

The background of the page features a large, faint watermark of the Louisiana State Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "UNION JUSTITIA" in the center. In the center of the seal is an eagle with its wings spread, perched on a globe. Two stars are positioned on either side of the eagle.

**East Baton Rouge Parish Schools
Strategic/Accountability Plan**

***School Improvement Plan
for
Ryan Elementary***

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

Submission Date: *May 18, 2009*

Ryan Elementary
Pre-K through Fifth Grade
10337 Elm Grove Garden Dr.
Baton Rouge, La. 70807
Darlene Brister
225-775-2407
dbrister@ebschools.org

Check where applicable:

- Louisiana Approved School
- Charter School
- Alternative School
- School in School Improvement
- School with Comprehensive School Reform Program
- Title I School Schoolwide Targeted Assistance
- Member of Southern Association of Colleges and Schools
- LINC
- Distinguished Educator
- Reading First School
- Grant Application

Name of Grant: _____

Contact Person: _____

Phone: _____

E-mail: _____

Principal's Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

Directions on What to Submit to the LDE and How to Complete the *SIP Template*

- ❑ For schools in School Improvement, submit the plan with the state's *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the designated division of the LDE, if required.
- ❑ Mail the Cover Page, District Assurance, and Faculty Assurance.
- ❑ Use 11 point font.
- ❑ Insert page numbers in the Table of Contents.
- ❑ For SIPs that have been revised, indicate material that has changed on the *Strategy Planning Worksheet* with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.
- ❑ For any completed activity, write the word *completed* in parenthesis following the strikethroughs.
- ❑ If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.
- ❑ For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.
- ❑ For original signatures, **USE BLUE INK.**
 - ❑ Principal's Signature
 - ❑ Superintendent's Signature
 - ❑ DAT Members' Signatures, if assigned.
 - ❑ School Support Team Members' Signatures
 - ❑ School Improvement Team Chair's Signature

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

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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.

Superintendent's signature (blue ink)

Principal's signature (blue ink)

Assistant Superintendent's signature (blue ink)

Chair, School Improvement Team (blue ink)

District Assistance or School Support Team Leader (blue ink)

District Assistance or School Support Team Member (blue ink)

District Assistance or School Support Team Members (blue ink)

District Assistance or School Support Team Members (blue ink)

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

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Glender Bethley	TOR
Darlene Brister	Principal
Melinda Billings	READ 180
Terri Perry-Copponex	Librarian
Nicorrie Gordon	Paraprofessional
Kenyetta Montgomery	Parent
Olga Pack	Teacher
Clifton Pearson	Community Representative
Sedonia Rowe	Secretary
Charletta Williams	Teacher
Edmonia Williams	Parent

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 36

Date: May 22, 2009

The following faculty members have reviewed the School Improvement Plan and have discussed their part in implementing it.

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
1.	Gwendolyn Alford	Paraprofessional – Title I		
2.	Glenda Bethley	TOR Moderator		
3.	Maple Bethley	Paraprofessional -- PreK		
4.	Jennifer Boles	Teacher – 4 th Grade		
5.	Melinda Billings	Teacher – Read 180		
6.	Gale Brescher	Reading Coach		
7.	Sarah Burks	Speech Therapist		
8.	Teri Copponex	Librarian		
9.	Pamela Downing	Teacher – P.E.		
10.	Tracie Ducote	Teacher – 1 st Grade		
11.	Nicorrie Gordon	Paraprofessional		
12.	Shanika Griffin	Teacher – 1 st Grade		
13.	Denise Hebert	Paraprofessional – Pre- K		
14.	Jennifer Hebert	Kindergarten		
15.	Mironda Hunter	Teacher - Special Education		
16.	Mable Jackson	Teacher – PreK		
17.	Cheryl Lafayette	Paraprofessional -Special Education		
18.	Jeanine Leonard	Teacher – 1 st Grade		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19.	Carrie Loring	Teacher – Music		
20.	Telisa Magee	Teacher – 2 nd		
21.	Carolyn McCullam	Teacher – Special Education		
22.	Kenyatta Montgomery	Paraprofessional – Special Ed.		
23.	Olga Pack	Teacher – 3rd Grade		
24.	Sharon Plain	Paraprofessional – Special Ed.		
25.	Dana Primus	Teacher – 4 th Grade		
26.	Anita Sadler	Teacher – 5 th Grade		
27.	Charonda Sutton	Teacher -- Kindergarten		
28.	Charisse Tate	Teacher – 1 st Grade		
29.	Glenda Thomas	Guidance Counselor		
30.	Anita Turner	Teacher – Pre K		
31.	Earlisha Whitfield	Teacher – 3 rd Grade		
32.	Charletta Williams	Teacher – 1 st Grade		
33.	Earline Woodard	Teacher – 5 th Grade		
34.	Vivian Wright	Teacher - Special Education		
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	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
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MISSION STATEMENT

“Every Child, Every Day, Whatever It Takes”

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

Name	Title/Occupation
Marie Adams	Community Representative
Glender Bethley	TOR
Melinda Billings	READ 180
Darlene Brister	Principal
Olga Pack	3 rd Grade Teacher
Clifton Pearson	Grandparent
Gale Brescher	Reading Coach
Charletta Williams	2 nd Grade Teacher

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

(Place an **X** in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using (Mark with an X)	No. of Years	Proposed Program (Mark with an X)	Deleted Program (Mark with an X)
Career to Work				
Extended Day Program				
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership				
Pre-School Program	X	23		
School-to-Work				
The Strategic Instruction Model (SIM)				
Other: Click Here to Enter				
Click Here to Enter				

<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> • Training Connection, Big Buddy, Sylvan Learning Center, GAP
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> • Click Here to Enter

SCHOOL POLICIES AND PARTNERSHIPS

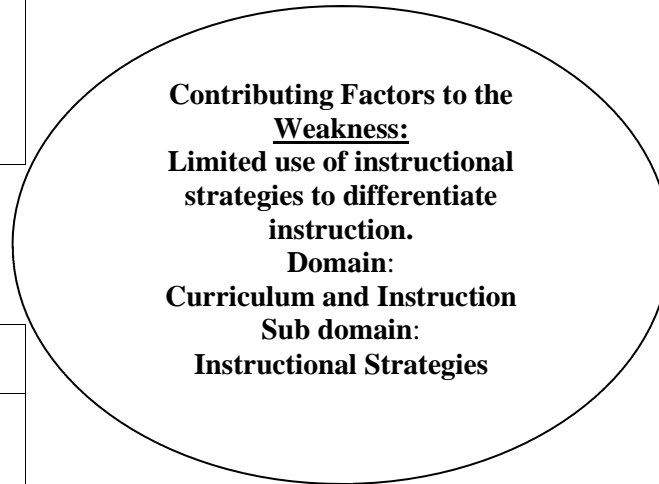
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	06/23/09	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	06/23/09	Yes
Security Procedures (metal detectors, etc.)	§ 339/741	06/23/09	Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	06/23/09	Yes
Student Code of Conduct	§ 1115/741	06/23/09	Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	06/23/09	Yes

School Partnerships (Type the name of each partner in the space provided)	
University	Southern University
Technical Institute	
Feeder School(s)	Scotlandville High School
Community	Kiwanis Club
Business/Industry	National Guard
Private Grants	
Other	

DATA TRIANGULATION

Supporting Source #1
Instrument: Deep CRT Analysis
Data Type: Cognitive
Findings: 4 th Grade Students scored lowest on Read, Analyze, and Respond to literature (45% Proficiency)

Supporting Source #2
Instrument: QST Classroom Observations
Data Type: Behavioral Data
Findings: Classroom observations by external observers revealed limited use of small group instruction. Teachers used whole-group instruction 75% of the time.



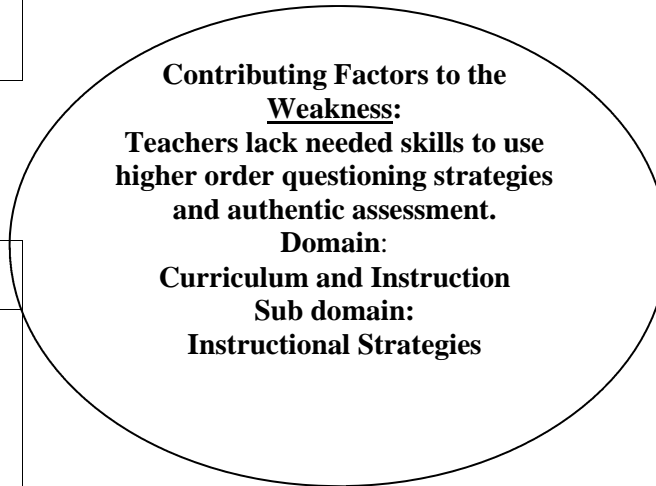
Supporting Source #3
Instrument: Deep CRT Analysis
Data Type: Cognitive
Findings: Students scored significantly lower on constructed response items than on multiple choice items due to limited exposure of differentiated instruction.

Supporting Source #4
Instrument:
Data Type:
Findings:

DATA TRIANGULATION

Supporting Source #1
Instrument: Deep CRT Analysis
Data Type: Cognitive Data
Findings: Students scored significantly lower on constructed response than multiple choice questions due to limited exposure to higher order questioning strategies above the analysis level on Bloom's Taxonomy.

Supporting Source #2
Instrument: QST Class room Observations
Data Type: Behavioral
Findings: External observers stated that few teachers used higher level questioning above the analysis level of Bloom's during instruction.



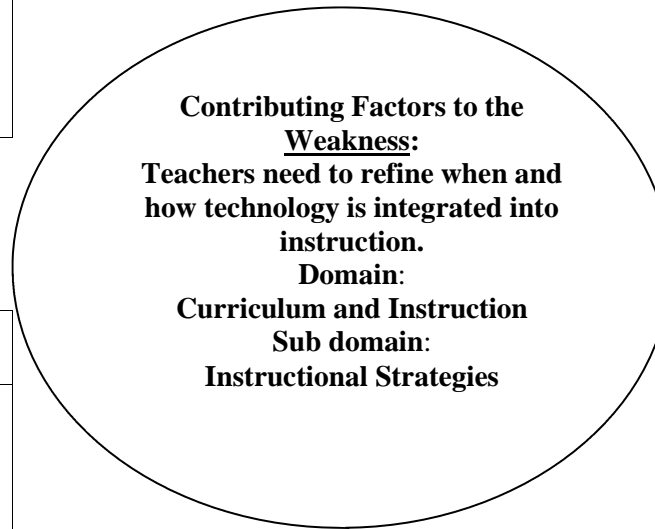
Supporting Source #3
Instrument: QST Student Survey
Data Type: Attitudinal
Findings: Students do not feel that the work they do in class is challenging and makes them think.

Supporting Source #4
Instrument:
Data Type:
Findings:

DATA TRIANGULATION

Supporting Source #1
Instrument: QST Teacher Survey
Data Type: Attitudinal
Findings: Data showed that teachers provided limited experiences with hands-on, activity based instruction.

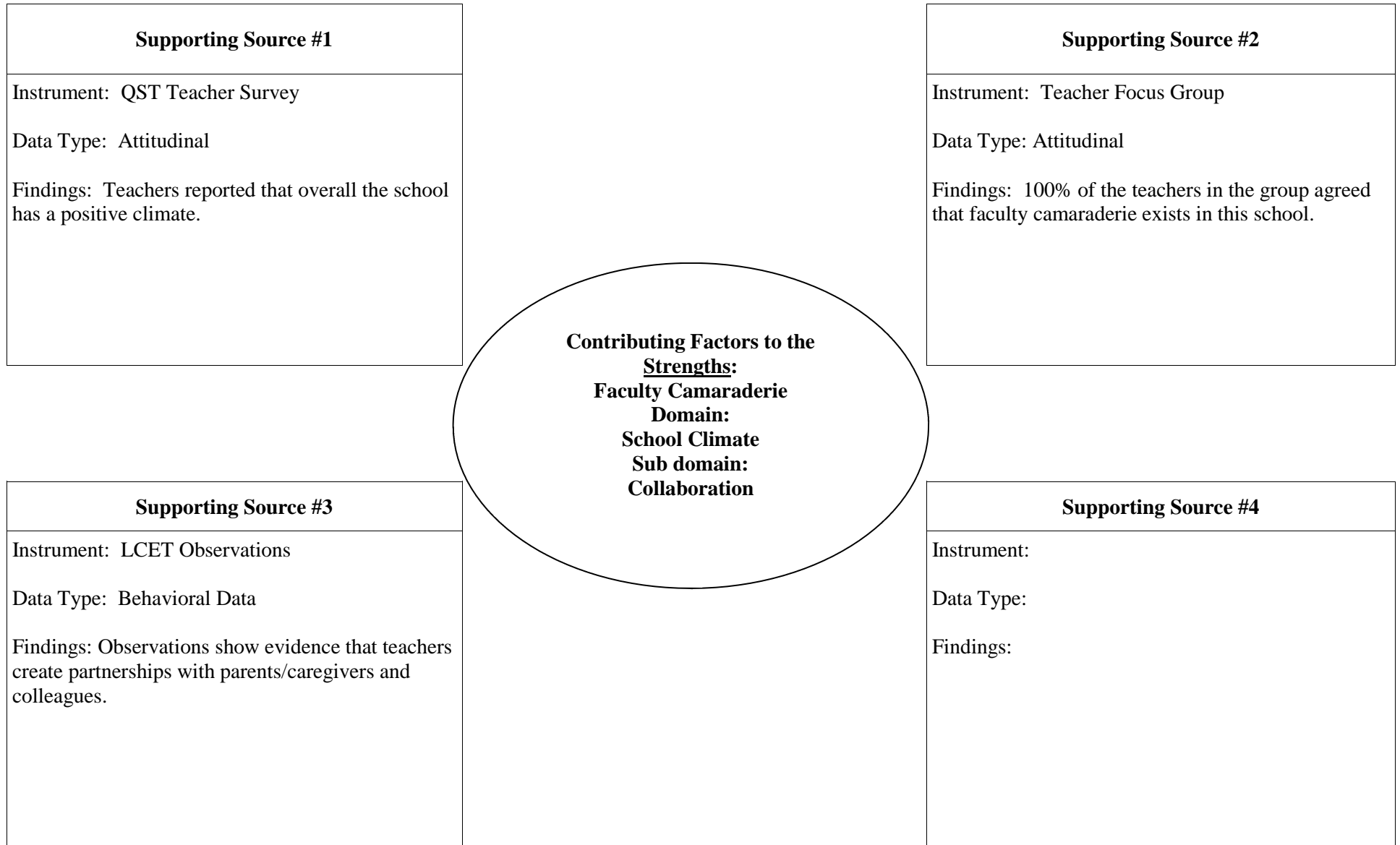
Supporting Source #2
Instrument: QST Student Survey
Data Type: Attitudinal
Findings: Students felt that they were not able to use computers to do work at school.



Supporting Source #3
Instrument: Classroom Observations, Scholastic Audit
Data Type: Behavioral Data
Findings: Observations and walk throughs show limited use of the integration of technology into instruction.

Supporting Source #4
Instrument:
Data Type:
Findings:

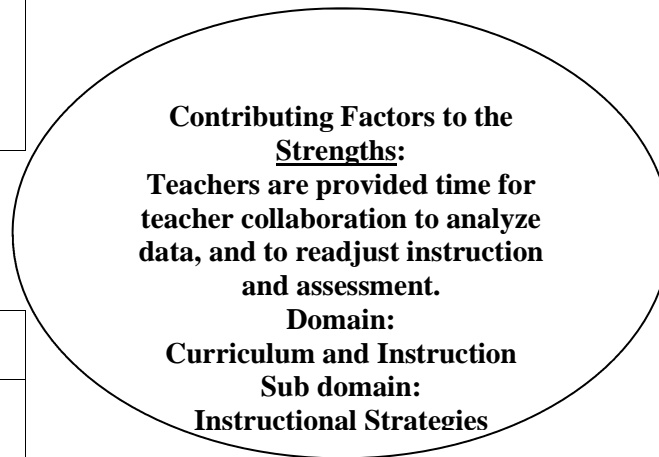
DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1
Instrument: QST Teacher Survey
Data Type: Attitudinal
Findings: Teachers reported that there is ongoing data analysis that is used to guide and revise instructional decisions in the classroom.

Supporting Source #2
Instrument: QST Teacher Survey
Data Type: Attitudinal
Findings: Teachers reported that they review data with peers in regularly scheduled meetings.



Supporting Source #3
Instrument: QST Classroom Observations
Data Type: Behavioral
Findings: Data showed discipline is evident, due to collaboration of discipline team.

Supporting Source #4
Instrument:
Data Type:
Findings:

DATA TRIANGULATION

Supporting Source #1
Instrument: Deep CRT Analysis
Data Type: Cognitive Data
Findings: 4 th graders scored highest on writing (54% proficient) as a result of staff development and professional development in the content area of English Language Arts.

Supporting Source #2
Instrument: QST Teacher Survey
Data Type: Attitudinal Data
Findings: Teachers reported the professional development activities focused on the instructional needs in the classroom.

Contributing Factors to the
Strengths:
Staff development priorities are
aligned with goals for students’
performance and teachers’
professional growth plans.
Domain:
Professional Development
Sub domain:
Follow-up and Support

Supporting Source #3
Instrument: QST Teacher Survey
Data Type: Attitudinal Data
Findings: Teachers participate in developing school improvement activities.

Supporting Source #4
Instrument:
Data Type:
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. 4 th grade ELA index score of 98.2	LEAP
2. 3 th grade ELA index score of 97.2	iLEAP
3. Whole School SWD scored above state AMO in ELA and Math	iLEAP/LEAP
4.	
5.	

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

WEAKNESSES	DATA SOURCE
1. Whole School SWD scored 42.7% proficient in Math	Trend Data: Subgroup Reports
2. Whole School scored 63.9% proficient in Math	Trend Data: Subgroup Reports
3. Whole School scored 71.5 % proficient in ELA	Trend Data: Subgroup Reports
4. 4 th grade Social Studies index score of 64.5	LEAP
5. School Science index score of 62.5	iLEAP

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. Staff development priorities are aligned with goals for students' performances and teachers' professional growth plans.	QST Teacher Survey, Deep CRT Analysis
2. Teachers are provided time for collaboration.	QST Teacher Survey, QST Classroom Survey
3. Faculty Camaraderie	QST Teacher Survey, Teacher Focus Group, LCET Observations
4.	
5.	

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

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. Limited use of instructional strategies to differentiate instruction.	Deep CRT Analysis, QST Classroom Survey
2. Teachers lack needed skills to use higher order questioning strategies and authentic assessments.	Deep CRT Analysis, QST Classroom Observations, QST Student Survey
3. Teachers need to refine when and how technology is integrated.	QST Teacher Survey, QST Student Survey, Classroom Observations
4.	
5.	

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

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Enter year and enter score)	Growth SPS (Enter year and enter score)	Growth Target (Enter year and enter target)
School Baseline SPS <u>2007-2008</u> : <u>96.1</u>	School Growth SPS <u>2007-2008</u> : <u>95.6</u>	School GT <u>2008-2009</u> : <u>5.0</u>
School Baseline SPS <u>2006-2007</u> : <u>83.1</u>	School Growth SPS <u>2006-2007</u> : <u>83.0</u>	School GT <u>2007-2008</u> : <u>4.9</u>
School Baseline SPS <u>2005-2006</u> : <u>76.1</u>	School Growth SPS <u>2005-2006</u> : <u>81.2</u>	School GT <u>2006-2007</u> : <u>4.2</u>
School Baseline SPS <u>2004-2005</u> : <u>72.2</u>	School Growth SPS <u>2004-2005</u> : <u>77.4</u>	School GT <u>2005-2006</u> : <u>4.5</u>

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

STRATEGY PLANNING WORKSHEET – GOAL 1

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

Objective(s): Increase the percentage of students scoring Proficient in English/language arts in 4th grade from 96% in 2009 to 100 % in 2010; in 3rd grade from 75% in 2009 to 80% in 2010; in 5th grade from 84% in 2009 to 89% in 2010.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Response to Intervention

Bibliographic Notation:

Deno, S.L. and Mirkin, P.K. (1997) *Data-based Program Modification: A Manual*, Reston, VA: Council for Exceptional Children.

Grimes, J., & Kurns, S. (2003). *An intervention-based system for addressing NCLB and IDEA expectations: A multiple tiered model to ensure every child learns*. Paper presented at the Responsiveness to Intervention Symposium sponsored by the National Research Center on Learning Disabilities, Kansas City, MO.

Tilly, W.D. and Grimes (1998). Curriculum-based measurement: One vehicle for systemic educational reform. In Shinn, M.R. *Advanced Applications of Curriculum-based Measurement*. New York: Guilford Press

Torgesen, Joseph K. *Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters* Learning Disabilities Research & Practice, 15(1), 55-64.

Response to Intervention: Policy Considerations and Implementation

National Association of State Directors of Special Education, Inc.

Alexandria, VA, 2005 Responsive to Intervention and Learning Disabilities, a report by the National Joint Commission on Learning Disabilities representing eleven national and international organizations, June 2005. This document was approved by the National Joint Committee on Learning Disabilities (NJCLD) as an official paper of the NJCLD in June 2005

Response to Intervention: A Case Illustration, Ernst, Lowell, Miller, Brian, Robinson, Wendy, Tilly, W. David, Presentation provided to the National Association of State Directors of Special Education Satellite Series, November 9, 2005.

National Center on Student Progress Monitoring

<http://www.studentprogress.org/>

Research Institute on Progress Monitoring

<http://www.progressmonitoring.net/>

Responsiveness-to-Intervention Symposium

<http://www.nrclld.org/html/symposium2003/index.html>

Information Sheet for Regional Resource Centers Response-To-Intervention Models Identify, Evaluate & Scale 6/14/03

<http://www.nrclld.org/html/research/rti/RTIinfor.pdf>

Responsiveness-to-Intervention Evaluation Technical Assistance & Dissemination Activities

<http://www.nrclld.org/html/research/rti.html>

Brief Summary of Research: Responsiveness to Intervention can be defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). *The Individuals With Disabilities Education Improvement Act of 2004* (IDEA; P.L. 108-446) encourages educators to use Response-To-Intervention (RTI) as a substitute for, or supplement to, the Discrepancy Model to identify students with learning disabilities (LD). Although there is no universal RTI model, it is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic difficulties. Tier one provides high-quality instruction and behavioral supports in general education, tier two provides more specialized instruction for students whose performance and rate of progress lag behind classroom peers, and tier three provides comprehensive evaluation by a multidisciplinary team to determine if the student has a disability and is eligible for special education and related services. The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students and represent a better method of LD identification. The IQ-achievement discrepancy, which had been the predominant method of identifying learning disabilities since the original establishment of regulations was challenged on a number of issues (wrong students being identified, requires that students “wait to fail” before receiving needed services, does not lead to useful educational remediation of academic difficulties). The research has demonstrated through a number of studies (Mellard, Byrd, Johnson, Tollefson, & Boesche, 2004) that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way. In current aptitude-achievement discrepancy models, the standard of unexpected underachievement is when the student’s achievement score is significantly lower than a predicted achievement score or a measure of cognitive ability or aptitude. In contrast, in the RTI concept, the student’s achievement is lower than expected when compared to his/her grade level placement or same-age peers’ performance where all students have been provided appropriate, scientifically-based instruction. RTI proposes discrepancy relative to opportunities to learn as a way of defining unexpected underachievement and, as such, offers promise for identifying at risk students for whom appropriate instruction has not proven effective.

Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs? The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at risk students. The research has demonstrated through a number of studies that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Assessment data are used to appropriately plan for instruction to meet individual needs of all students within the confines of the intended curriculum to insure effective learning for all. Assessment data shall consist of all appropriate curriculum related testing along with individual education plans for exceptional students (SWD). Teachers, resource teacher, and inclusion teacher shall work in collaboration with content teachers to differentiate instruction.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Assessment data are used to appropriately plan for instruction to meet individual needs of all students within the confines of the intended curriculum to ensure effective learning for all. Assessment data shall consist of all appropriate curriculum.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Evaluate and analyze DIBELS data, ongoing progress monitoring, and unit tests. Analyze LEAP, and iLEAP data from grades 3-5 in spring of 2009.

ACTION PLAN – GOAL 1

SAP Indicator	<p align="center">Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></p>	<p align="center">Funding Sources</p>	<p align="center">Object Code</p>	<p align="center">Cost</p>	<p align="center">Indicator of Implementation (Observable Change)</p>	<p align="center">Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)</p>
	<p>###/*/** In June and/or July 2009, McGraw/Hill reading consultants will continue to facilitate training to all instructional staff on the new basal reading series (K-5) that includes multiples tiers of instruction. Non-fiction reading (science/social studies) is a component of the McGraw/Hill reading series.</p>	<p align="center">District</p>			<p>Teachers will organize the reading block to incorporate the reading components and plan lessons for the beginning of school.</p> <p>Teachers implementing and following the guidelines of the new reading series.</p>	<p>The Principal will collect and review lesson plans to evaluate implementation of reading components.</p>
	<p>***/### Librarian will implement the school wide accelerated reading program in grades 1-5. On Sept 16, 2009, the Librarian will provide one hour professional development training to instructional staff. A point system will be implemented in grades 3-5 for the 2nd 9 weeks period. (Suggested number of points per grade level will be determined by independent reading level.) Students will be encouraged to read non-fiction (science and social studies).</p>	<p align="center">Title 1 School wide</p>			<p>Teachers will organize time in schedule and determine point system. Teachers will include in schedule time for AR testing.</p>	<p>The Principal will collect and review lesson plans and data reports to evaluate implementation of the AR program.</p>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	*/August 7, 2009 Reading Coach and Literacy Team will instruct K-5 teachers on ELA/Writing components. The five reading components will be inclusive.	Title I			Running Records, anecdotal records, increased common planning time	Principal, Reading Coach and/or Literacy Team will conduct weekly walkthroughs and complete observation forms. Anecdotal records will be checked during observations.
	*/###/***On August 7, 2009, the Data Specialist and Reading Coach will facilitate initial training for all instructional staff to analyze 2009 Spring Benchmark testing data, plan for student grouping, and discuss essential reading components.				Teachers will differentiate instruction and provide plans for ancillary and paraprofessionals to use with reading block and intervention groups based on data analysis.	The Principal and Reading Coach will review lesson plans and grouping decisions. Feedback will be given as needed. Data binders will also be checked monthly by Data Specialist and Reading Coach.
	*/###August 2009-May, 2009 Staff development days, Librarian, Principal and Grade Level Chairs will conduct professional development sessions on the following: Constructed response items, rubrics, Higher order thinking skills and three of Marzano’s instructional strategies through the components of Rigor, Relevance and Relationships and Differentiated Instruction.	Title 1	600	8,000.00 (copier)	Teachers will plan lessons to include visual aids and organizational materials. Teachers will instruct students in the use of research base strategies into daily instructional practices. Students practice skills/ concepts in daily instruction, LEAP prep materials, journals and compositions books for writing and color coded folders.	Principal will collect and review lesson plans for evidence of use. They will conduct walkthroughs to view evidence of the use of HOTS, constructed responses, rubrics and Marzano’s strategies, and students’ work samples. Monthly agendas, bi-weekly memos and copies of professional leave forms for job embedded staff development will be collected.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>*/###/***In October, selected instructional staff will attend a training on the writing and use of common assessments to drive instruction.</p> <p>*###**From September 2009-May 2010, the Principal, Dean, Data Specialist and/or Reading Coach will facilitate weekly grade level meetings for all instructional staff to review data, instructional reading practices and target new strategies using common assessments and/or other data.</p>	Title I	500		<p>Teachers will meet weekly to create and or review common assessment to drive instruction.</p> <p>Students reading performance will improve.</p>	<p>The Principal and Reading Coach will conduct weekly walkthroughs and complete check lists as evidence of strategy implementation. They will also review lesson plans.</p> <p>Student achievement will be indicated by progress monitoring data every 2-3 weeks. Running records, DRA, Dibels, Observation Survey, fluency/oral reading tests will be used as documentation.</p>
	<p>*###**In September 2009, Reading Coach will provide professional development to all instructional staff on Strategies for Reading Comprehension and develop a Literacy Collaborative. Two book studies will also be incorporated.</p>	Title I	600		<p>Teachers will incorporate Strategies for Reading Comprehension and meet for vertical and horizontal articulation. Anchor charts, GO charts, Thinking Maps, etc. will be incorporated.</p>	<p>Principal/Dean and Reading Coach will review lesson plans for evidence of use. They will conduct walkthroughs to view evidence of strategies/material use.</p>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>***In September 2009, January, 2010, and April 2010, the Data Specialist and/or Reading Coach will facilitate data analysis activities to complete SMART Goals with horizontal and/or vertical grade level teams. (Ongoing to analyze unit assessments and progress monitoring data to ensure appropriate instructional placement.)</p>	<p>Title 1</p>	<p>100 200 600</p>	<p>\$10,000.00 \$1,500.00</p>	<p>Instructional staff will create data boards and plan and write actions plans to include specific strategies to meet student needs.</p>	<p>Principal/Dean, Data Specialist and Reading Coach will review data boards and collect action plans. They will conduct walkthroughs to observe use of strategies.</p>
	<p>**/### Literacy Committee will facilitate Literacy Day on December 2, 2009, in conjunction with Book Fair. Activities will include comprehension strategies to be used across the curriculum.</p>	<p>Title I</p>	<p>600</p>	<p>\$300.00</p>	<p>Literacy Committee will plan and write agenda.</p>	<p>Principal, Dean. and Reading Coach will review plan for appropriate activities. Photographs and parent surveys will be on file.</p>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	***/###August 2009-May 2010 Computer Lab Technician (Paraprofessional), READ 180 and/or designated grade level chairpersons will facilitate use of the computer lab and assist in technology based learning.	Title I	100 200	\$18,000.00	Teachers and computer tech will plan lessons to reinforce skills taught in class.	Principal will conduct walkthroughs and complete a check list as evidence of reinforcement activities.
	***October 2009-March 2010, Selected students in grades K-5 will be offered after school tutoring by teachers meeting the requirements of Highly Qualified to increase the number of students obtaining Benchmark status on skills and oral reading.	Title 1	100 200		Instructional staff will plan and write lesson plans to instruct students.	Principal will collect and review lesson plans. They will monitor data for indication of improvement.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>*###In July, READ 180 teacher will attend conference as part of RTI and to differentiate instruction.</p> <p>####In October selected Instructional Staff will attend professional development on the RTI Model (Pyramid of Interventions) which includes multiple tiers that provide a sequence of services/programs.</p> <ul style="list-style-type: none"> • Tier 1 provides high quality core instruction and behavior support for all students. • Tier 2 provides specialized/strategic instruction for students whose performance lags behind classroom peers. • Tier 3 provides services for students who are not on grade level. <p>*###On November 2009, professional development will be provided to all instructional staff on the RTI Model and Pyramids of Intervention.</p>	Title I	500	\$ 1100.00 \$1000.00	Teachers will review data to meet individual needs of students and to ensure students are receiving specialized services at their required tier.	Principal, Data Specialist and/or Reading Coach will collaborate with teachers to view assessment data to ensure proper placement of students to respective tiers. They will also conduct walkthroughs and review teacher lesson plans for evidence of implementation.

* Indicates Professional Development Learning
 ** Indicates Family Involvement Activities
 *** Indicates Curriculum Activities (if applicable)

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

STRATEGY PLANNING WORKSHEET – GOAL 2

GOAL 2: Increase Student Achievement in Mathematics

Objective(s): Increase the percentage of students scoring Proficient in 4th grade mathematics from 87% in 2008 to 89.2% in 2009, Increase the percentage of students scoring Proficient in 3rd grade mathematics from 78% in 2008 to 81.7% in 2009, Increase the percentage of students scoring Proficient in 5th grade mathematics from 55% in 2008 to 62.5% in 2009.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Job-Embedded Professional Development, and Data Driven Decision Making

Bibliographic Notation: Job-Embedded Professional Development Bibliographic Notation:

Easton, L.B. (2002, March). *How the Tuning Protocol Works*. Educational Leadership, 59(6), 28-30.

Guskey, T. (1996, June). *Staff Development and the Process of Teacher Change*. Educational Researcher, 15(5)5-12.

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National Education Goals Panel. (2000, Dec.). *Bringing All Students to High Standards*. NEGP Monthly.

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Nolan, K. (2000). *Looking at Student Work: Improving Practice by Closing in*. Providence, R.I: Annenberg Institute for School Reform.

Schmoker, M. (1996). *Results: The Key to Continuous School Improvement*. Alexandria, VA: ASCD.

Sparks, D. *Designing Powerful Professional Development for Teachers and Principals*. NSDC, 2002.

<http://www.nsd.org/library/book/sparksbook.pdf>

Sparks, D. (1999, Spring). *Assessment Without Victims: An Interview with Rick Stiggins*. Journal of Staff Development. 20(2), 54-56.

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Blum, R., Yap, K., & Butler, J. (1992). *Onward to excellence impact study*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Brederson, P. (March 1989). *'Redefining leadership and the roles school principals: Responses to changes in the professional work life of teachers*. ED 304 782. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Boudett, Kathryn Parker, et aL., eds. *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. 2005

Calhounm Emily F. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, J. H. (May 1996). Data-Driven School Improvement. *QSSC Bulletin Series*. Eugene; OR: Oregon School Study Council, 38 pages.

WestEd. (2000). *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development*. San Francisco: Author. Web/WestEd.org/online_pubs/modelIPD/welcome.shtml

Data Driven Decision Making Bibliographic Notation:

Black, S. (1996). Redefining the teacher's role. *The Executive Educator* (March). 23-26. EJ 519 765.

Blum, R., Yap, K., & Butler, J. (1992). *Onward to excellence impact study*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Brederson, P. (March 1989). *Redefining leadership and the roles school principals: Responses to changes in the professional worklife of teachers*. ED 304 782. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Boudett, Kathryn Parker, et al., eds. *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. 2005

Calhounm Emily F. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, J. H. (May 1996). Data-Driven School Improvement. *QSSC Bulletin Series*. Eugene, OR: Oregon School Study Council, 38 pages.

Brief Summary of Research: Job-Embedded Professional Development

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

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

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

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

teachers for a particular set of outcomes."

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

Brief Summary of Research: Data Driven Decision Making

Data Driven Decision Making is the process of gathering student data - academic performance, attendance, demographics, and other information - which aids administrators, teachers, and parents in accurately assessing student learning. With this information, adjustments to teaching styles or curricula can be made resulting in measurable improvements. Also, students encountering difficulty can be identified and helped earlier than is currently possible. The concept of Data Driven Decision Making stresses continuous improvement as data is collected for a well-defined set of objectives on an ongoing basis, so that subsequent action plans can be designed to address these objectives.

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 supports the use of data to make instructional decisions across different subgroups. Efficient use of resources, time and targeted intervention strategies proceed from deep analysis of student work and achievement data. Teachers need time to interact with other professionals without sacrificing their commitment to learners. Staff development that emphasizes improved attitudes about themselves and their responsibility to enhance learning experiences of students, the by-product is increased student achievement on tests, although the concentration is on learning processes rather than test results.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Job-embedded professional development offers teachers the opportunity to adapt their teaching styles to the needs of diverse learners, including students with disabilities and LEP students. Data used to plan instruction is both group and individual, thus, the needs of students with disabilities will be addressed.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Job-embedded professional development offers teachers the opportunity to adapt their teaching styles to the needs of diverse learners, including students with disabilities and LEP students. Data used to plan instruction is both group and individual, therefore, the needs of students with disabilities will be addressed.

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

Analysis of job-embedded professional development evaluations and the associated handouts will be used for ongoing improvement of instructional practices which will promote academic achievement. Lesson plans will be reviewed for utilization of Bloom's Higher Order Thinking Skills and Constructed Response Questioning Techniques. The lessons themselves will be evaluated through team meeting discussions, daily walk-throughs, and observations. Notes from team meeting will be assessed to ensure that student data is used to drive instruction and that targeted goals are being addressed. The Edusoft data from the

unit assessments will be used to track student proficiency. Teachers will use this data to accelerate and/or remediate students. In addition the results from iLEAP and LEAP scores will also be analyzed

ACTION PLAN – GOAL 2

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	*/August 2009, Lead teachers will conduct job embedded professional development in the use of “Everyday Counts, Calendar Math, and Fastt Math.				Teachers will plan and write lesson plans to implement the use of Calendar Math.	Principal and Math Lead Teacher will conduct weekly walkthroughs and complete check list to indicate use of activities. Collect and review lesson plans to indicate implementation.
	*August 2009, October 2009, January 2010 and March 2010 Math Lead Teacher with assistant of content Trainers will provide job-embedded professional development to instructional staff for each 9-week period on math GLEs and Standards to provide appropriate grade level instruction.	District			Teachers use various instructional strategies to promote high levels of learning in mathematics.	Principal and Math Lead Teacher will conduct weekly walkthroughs to ensure lessons are implemented according to state standards and Benchmarks. Students test scores will improve on unit tests, Benchmark Assessments, LEAP, and iLEAP testing.
	*/###August 2009-May 2009 Math Lead teacher will conduct workshops for designated staff to attend monthly content specific math workshops focusing on math across the curriculum. Teachers will re-deliver during grade level meetings.	District			Teachers create lesson plans to include a specific strategy to instruct students to further develop mathematical skills and concepts.	Principal and Math Lead Teacher will conduct weekly walkthroughs to review appropriate use of strategies. They will collect and review lesson plans. Students test scores will improve on unit tests, Benchmark Assessments, LEAP, and iLEAP testing.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	***/### August 2009-May 2010 Math Lead Teacher will conduct job-embedded professional development to increase the use of manipulatives during math instruction.	Title 1	600	\$	Teachers will plan and choose a strategy and create lesson plans to include manipulatives.	Principal and Math Lead Teacher will conduct weekly walkthroughs to review the use of manipulatives. They will collect and review lesson plans showing planned use of manipulatives.
	*/### September 2009-May 2010 Math Lead teacher will provide job embedded professional development to analyze data from Grades 2-5 Benchmark Assessments to determine appropriate intervention strategies.				Instructional staff will create data boards and plan and write actions plans to include specific strategies to meet student needs.	Principal and or Dean will verify agendas and sign in sheets of meetings. The Principal, Dean, Data Specialist and Math Lead Teacher will monitor data for indication of improvement.
	***September 2009-May 2010, Selected students in grades 2-5 will be offered tutoring by teachers meeting the requirements of Highly Qualified to increase the number of students obtaining Benchmark status of basic or above.	Title 1	100 200		Instructional staff will plan and write lesson plans to instruct students.	Principal and Math Lead Teacher will collect and review lesson plans and will monitor data for indication of improvement.
	**/### On February 19, 2009, the Math/Science Committee and Math Lead Teacher will facilitate a Family Math /Science Day.	Title I	600	\$300.00	Students, parents and teachers work together to improve math/science skills/concepts and higher order thinking skills/problem solving.	Principal and teachers will verify attendance from sign in sheets. Student participation and math scores will improve as indicated by Benchmark Assessments, LEAP and iLEAP tests.

* Indicates Professional Development Learning

Indicates Safe and Drug-Free Activities (if applicable)

** Indicates Family Involvement Activities
*** Indicates Curriculum Activities (if applicable)

Indicates Discipline Support Activities (if applicable)
Indicates PK –12 Literacy Activities (if applicable)

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Funding Sources	Title I	Magnet	PI	FSI	Other						Total
100 Salaries	97,580.00										97,580.00
200 Benefits	34,512.45										34,512.45
300 Purchased Professional Services											
400 Purchased Property	8,000.00										8,000.00
500 Other Purchased Services	5,300.00										5,300.00
600 Materials & Supplies	22,957.55		2,444.39								25,401.92
Indirect Costs (if applicable)											
700 Property											
800 Other Objects											
900 Other Uses of Funds											
Total	168,350.00		2,444.39								170,794.39

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

FEDERAL FUNDING

Title I, Part A, Expenditures (Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part A, Expenditures	

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

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

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

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

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

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

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

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

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