning, and other general problem solving skills in all areas of mathematics				
Activity (1500 Characters)		Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
Destination Math Computer lab facilitator will provide direct instruction to K thru 1st grade students. The facilitator will plan collaboratively with teachers		Administrators, computer lab teacher, teachers	On-going	On-going	N/A	N/A
Retired teacher will provide math intervention for students not meeting their grade-level requirements		Administrators, retired teacher	On-going	On-going		IDEA
During the first semester of the 2011 – 2012 school year, first grade teachers will plan Debbie Diller math center activities during block planning time. Kindergarten teachers will plan activities and assessments learned during math training.		Administrators, K and 1 teachers	August 2011	On-going	N/A	N/A
Technology-based Instruction Students will generate original work using technology programs such as Kidpix, Starfall, Graph Club, Timeliner, Word, etc...		Administrators, teachers, computer lab teacher	On-going	On-going	N/A	N/A

School Improvement Plan

Professional Development Teachers will attend workshops, conferences, etc. that will enhance their classroom teaching instruction. <ul style="list-style-type: none"> • I Teach Conference • K math training – September, November, February • K Science Training – January 4, 2012 • NSTA Regional Conference – New Orleans • Math Training (K)– Dr. Carol Price • Math Training (1)- Dr. Carol Price 	Administrators and teachers	On-going	On-going		
	Kindergarten teacher	July 2011	July 2011	\$1025	Title II
	Kindergarten teachers	September	February	\$5000	School Funds
				N/A	N/A
	Five first grade teachers	Nov. 10	Nov. 12	\$2697	General funds – school
	K and Sp. Ed. Teachers	September November	February	\$5000	General Funds – school
			\$188	Title II	
	First Grade Teachers	October	October	\$500	General Funds - school
Northwestern Elementary will provide pace classes in kindergarten and first grade to target students who excel academically.	Administrators and transition class teacher	On-going	On-going	Shatanta Carter’s salary Karen Collins’ salary	General Funds General Funds
Family Involvement The faculty and staff will plan, organize, and implement programs to enhance family involvement such as a Family Literacy Night, AR Nights, increased communication, parent workshops, etc.	Administrators and teachers	On-going	On-going	\$1013	Title I – Parental Involvement

School Improvement Plan

<p>Summer School/Extended Year This program will be provided to students who are recommended by the classroom teacher in order to maintain grade-level skills</p> <p><small>*An Extended Day Coordinator will plan, organize, and implement the Extended Day Program, which will be offered to all students</small></p>	Administrators; Selected teachers	On-going	On-going	10,000	Title I
<p>Two sets of three (six) first grade teachers group their students for math instruction to provide for the individual needs of students.</p>	Administrators, Selected teachers	On-going	On-going	N/A	N/A
<p>Summative Evaluation (250 Characters): This goal will be evaluated through the self, peer, and external analysis cycle utilized by the all schools within the Zachary Community School District. Accountability for planning and following through with each activity in this plan will be done through annual reports, walk through observations, and agendas. Assessment results will be analyzed by using the A3 software program to ensure satisfactory progress by students in the area of mathematics. A final evaluation will be done through the review of test scores and stakeholder questionnaire responses.</p>					
Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)		Date Resolved	
	date			date	
	date			date	

FCI-Indicates Family Community Involvement Activities

STEM-Indicates Science, Technology, Engineering, and Mathematics Activities

D – Indicates Discipline Support Activities

C-Indicates Curriculum Activities

CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development

L-Indicates Literacy Activities

School Improvement Plan

Northwestern Elementary

Title I Budget

2011-2012

Budget	112,092
Salaries	-110,875
Balance	1,217

			Qty	Amount	Budget	Revisions	Spent	Encum.	Balance
12-1110	Substitutes	61230			203	0	0	0	203
100	Math - Carol Price		2.5	\$75	188				
200	Benefits			0.0800	15				
	TOTAL SALARIES/BENEFITS				203	0	0	0	203
300	Purchased Services				0				0
	TOTAL PURCHASED SERVICES				0	0	0	0	0
500	Travel								0
	TOTAL OTHER PURCHASED SERVICES				0	0	0	0	0
600	Supplies								
	Parental Involvement				1,013				1,013
	-	-							
	TOTAL SUPPLIES				1,013	0	0	0	1,013
700	Property								
	TOTAL PROPERTY				0	0	0	0	0
	TOTAL TITLE I BUDGET				1,216	0	0	0	1,216

**Northwestern Elementary
Title II Budget
2011-2012**

Budget	1,228
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			Qty	Amount	Budget	Revisions	Spent	Encum.	Balance
14-1110	Substitutes	61230			203	0	0	0	203
100	Math - Carol Price		2.5	\$75	188				
200	Benefits			0.0800	15				
	TOTAL SALARIES/BENEFITS				203	0	0	0	203
300	Purchased Services				0				0
	TOTAL PURCHASED SERVICES				0	0	0	0	0
500	Travel								
	I Teach Kindergarten				1,025		1,005		20
	TOTAL OTHER PURCHASED SERVICES				1,025	0	1,005	0	20
600	Supplies								
	TOTAL SUPPLIES				0	0	0	0	0
700	Property								
	TOTAL PROPERTY				0	0	0	0	0
	TOTAL TITLE II BUDGET				1,228	0	1,005	0	223

