

The background 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 "CONFIDENCE IN EDUCATION" in the center. In the center of the seal is an eagle with its wings spread, perched on a globe.

East Baton Rouge Parish Schools Strategic/Accountability Plan

★ *School Improvement Plan* ★ for *Southeast Middle*

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

Submission Date: *June 4, 2009*

Southeast Middle School

Sixth, Seventh & Eighth Grades
15000 South Harrell's Ferry Road
Baton Rouge, LA 70816

Hollis Milton

225-753-5930

hilton@ebrschools.org

Check where applicable:

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

Name of Grant: _____

Contact Person: _____

Phone: _____

E-mail: _____

Principal's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

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

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

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

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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
Milton, Hollis	Principal
Fowler, Tiffany	Teacher
Welch, Marcy	Teacher
Adams, Logan	Teacher
Buras, Corie	Teacher
Howard, Erin	Teacher
Girona, Mara	Counselor
Heinzen, Beth	Teacher
Davis, Frances	Assistant Principal
Maddocks, George	Counselor
Shelton, Paul	Assistant Principal
Sanderford, Deidre	Parent
Rousseau, Jacob	Community Representative (Smoothie King)
Thomas, Charles	Teacher
Braud, Ellyn	Teacher
Schexnayder, Kevin	Teacher

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 87

Date: 5/20/09

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.	Helm, Katherine	Teacher-ELA		
2.	Piker, Laurie	Teacher – ESS Math Inclusion		
3.	Bennett, Regina	Teacher-ELA		
4.	Thomas, Mary	Teacher –ELA		
5.	Bickham, Wilma	Teacher – Math		
6.	Hubbard, Robert	Teacher – ESS ED		
7.	Good, Sharlena	Teacher - Science		
8.	Craven, Andrea	Teacher-Business		
9.	Crifasi, Debra	Librarian		
10	Davis, Cheryl	Teacher-ELA		
11	Davis, Francis	Assistant Principal		
12	Shoemaker, Barbara	Paraprofessional		
13	Perk, Michelle	Teacher-Math		
14	Griffin, Deborah	Teacher-Reading		
15	Germany, Randy	Teacher-science		
16	Fowler, Tiffany	Teacher – ELA		
17	Butler, Wilita	Teacher-ESS Site Facilitator		
18	Alexander, Kimberly	Teacher – ESS ELA		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19	Pan, Amy	Teacher-Music		
20	Fisher, Deborah	Teacher - ELA		
21	Hughes, Evangeline	Teacher-Family and Consumer Science		
22	Joe, Alton	Teacher-Industrial Arts		
23	Kilcrease, Michelle	Teacher – ESS Severe/Profound		
24	Poche, Allison	Teacher - Math		
25	Milton, Hollis	Principal		
26	Mitchell, Shirley	Paraprofessional		
27	Feifer, Megan	Teacher – ELA		
28	Maddocks, George	Guidance		
29	Plauche, James	Teacher-Physical Education		
30	Stevenson, Donna	Teacher-Math		
31	Robinson, Sandra	Teacher - ELA		
32	Schexnayder, Kevin	Teacher – Social Studies		
33	Hopkins, Stephanie	Teacher-Social Studies		
34	Adams, Logan	Teacher – ESS Math Inclusion		
35	Shelton, Paul	Assistant Principal		
36	Phillips, Cheryl	Teacher-Math		
37	Turegano, Bernadette	Teacher-Math and Science		
38	Buras, Corie	Teacher – Social Studies		
39	Crawford, Steven	Teacher – Math		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
40	Tate, Lakita	Teacher-Special Education		
41	Todd, Audra	Teacher – ELA		
42	Williams, Diana	Teacher-Special Education		
43	Welch, Marcy	Teacher-Science		
44	Wilson, Anastasia	Teacher – ELA		
45	Girona, Mara	Guidance		
46	Allen, Cornelius	Dean of Students		
47	Meinig, Kimberly	Teacher - Science		
48	Wilhite, Irvin	Speech Therapist		
49	Rossi, Chad	Adaptive PE		
50	Boswell, Jonathan	Band		
51	Costanza, Carl	Paraprofessional		
52	Fort, Sara	Paraprofessional		
53	Ford, Janet	Speech Therapist		
54	Tatman, Maria	TOR Moderator		
55	Solar, Carrie	Teacher-Social Studies		
56	Herrmann, Marissa	Teacher- ESS ELA Inclusion		
57	Bernard, Keyoka	Teacher- Math		
58	Turner, Lelita	Teacher-ESS self contained		
59	Mckay, Juanita	Paraprofessional		
60	Jones, Gary	Teacher-Art		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
61	Papillion, Kimberly	Teacher- Math		
62	Pierson, Jennifer	Teacher-ELA		
63	Jackson, Earmer	Teacher-Science		
64	Davis, Theresa	Teacher, science		
65	Howard, Erin	Instructional Coach		
66	Caillet, Danita	Teacher-Math		
67	Thomas, Charles	Teacher-SST		
68	Hartsfield, Virginia	Teacher-PE		
69	Chargois, Armand	Teacher-PE		
70	Sanderford, Deidre	Teacher-PE		
71	McFarland, Lashandra	Teacher - Math		
72	Bartlett, Elizabeth	Teacher – ESS ELA		
73	Griffith, Alfred	Teacher-ELA		
74	Lee, Angelina	Paraprofessional		
75	Gordon, Carolyn	Teacher - Choir		
76	Dotie, Margaret	Teacher – PE		
77	Holden, Courtney	Teacher- ELA		
78	Peters, Fred	Teacher- Social Studies		
79	Carriere, ShaJuana	Teacher- ELA		
80	Brown, Jeremy	Teacher- Social Studies		
81	King, Erin	Teacher- Inclusion Math		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
82	Wallace, Brandi	Teacher- ELA		
83	Minor, Tania	Teacher - Math		
84	Lewis, Sharrell	Paraprofessional		
85	Burns, L	Teacher - ESS		
86	Harris, T	Teacher - ESS		
87	Norman, K	Teacher - CKAP		

MISSION STATEMENT

Students will reach their academic potential in a safe learning environment.

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

Name	Title/Occupation
Hollis Milton	Principal
Mrs. Evangeline Hughes	Teacher Representative
Mr. Edward Roberts	Teacher Representative

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	X	1		
LaSIP				
LEAD TECH				
Math/Science Partnership				
Pre-School Program				
School-to-Work				
The Strategic Instruction Model (SIM)				
Other: READ 180	X	5		
Accelerated Reader	X	10		

<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> • Click Here to Enter
<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

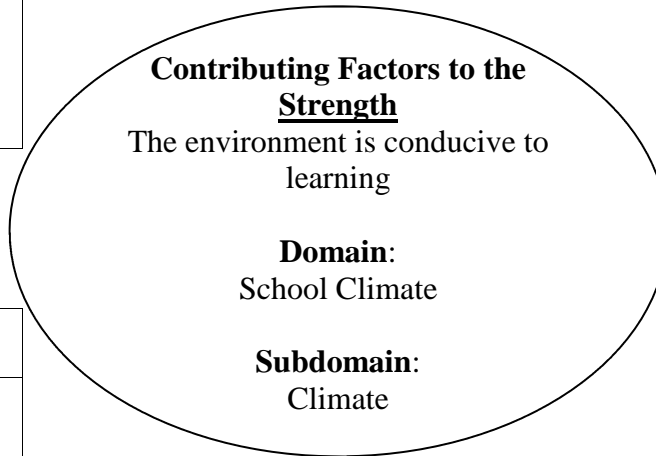
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	May 2009	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	July 2009	Yes
Security Procedures (metal detectors, etc.)	§ 339/741	July 2009	Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	October 2008	Yes
Student Code of Conduct	§ 1115/741	June 2009	Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	October 2008	Yes

School Partnerships (Type the name of each partner in the space provided)	
University	Louisiana State University
Technical Institute	
Feeder School(s)	Wedgewood, Jefferson Terrace, Audubon, Broadmoor, Twin Oaks, Cedarcrest, and River Oaks
Community	St. Andrew's United Methodist Church
Business/Industry	Wal-Mart, Target, Smoothie King, Coca Cola, Papa John's, Celebration Station, C.J. Brown, Junior Achievement, ExxonMobil
Private Grants	We the People: All Men Created Equal Bookshelf, We the People: Picturing America Poster Grant, Kelly Gene Cook Grant for Wireless and Literacy Centers in 6 th and 7 th grade, ExxonMobil Pegasus Grant
Other	

DATA TRIANGULATION

Supporting Source #1
Instrument: QST Class Room Observations Winter 2009 Data Type: Behavioral Findings: QST observed that teachers had positive rapport with students (94%).

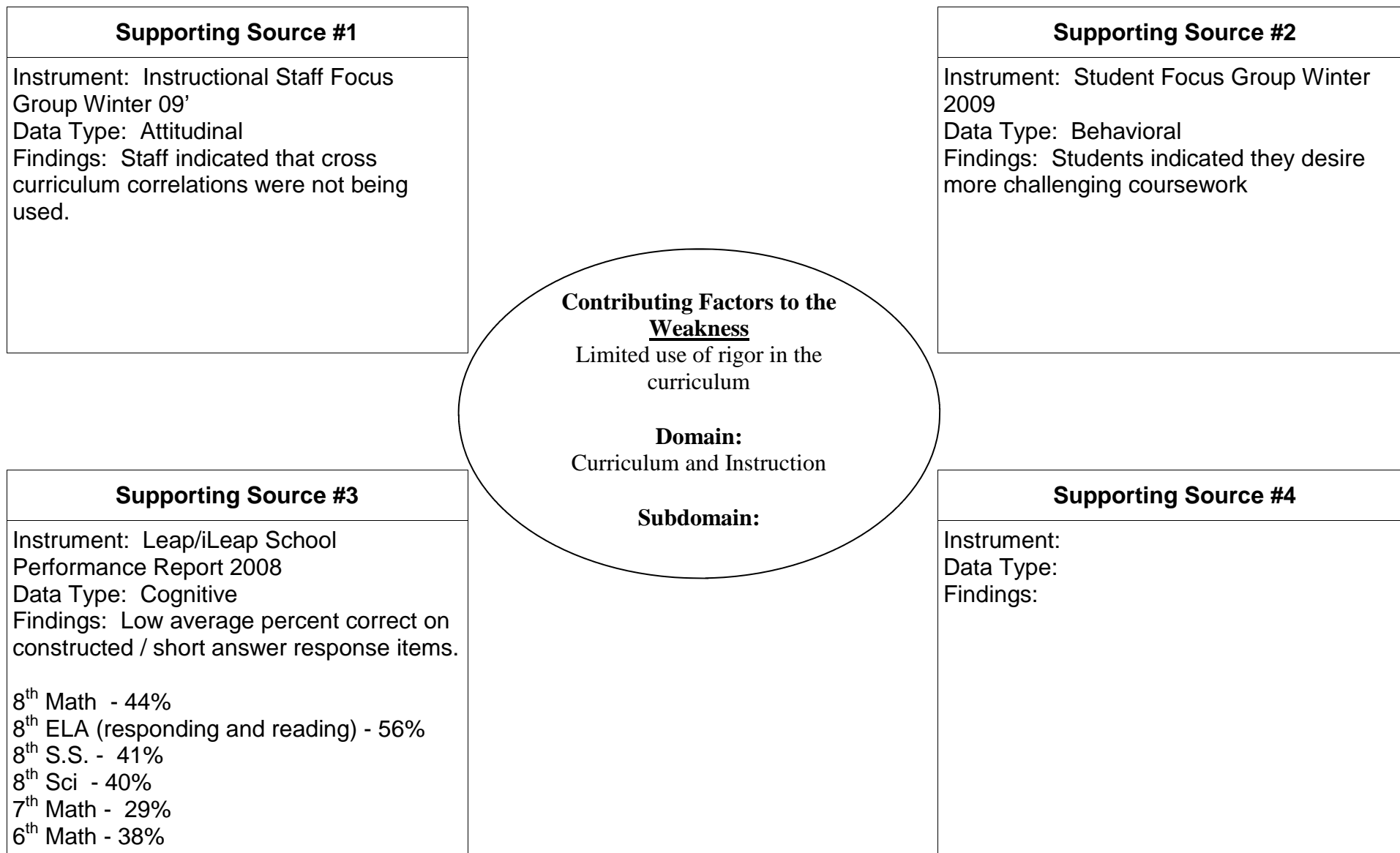
Supporting Source #2
Instrument: QST Exit Summary Winter 2009 Data Type: Behavioral Findings: The QST commented that the “students are motivated, focused, and fully engaged giving the school a ‘feeling’ of success.”



Supporting Source #3
Instrument: Teacher Survey Winter 2009 Data Type: Attitudinal Findings: Teachers indicated that overall their school has a positive school climate.

Supporting Source #4
Instrument: Data Type: Findings:

TRIANGULATION



DATA TRIANGULATION

Supporting Source #1
Instrument: Scholastic Audit Spring 2008 Data Type: Behavioral Findings: The Audit Team indicated that the taught curriculum is sometimes developmentally appropriate, but it is not effectively differentiated to meet the learning needs of all students

Supporting Source #2
Instrument: Parent Survey Fall 2008 Data Type: Attitudinal Findings: The statement “The school provides support for families and children who have been referred for a specific problem” received a low mean.

Contributing Factors to the
Weakness:
 Limited use of differentiated instruction

Domain:
 Curriculum and Instruction

Subdomain:
 Instructional Strategies

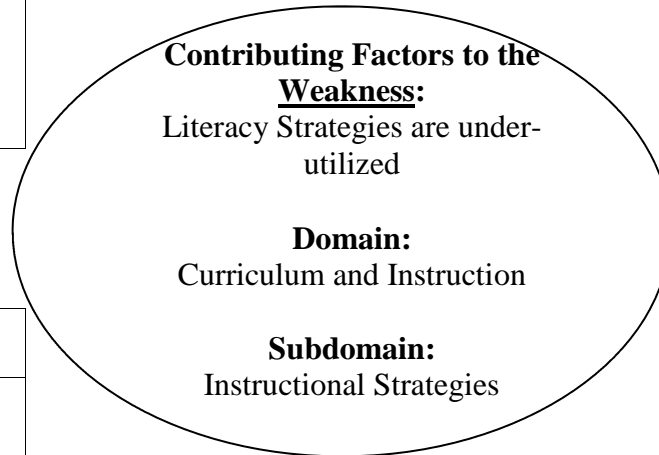
Supporting Source #3
Instrument: Leap/iLeap School Performance Report 2008 Data Type: Cognitive Findings: Low average percent correct on constructed / short answer response items. 8 th Math - 44% 8 th ELA (responding and reading) - 56% 8 th S.S. - 41% 8 th Sci - 40% 7 th Math - 29% 6 th Math - 38%

Supporting Source #4
Instrument: QST Exit Summary Winter 2009 Data Type: Attitudinal Findings: Observers indicated that the limited use of differentiated instruction was a concern.

DATA TRIANGULATION

Supporting Source #1
Instrument: QST Classroom Summary Fall 2008 Data Type: Behavioral Findings: Teachers modeled and reinforced comprehension strategies in only 15% of the time observations.

Supporting Source #2
Instrument: QST Exit Summary Winter 2009 Data Type: Attitudinal Findings: Observers indicated that the use of literacy strategies was a concern.



Supporting Source #3
Instrument: Leap/iLeap School Performance Report 2008 Data Type: Cognitive Findings: Low average percent correct on constructed / short answer response items. 8 th Math - 44% 8 th ELA (responding and reading) - 56% 8 th S.S. - 41% 8 th Sci - 40% 7 th Math - 29% 6 th Math - 38%

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. Increase in Math Index Score 57.4% in 2007 to 68.2% in 2008	iLEAP/LEAP Index Report
2. Met all subgroups in Math	iLEAP/LEAP Index Report
3.	
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. Decrease SWD subgroup percent proficiency 16.5% in ELA and 18.8% in math	iLEAP/LEAP Subgroup Report
2. Did not meet subgroups in ELA African American and Economically Disadvantaged	iLEAP/LEAP Subgroup Report
3. Decrease in whole school 6 th from 65.8% to 64.9% and 7 th from 68.1% to 60.7%	iLEAP/LEAP Index Report
4.	
5.	

The identified weaknesses will lead to the goals.

Part 2:

This data should reflect the findings from the needs assessment as reported on the Data Triangulation sheets.

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

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. The environment is conducive to learning	QST Classroom Observations, QST Exit Summary, Teacher Survey
2.	
3.	
4.	
5.	

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

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. Limited use of rigor in the curriculum	Instructional Staff Focus Group, Student Focus Group, iLEAP/LEAP School Performance Report
2. Limited use of differentiated instruction	Scholastic Audit, Parent Survey, QST Exit Summary, iLEAP/LEAP School Performance Report
3. Literacy Strategies are under-utilized	QST Classroom Observations, QST Exit Summary, iLEAP/LEAP School Performance Report
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>2005-07</u> : <u>74.1</u>	School Growth SPS <u>2007-08</u> : <u>80.2</u>	School GT <u>2007-08</u> : <u>6.1</u>
School Baseline SPS <u>2004-06</u> : <u>77.7</u>	School Growth SPS <u>2006-07</u> : <u>82.6</u>	School GT <u>2006-07</u> : <u>4.9</u>
School Baseline SPS <u>2003-05</u> : <u>94.3</u>	School Growth SPS <u>2005-06</u> : <u>76.2</u>	School GT <u>2005-06</u> : <u>2.9</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 6th grade ELA index from 64.4 to 73.6 in Spring 2009 and 75.5 in 2010.
- Increase the 7th grade ELA index from 67.2 to 76.0 in Spring 2009 and 77.7 in 2010.
- Increase the 8th grade ELA index from 74.4 to 82.0 in Spring 2009 and 83.5 in Spring 2010.
- Increase the ED ELA subgroup percent proficient from 45.6% to 51.1% in Spring 2009 in 55.9% in 2010..

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – 1) Data-Driven Decision Making 2) Job-Embedded Professional Development

Bibliographic Notation:

1. *Data-Driven Decision Making*

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.

2. *Job-Embedded Professional Development*

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.

Learning First Alliance. (2000) *Every Child Reading: A Professional Developmental Guide*. Washington, D.C.: Author.
www.learningfirst.org/readingguide.html

National Education Goals Panel. (2000, Dec.). *Bringing All Students to High Standards*. NEGP Monthly. www.negp.gov/issues/issu/monthly/1200.pdf

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*. JVSDC, 2002. ...
<http://www.nsd.org/Hlibrary/book/sparksbook.pdf>

Sparks, D. (1999, Spring). *Assessment Without Victims: An Interview with Rick Stiggins*. Journal of Staff Development. 20(2), 54-56.
www.nscd.org/library/isd/stiggins203.html

Sparks, D. (1999, Summer). *Try on Strategies to Get a Good Fit: An Interview with Susan Loucks-Horsley*. Journal Of Staff Development. 20(3), 56-60. www.nscd.org/library/isd/louck5-horslev203.html

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

Brief Summary of Research:

1) 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.

2) 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).

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 population at Southeast Middle is very diverse. The students vary greatly in learning styles, academic, social, and physical needs. Many ethnic and cultural groups are represented as well. In order for our teachers to meet the diverse needs of our students, the teachers will need to utilize the process of Data Driven Decision Making. They will not only gather data but use this data to guide the instructional decisions within the classroom. The data will be used to assess students' mastery of knowledge and skills as well as an assessment for the effectiveness of the instructional strategy. Our students will also benefit from the teachers using job embedded staff development which includes the use of Professional Learning Communities and Differentiated Instruction. These two initiatives will dovetail each other and intertwine as teachers collaborate within Professional Learning Communities by examining and utilizing data to meet the diverse needs through differentiated instruction. The research on data driven decision making and job embedded staff development was conducted in highly performing schools that serve diverse populations similar to Southeast Middle. The faculty and administration will create engaged learning communities that foster student growth and responsibility for one's own learning. The students as a result will constantly develop and refine learning and problem-solving strategies.

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

All of our students will benefit as a result of our differentiating to tailor the lesson to each students' needs, using data to guide instruction, and collaborating to better meet the mission statement of helping all students meet their academic potential. With these initiatives, our teachers will be better equipped to helping address the needs of the subgroups and thereby reducing the achievement gap. Many of our ESL students struggle because of the language barrier. Using the professional learning community approach, our teachers will be able to collaborate on how best to serve each ESL student through common strategies and assessments.

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

We will evaluate the goal by examining our results on the iLEAP and LEAP tests in the Spring 2010 to the results from 2009. The objectives will be measured in the same way, but with each grade level's data (walk-throughs, teacher and benchmark assessments, etc.) analyzed. Teachers will examine the data to determine the progress made for each student, each class, and overall. The strategies will be evaluated by team meeting notes, workshop evaluations, and implementation status.

ACTION PLAN – GOAL 1

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working?)
	Curriculum and Data 1a. */*** July 1 – 2, 2009, an assistant principal and selected teachers will collaboratively develop lessons for the three week (July 6 – July 24) Summer Blitz Instructional Program that will be attended by eighty 6 th grade students. The assistant principal and the teachers will utilize the iLEAP/LEAP results to plan the lessons and to create pre and post tests to measure performance.	Title I SW	100 200	24,390.00 (teacher & bus driver ft/pt pay) 4,393.31 (benefits)	Teachers will analyze student data to develop lesson plans that address student needs. Student work performance will improve.	Principal will collect the documentation & review the notes, finished products and provide feedback to provide feedback to the assistant principal and the teachers. Pre and post test data will be collected and analyzed by the administrators at the end of the three week period to evaluate the effectiveness of the Blitz session.
	1b. */*** August 3 rd and 6 th , Differentiated Instruction Consultant Carolyn Chapman will facilitate modeling and coaching sessions on using Differentiating Instruction to administrators, dean of students, librarian, instructional coaches, guidance counselors, paraprofessionals, and teachers.	Title I SW	100 200 300	8,281.00 (stipends) 1,478.16 (benefits) 10,000.00 (consultant fees)	Teachers will begin implementing differentiating instruction strategies within classes. Student work performance will improve.	Administrators will analyze the results of the differentiated instruction professional development surveys. Based on these results the principal will provide feed back to the participants and the consultants in order to plan for follow-up sessions by the administrators and / or the consultant.

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?)
	1e. *On December 14 the principal will facilitate a collaborative discussion about using ILPS to address the instructional needs of the students that will participate in the after-school intervention / remediation program from January to April. Administrators, counselors, dean of students, librarian, Instructional Coach, instructional coach, paraprofessionals, and teachers will participate in the discussion				Teachers will implement ILP process to provide after-school remediation. Student work/performance will improve.	During team meetings at least once a month administrators and teachers will analyze samples of student work and benchmark assessments to determine the effectiveness of the program. Based on the analysis, administrators will give feedback in order to provide follow-up mentoring and modeling by district content trainers.
	1f. *October 16 and January 11, Carolyn Chapman, consultant, will facilitate coaching / modeling sessions on differentiated instruction to administrators, teachers, paraprofessional, librarian, and instructional coach during team planning periods.	Title I SW	300	10,000.00 (consultant expenses)	Teachers will utilize the differentiated instruction strategies to address student needs. Student work / performance will improve.	The consultant, administrators, and teachers will analyze samples of student work and benchmark assessments to determine the impact on achievement. The administrators will analyze the results of the differentiated instruction professional development surveys. Based on these results the principal will provide feed back to the participants and the consultants in order to plan for follow-up sessions.

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?)
	1g. **/###During the third week in each month administrators paraprofessionals, and teachers will collaboratively select information that will be placed in monthly newsletters, such as literacy strategies. At the end of the fourth week of each month newsletters will be sent via mail, parent pick-up, students, and school website.	Title I PI	500	5,047.33 (printing & binding)	Administrators, teachers, and paraprofessionals will share information gathered during PLCs to the community	Administrators will analyze data from the quarterly parent newsletter surveys. Teachers and administrators will review the student work that was used to select info for the newsletters. Administrators and teacher will use this info – the analysis and the review – to plan future newsletters.
	Professional Learning Communities 2a. * During the month of July, the principal and selected teachers will attend Professional Learning Communities (PLC) Institutes provided by Solution Tree to become more adept in PLC protocols. <ul style="list-style-type: none"> • July 22-24- Hollywood, CA six teachers will attend • July 27-29- Seattle, WA one principal and seven teachers will attend 	Title I SW	500	20,000.00 (conference fees)	Teachers will begin utilizing PLC protocols within team meetings.	Within one day of the conferences, the principal will collect and analyze evaluations/ reflections that the attendees completed. Utilizing the data the principal will determine the next steps of implementation and make plans for redelivery.
	2b. *July 31 st the principal will facilitate a collaborative discussion on the incorporation of PLC protocols within team planning periods. The teachers that attended the PLC Institutes will participate in the discussion and make plans for the redelivery in August.	Title I SW			Teachers will begin utilizing PLC protocols within team meetings.	At the end of the discussion, the principal will review notes, redelivery plans, and the developed redelivery plans and proposed participant survey.

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?)
	2c. *August 5 th the principal and the trained PLC teachers will provide coaching on the use of PLC protocols. Administrators, Dean of Students, Librarian, Instructional Coaches, Guidance Counselors, paraprofessionals, and teachers will participate.				Teachers will begin utilizing PLC protocols within team meetings Student performance / work will improve.	Administrators will collect and analyze the results of the redelivery session. Based on these results of the survey and the observations of the teachers examining iLEAP/LEAP assessment results the principal will provide feed back to the teachers and plan for follow-up sessions.
	2d. *Beginning on August 18 th and continuing every Tuesday and Thursday during team planning periods throughout the school year, teachers and administrators will use PLC protocols to participate in collaborative discussions to obtain new ideas and approaches from colleagues about common instructional problems and ways to institute a positive behavior program.				Teachers will utilize PLC protocols to address instructional and behavioral concerns. Student performance / work will improve.	The Title I Coordinator, the Assistant Superintendent of Middle Schools, and the Director of Middle Schools will assist the principal in reviewing the notes, handouts, etc. from the PLC. The administrators will evaluate the data from the monthly PLC surveys. Administrators and teachers will review / analyze samples of student work, common assessments, and reports from benchmark assessments to assess the impact on achievement. This data will be utilized to plan follow-up sessions and to address student needs.

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?)
	2e. *At least monthly during team planning periods, the principal and teachers that attended the PLC institute will provide follow-up via coaching/modeling as needed.				Teachers will utilize PLC protocols to address instructional concerns. Student performance / work will improve.	The administrators will evaluate the data from the monthly PLC surveys. Administrators and teachers will review / analyze samples of student work, common assessments, and reports from benchmark assessment proficiency reports to assess the impact on achievement. This data will be utilized to plan follow-up sessions and to address student needs.
	2f. **During the third week in each month administrators and select teachers and paraprofessionals will collaboratively select information that will be placed in monthly newsletters, such as PLC information. At the end of the fourth week of each month newsletters will be sent via mail, parent pick-up, students, and school website.	Title I PI	500	Dup. Amt (printing & binding)	Administrators, teachers, and paraprofessionals will share information gathered during PLCs to the community.	Administrators will analyze data from the quarterly parent newsletter surveys. Teachers and administrators will review the student work that was used to select info for the newsletters. Administrators and teacher will use this info – the analysis and the review – to plan future newsletters.

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?)
	Literacy 3a. */### The Instructional Coach and the assistant principals will collaboratively analyze various needs assessments and testing data (iLEAP / LEAP, SRI, Language! Placement Tests) to plan appropriate literacy interventions for designated students. This will occur July 21 – August 1, 2009.	Title I SW	100 200	\$4,714.00 (ft/pt pay + benefits)	Teachers will begin to incorporate a variety of literacy strategies in daily instruction	The principal will review with the Instructional Coach the data from each day (analysis of the (iLEAP / LEAP results, SRI and Language! Placement Tests, etc.), and the recommended interventions. Revisions and updates will be based on the findings of the Instructional Coach and administrators.
	3b.* / ### August 5 th the instructional coach will facilitate a collaborative discussion on the literacy strategies (comprehension and vocabulary) that will be utilized this school year and the updates for READ 180 and Language! Administrators, Dean of Students, Librarian, Instructional Coaches, Guidance Counselors, paraprofessionals, and teachers will participate.	Title I SW	100 200	123,436.17 (2 ft salaries + sub days) 28,788.17 (benefits)	Teachers will begin to utilize the literacy strategies.	The principal along with the attendees of the conference will collect and analyze the results of session evaluations. Based on these results the principal and instructional coach will provide feedback and plan for follow-up sessions.

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?)
	3c. */### Once a month, during team planning periods throughout the school year the Instructional Coach will model the effective use of literacy strategies. Administrators, teachers, and paraprofessionals will attend.				Teachers will implement comprehension strategies within classes.	Instructional Coach view lesson plans for implementation of strategies. Administrators and the instructional coach will analyze walk-through data and samples of student work, common assessments, and reports from benchmark assessment proficiency reports to assess the impact on achievement. Based on these results the principal and instructional coach will provide feedback and plan for follow-up sessions.
	3d. */### On the third Wednesday in each month during the monthly early release professional development days, the Instructional Coach will facilitate a coaching / modeling session of the use of literacy across the curriculum. Administrators, counselors, dean of students, librarian, paraprofessionals, and teachers will participate.				Teachers and students will utilize the literacy strategies. Student work / performance will improve	The Instructional Coach will collect sign-in sheets, agendas, and handouts which will be reviewed by the principal. The administrative team will review lesson plans and conduct walk-throughs. Data from benchmark and teacher assessments along with student samples will be used to judge the impact on achievement.

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	3e.* / ### September 23, the librarian and the instructional coach will facilitate a collaborative discussion on the implementation of the Accelerated Reader which will be utilized by all ELA teachers at least twice a month.				ELA teachers and Librarian will model Accelerated Reader Program in class.	Administrators, Librarian, and Instructional Coach will review monthly reports by teachers, students, and grade levels.
	3f. **/### During the third week in each month administrators paraprofessionals, and teachers will collaboratively select information that will be placed in monthly newsletters, such as literacy strategies. At the end of the fourth week of each month newsletters will be sent via mail, parent pick-up, students, and school website.	Title I PI	500	Dup. Amt (printing & binding)	Administrators, teachers, and paraprofessionals will share information gathered during PLCs to the community	Administrators will analyze data from the quarterly parent newsletter surveys. Teachers and administrators will review the student work that was used to select info for the newsletters. Administrators and teacher will use this info – the analysis and the review – to plan future newsletters.

* 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 6th grade math index from 67.0 to 75.8 in Spring 2009.
- Increase the 7th grade math index from 69.3 to 79.8 in Spring 2009
- Increase the 8th grade math index from 57.4 to 67.8 in Spring 2009
- Increase the SWD math percent proficient from 25.2% to 39.4% in Spring 2009.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – 1) Data-Driven Decision Making, 2) Job-Embedded Professional Development

Bibliographic Notation:

1. *Data-Driven Decision Making*

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.

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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.

1) *Job-Embedded Professional Development*

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

Brief Summary of Research:

1) 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.

2) 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).

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 population at Southeast Middle is very diverse. The students vary greatly in learning styles, academic, social, and physical needs. Many ethnic and cultural groups are represented as well. In order for our teachers to meet the diverse needs of our students, the teachers will need to utilize the process of Data Driven Decision Making. They will not only gather data but use this data to guide the instructional decisions within the classroom. The data will be used to assess students' mastery of knowledge and skills as well as an assessment for the effectiveness of the instructional strategy. Our students will also benefit from the teachers using job embedded staff development which includes the use of Professional Learning Communities and Differentiated Instruction. These two initiatives will dovetail each other and intertwine as teachers collaborate within Professional Learning Communities by examining and utilizing data to meet the diverse needs through differentiated instruction. The research on data driven decision making and job embedded staff development was conducted in highly performing schools that serve diverse populations similar to Southeast Middle. The faculty and administration will create engaged learning communities that foster student growth and responsibility for one's own learning. The students as a result will constantly develop and refine learning and problem-solving strategies.

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

All of our students will benefit as a result of our differentiating to tailor the lesson to each student's needs, using data to guide instruction, and collaborating to better meet the mission statement of helping all students meet their academic potential. With these initiatives, our teachers will be better equipped to help address the needs of the subgroups and thereby reducing the

achievement gap. Many of our ESL students struggle because of the language barrier. Using the professional learning community approach, our teachers will be able to collaborate on how best to serve each ESL student through common strategies and assessments.

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

We will evaluate the goal by examining our results on the iLEAP and LEAP tests in the Spring. The objectives will be measured in the same way, but with each grade level's data (walk-throughs, teacher and benchmark assessments, etc.) analyzed. Teachers will examine the data to determine the progress made for each student, each class, and overall. The strategies will be evaluated by team meeting notes, workshop evaluations, and implementation status.

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?)
	Curriculum and Data 1a. */*** July 1 – 2, 2009, an assistant principal and selected teachers will collaboratively develop lessons for the three week (July 6 – July 24) Summer Blitz Instructional Program that will be attended by eighty 6 th grade students. The assistant principal and the teachers will utilize the iLEAP/LEAP results to plan the lessons and to create pre and post tests to measure performance.	Title I SW	100 200	Dup. Amt (teacher & bus driver ft/pt pay) Dup. Amt (benefits)	Teachers will analyze student data to develop lesson plans that address student needs. Student work performance will improve.	Principal will collect the documentation & review the notes, finished products and provide feedback to provide feedback to the assistant principal and the teachers. Pre and post test data will be collected and analyzed by the administrators at the end of the three week period to evaluate the effectiveness of the Blitz session.
	1b. */*** August 3 rd and 6 th , Differentiated Instruction Consultant Carolyn Chapman will facilitate modeling and coaching sessions on using Differentiating Instruction to administrators, dean of students, librarian, instructional coaches, guidance counselors, paraprofessionals, and teachers.	Title I SW	100 200 300	Dup. Amt (stipends) Dup. Amt (benefits) Dup. Amt (consultant fees)	Teachers will begin implementing differentiating instruction strategies within classes. Student work performance will improve.	Administrators will analyze the results of the differentiated instruction professional development surveys. Based on these results the principal will provide feed back to the participants and the consultants in order to plan for follow-up sessions by the administrators and / or the consultant.

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	1f. *October 16 and January 11, Carolyn Chapman, consultant, will facilitate coaching / modeling sessions on differentiated instruction to administrators, teachers, paraprofessional, librarian, and instructional coach during team planning periods.	Title I SW	300	Dup. Amt (consultant expenses)	Teachers will utilize the differentiated instruction strategies to address student needs. Student work / performance will improve.	The consultant, administrators, and teachers will analyze samples of student work and benchmark assessments to determine the impact on achievement. The administrators will analyze the results of the differentiated instruction professional development surveys. Based on these results the principal will provide feed back to the participants and the consultants in order to plan for follow-up sessions.

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	2b. *July 31 st the principal will facilitate a collaborative discussion on the incorporation of PLC protocols within team planning periods. The teachers that attended the PLC Institutes will participate in the discussion and make plans for the redelivery in August.	Title I SW			Teachers will begin utilizing PLC protocols within team meetings.	At the end of the discussion, the principal will review notes, redelivery plans, and the developed redelivery plans and proposed participant survey.

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	2c. *August 5 th the principal and the trained PLC teachers will provide coaching on the use of PLC protocols. Administrators, Dean of Students, Librarian, Instructional Coaches, Guidance Counselors, paraprofessionals, and teachers will participate.				Teachers will begin utilizing PLC protocols within team meetings Student performance / work will improve.	Administrators will collect and analyze the results of the redelivery session. Based on these results of the survey and the observations of the teachers examining iLEAP/LEAP assessment results the principal will provide feed back to the teachers and plan for follow-up sessions.
	2d. *Beginning on August 18 th and continuing every Tuesday and Thursday during team planning periods throughout the school year, teachers and administrators will use PLC protocols to participate in collaborative discussions to obtain new ideas and approaches from colleagues about common instructional problems and ways to institute a positive behavior program.				Teachers will utilize PLC protocols to address instructional and behavioral concerns. Student performance / work will improve.	The Title I Coordinator, the Assistant Superintendent of Middle Schools, and the Director of Middle Schools will assist the principal in reviewing the notes, handouts, etc. from the PLC. The administrators will evaluate the data from the monthly PLC surveys. Administrators and teachers will review / analyze samples of student work, common assessments, and reports from benchmark assessments to assess the impact on achievement. This data will be utilized to plan follow-up sessions and to address student needs.

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	2e. *At least monthly during team planning periods, the principal and teachers that attended the PLC institute will provide follow-up via coaching/modeling as needed.				Teachers will utilize PLC protocols to address instructional concerns. Student performance / work will improve.	The administrators will evaluate the data from the monthly PLC surveys. Administrators and teachers will review / analyze samples of student work, common assessments, and reports from benchmark assessment proficiency reports to assess the impact on achievement. This data will be utilized to plan follow-up sessions and to address student needs.
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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?)
	Numeracy 3a.*August 4 th the math lead teachers (1 from grade level and 1 from ESS) co-facilitate a discussion / modeling session on the numeracy strategies that will be utilized this school year. Administrators, Dean of Students, Librarian, Instructional Coach, Guidance Counselors, paraprofessionals, and math teachers will participate.				Math teachers will begin to utilize the math strategies.	Administrators will collect and analyze the results of the session surveys. Based on the survey data and the teachers analysis of math iLEAP/LEAP assessment results the principal will provide feed back to the teachers and coordinate with the math lead teachers for follow-up sessions.
	3b. *Once a month, during team planning periods throughout the school year the math lead teachers will model the effective use of numeracy strategies. Administrators, math teachers, and paraprofessionals will attend.				Math teachers will implement the math strategies. Student work / performance will improve.	Administrators will analyze walk-through data, samples of student work, common assessments, and reports from benchmark assessment proficiency reports to assess the impact on achievement. Based on these results the principal will provide feedback and coordinate follow-up sessions.

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?)
	3c. *Once a week during team planning periods, from August to May, math teachers will collaboratively develop lesson plans that incorporate the use of effective math strategies into the curriculum.	Title I SW	600	5,000.00 (calculators)	Math teachers will implement the math strategies. Student work / performance will improve.	Administrators will analyze walk-through data for evidence of implementation. Administrators and teachers will analyze samples of student work, common assessments, and reports from benchmark assessments to assess the impact on achievement. This data will be utilized to plan follow-up sessions and to address student needs.
	3d. **/###During the third week in each month administrators paraprofessionals, and teachers will collaboratively select information that will be placed in monthly newsletters, such as literacy strategies. At the end of the fourth week of each month newsletters will be sent via mail, parent pick-up, students, and school website.	Title I PI	500	Dup. Amt (printing & binding)	Administrators, teachers, and paraprofessionals will share information gathered during PLCs to the community	Administrators will analyze data from the quarterly parent newsletter surveys. Teachers and administrators will review the student work that was used to select info for the newsletters. Administrators and teacher will use this info – the analysis and the review – to plan future newsletters.

ACTION PLAN – GOAL 2

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

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

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Funding Sources	Title I	Magnet	PI	FSI	Other						Total
100 Salaries	131,319.00										131,319.00
200 Benefits	35,373.63										35,373.63
300 Purchased Professional Services	20,000.00										20,000.00
400 Purchased Property	15,000.00										15,000.00
500 Other Purchased Services	20,000.00		5,047.33								25,047.33
600 Materials & Supplies	57,931.37										57,931.37
Indirect Costs (if applicable)											
700 Property											
800 Other Objects											
900 Other Uses of Funds											
Total	279,624.00		5,047.33								284,671.33

*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*	284,671.33
Non SIP Expenditures (list)	
Total Title I, Part A, Expenditures	284,671.33

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)	

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

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

Total Title I, Part F, 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	