



SITE

School Improvement Training and Evaluation

Rubric for the Evaluation of School Improvement Plans Summary Report

School Name	Tara High School	LEA	East Baton Rouge Parish School System
Site Code	017087	LEA	Reporting Official Herman Brister Chief Academic Officer
Evaluator Name	Angela Lee Assistant Superintendent	Date	August 13, 2009 (resubmission)

- ⑩ **Acceptable**
- ⑩ **Not Acceptable**

•

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 the center. It also features a central emblem with a figure holding a torch and a book, flanked by two stars.

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

***School Improvement Plan
for
Tara High School***

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

Submission Date: *May 18, 2009*

Tara High School
8th – 12th
9002 Whitehall Avenue
Baton Rouge, LA 70806
Ms. Luanne Estess
225.927.6100
lestess@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 S
- 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
Luanne Estess	Principal
Johnny Jackson	Assistant Principal
Amber Boyd	Assistant Principal
Patsy Dabney	Math Dept. Chair
Kim Denson	Social Studies Dept. Chair
Kristen Alfandre	English Teacher
Melissa Williams	Tech. Teacher
David Woods	Math Teacher
Hunter Bridges	Parent
Kandi Bridges	Parent

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 57

Date: June 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.	Kristin Alfandre	Teacher		
2.	Linda Allor	Teacher		
3.	Nicole Aucoin	Teacher		
4.	Simon Baxter	Teacher		
5.	Amber Boyd	Assistant Principal		
6.	ISG Bobby Brown	Teacher		
7.	Denise Brown	Teacher		
8.	Dean Buckland	Teacher		
9.	Thornton Cappell	Teacher		
10.	Ann Carter	TOR Moderator		
11.	Andrew Chapman	Teacher		
12.	Lou Christophe	Teacher		
13.	Cynthia Coco	Teacher		
14.	Cara Coleman	Teacher		
15.	Rebecca Combee	Teacher		
16.	Brenda Coon	Teacher		
17.	Lissa Copeskey	Counselor		
18.	Patsy Dabney	Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19.	Kim Denson	Teacher		
20.	Carl Donato	Teacher		
21.	Brandon Levatino	Teacher		
22.	Carol Dollar	Teacher		
23.	Luanne Estess	Principal		
24.	David Faerber	Teacher		
25.	Sarah Gallion	Teacher		
26.	Jarwin Gahoy	Teacher		
27.	Larry Grantham	Teacher		
28.	Charles Harrison	Teacher		
29.	Reginald Higgins	Teacher		
30.	Lisa Hoppenstedt	Teacher		
31.	Miriam Howard	Teacher		
32.	Johnny Jackson	Assistant Principal		
33.	Sandera Jackson	Teacher		
34.	Stella Jackson	Teacher		
35.	Donald Johnson	Teacher		
36.	Jeffrey Johnson	Teacher		
37.	Latasha Jones	Teacher		
38.	MSG Johnell Joseph	Teacher		
39.	Latasha Julien	Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
40.	Nicole LeBlanc	Teacher		
41.	Ronald Lejeune	Teacher		
42.	Dana Lux	Teacher		
43.	Fran Manzullo	Teacher		
44.	MAJ. Leslie Martin	Teacher		
45.	Mitch McGrew	Teacher		
46.	Robert McKinnis	Teacher		
47.	Anne Melancon	Teacher		
48.	Christopher Miller	Teacher		
49.	Eva Nunez	Teacher		
50.	Patrick O'Sullivan	Teacher		
51.	Wayne Perrilloux	Teacher		
52.	Gloria Pleasant	Teacher		
53.	Fran Shurtz	Teacher		
54.	Jamie Tanner	Teacher		
55.	Ginger Tillman	Teacher		
56.	Kelly Toney	Teacher		
57.	Linda Tucker	Teacher		
58.	Gloria Vessel	Guidance Counselor		
59.	Judi Wall	Teacher		
60.	Paula Watts	Librarian		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
61.	Evelyn Williams	Teacher		
62.	Melissa Williams	Teacher		
63.	Joyce Wilson	Teacher		
64.	Lillie Womack	Teacher		
65.	David Woods	Teacher		
66.	Lorraine Woods	Teacher		
67.	Gretchen Wroten	Teacher		

MISSION STATEMENT

The mission of Tara High School is to provide effective instruction, a highly qualified staff, positive school climate, and improved facilities. Tara strives to create a highly effective and quality learning environment.

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

Name	Title/Occupation
Melissa Williams	Teacher
Mary Bridgers	Parent
Lissa Copeskey	Counselor
Amber Boyd	Assistant Principal
L.S. Estess	Principal
Barry Jackson	Dean of Students

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	X			
INTECH 2 Science				
INTECH Social Studies	X			
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership				
Pre-School Program				
School-to-Work	X			
The Strategic Instruction Model (SIM)				
Other: Techonology Improvement Grant (TIG)	x			
9 th Grade Academy	X			

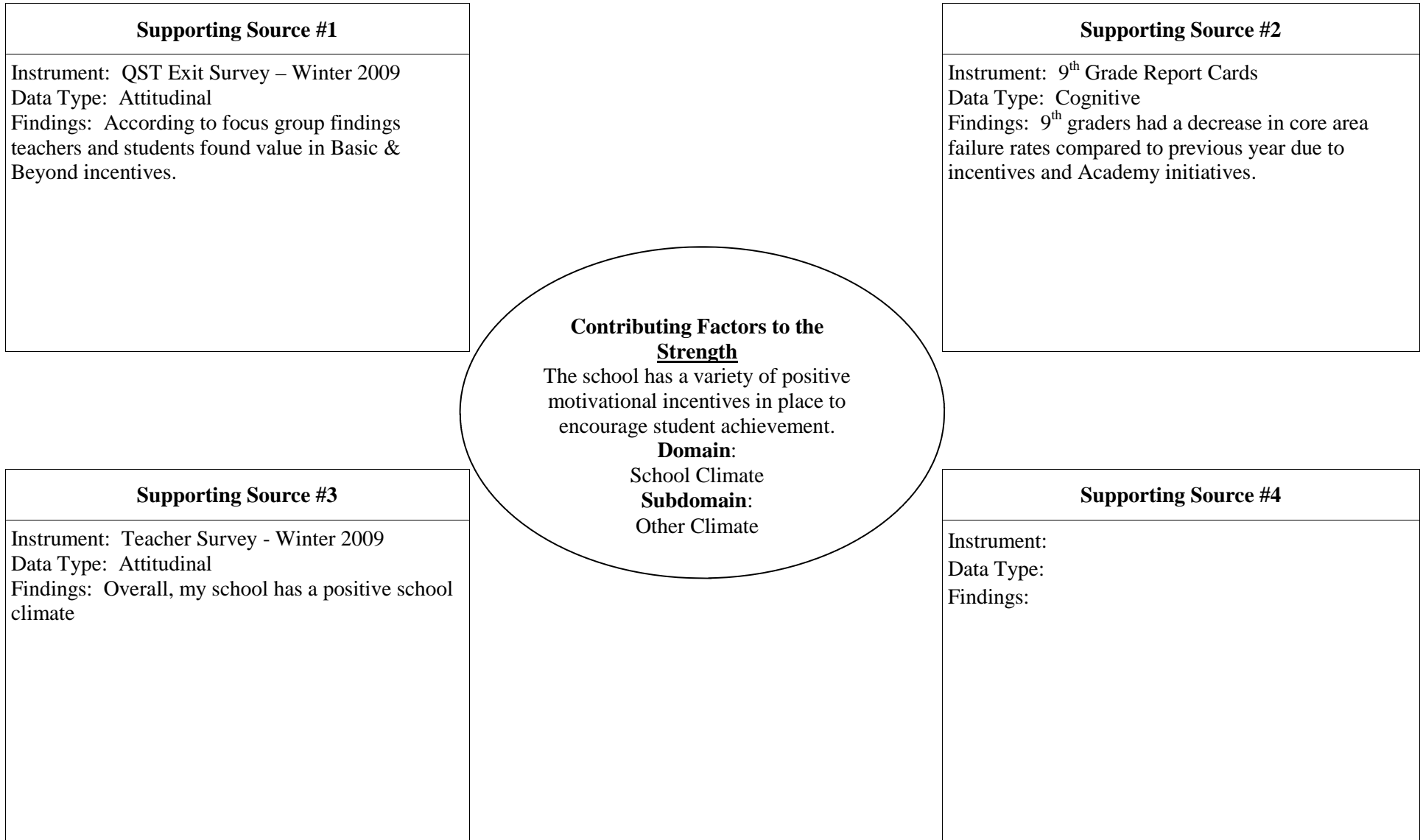
<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> • NA
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> • Louisiana Virtual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

SCHOOL POLICIES AND PARTNERSHIPS

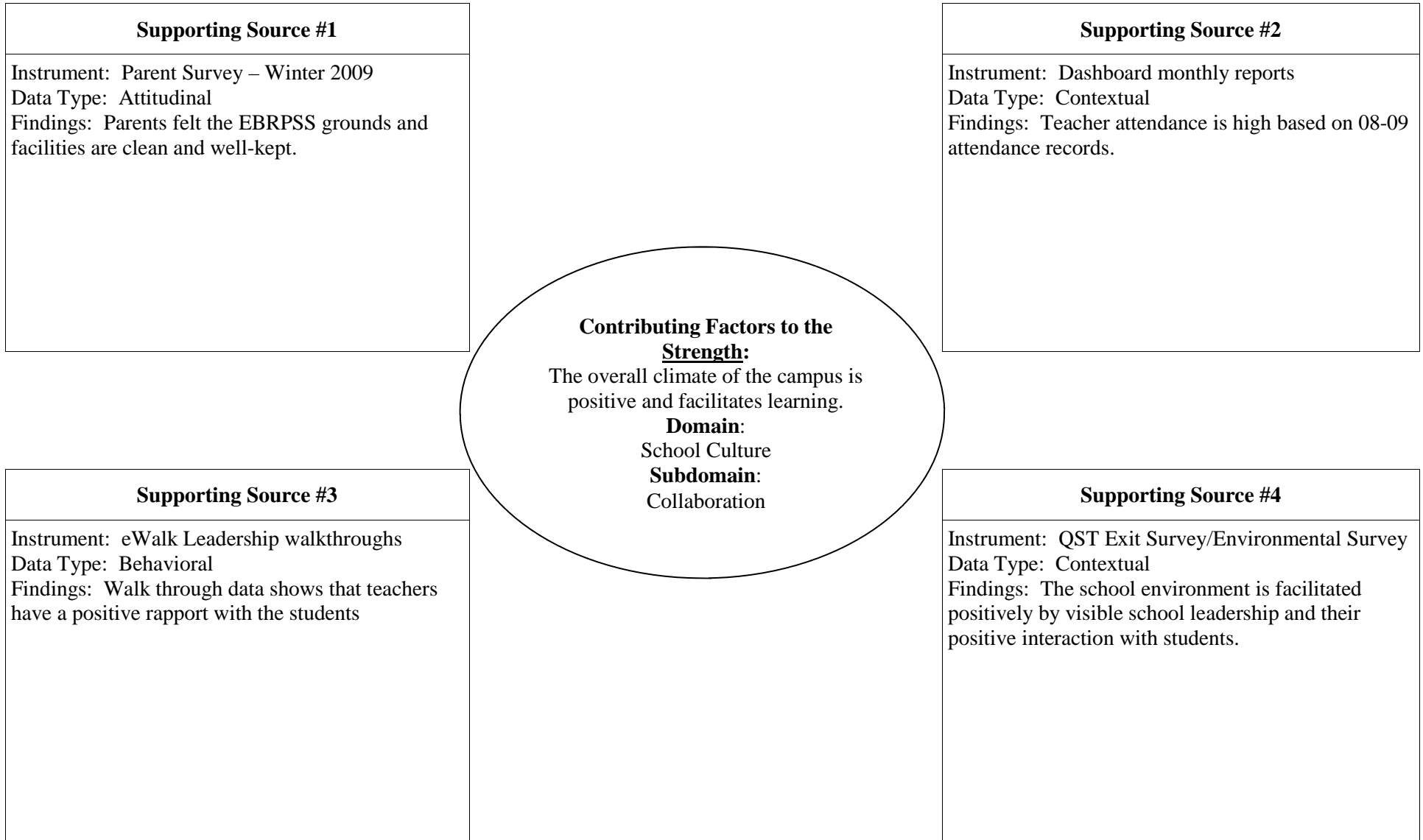
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741		
Family Involvement Policy	§ 1903/741 and § 1118/Title I		
Security Procedures (metal detectors, etc.)	§ 339/741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

School Partnerships (Type the name of each partner in the space provided)	
University	Louisiana State University, Baton Rouge Community College, Southern Universtiy
Technical Institute	
Feeder School(s)	Capitol Middle, Southeast Middle, Westdale Middle are main feeder schools
Community	Red Stick Kiwanis
Business/Industry	Herff-Jones, Albertsons, Coca-Cola, Walmart, Neighbors Federal Credit Union
Private Grants	Prudential, Exxon, Best Buy, ADF
Other	

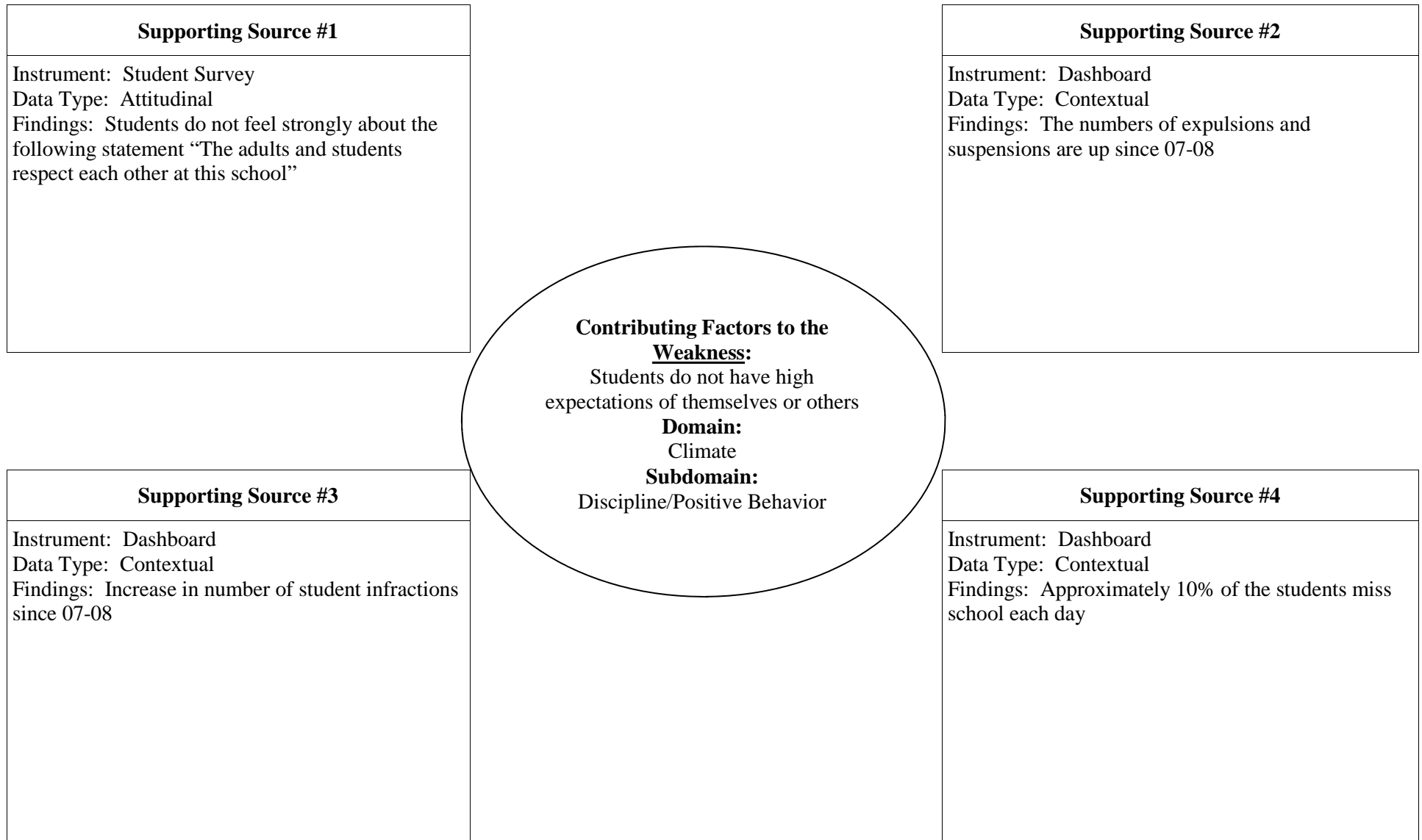
DATA TRIANGULATION



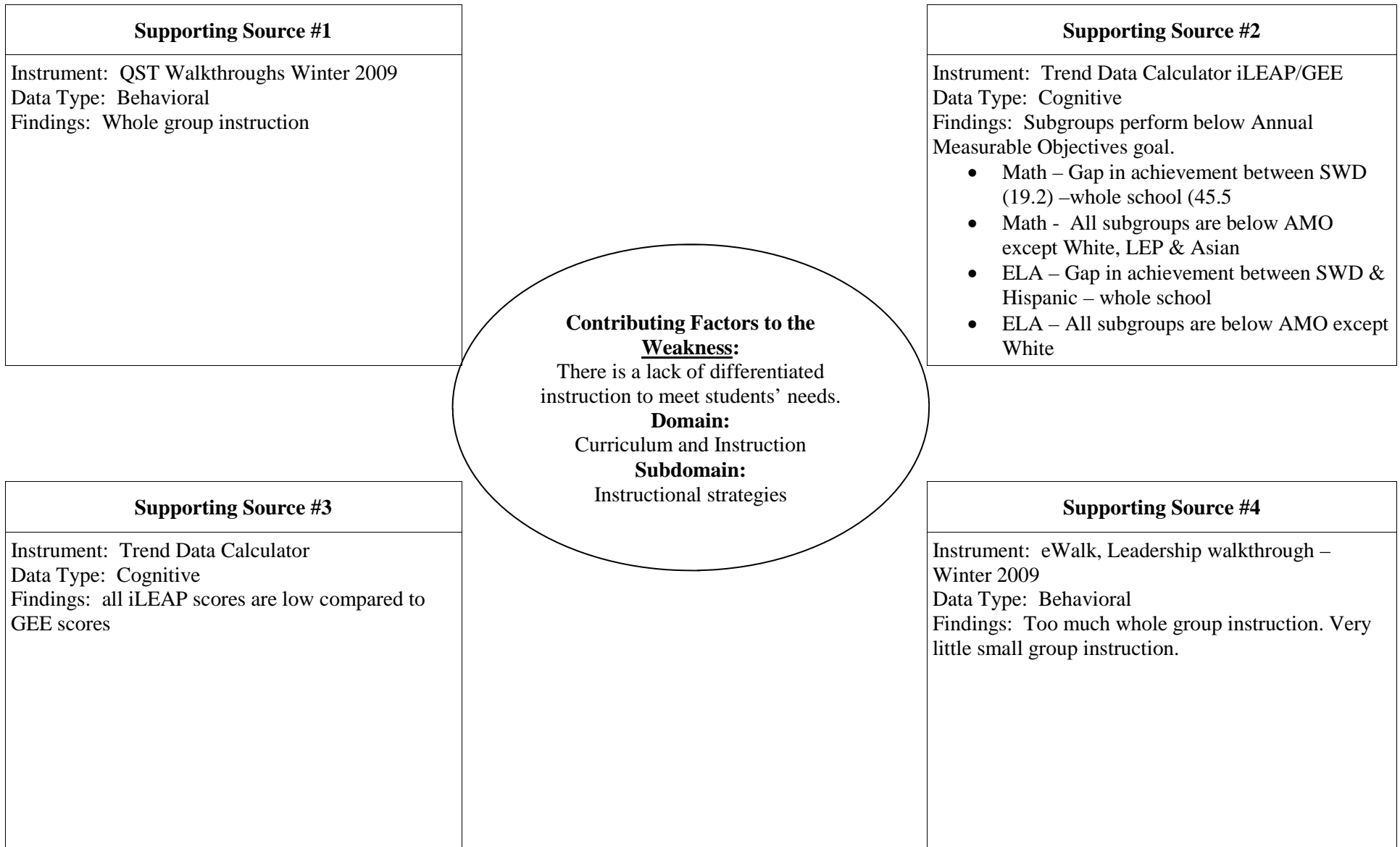
DATA TRIANGULATION



DATA TRIANGULATION



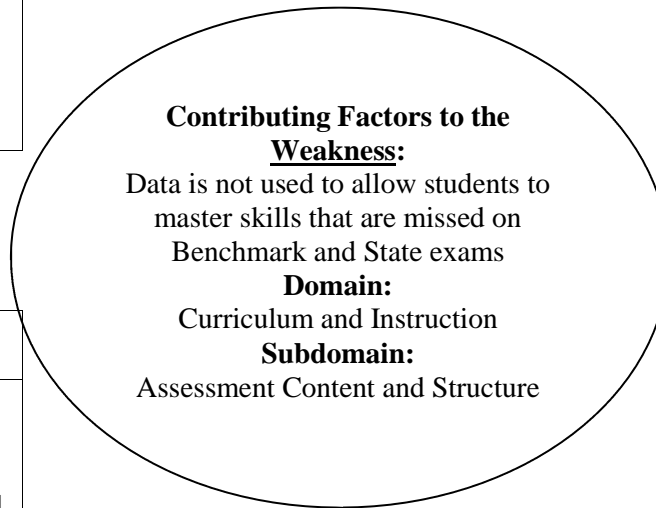
DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1
Instrument: GEE Scores Data Type: Cognitive Findings: Math, ELA, Science, and Social Studies scores are below 70% proficient

Supporting Source #2
Instrument: EduSoft Benchmark Data Data Type: Cognitive Findings: Less than 50% of students scored proficient on Benchmark exams.



Supporting Source #3
Instrument: Teacher Survey – Winter 2009 Data Type: Attitudinal Findings: Teachers did not agree with the following statement “Ongoing data analysis is used to guide and revise instructional decisions in my classrooms.”

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. Asian sub-group scored 18 points higher than AMO in Math	iLEAP/GEE Data Trend Analysis (2008)
2. White sub-group scored 16 points higher than AMO in Math	iLEAP/GEE Data Trend Analysis (2008)
3. White sub-group scored 27 points higher than AMO in ELA	iLEAP/GEE Data Trend Analysis (2008)
4. LEP sub-group scored 13 points higher than AMO in Math	iLEAP/GEE Data Trend Analysis (2008)
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. All sub-groups scored below AMO in Math except White, Asian & LEP	iLEAP/GEE Data Trend Analysis (2008)
2. All sub-groups scored below AMO in ELA except White	iLEAP/GEE Data Trend Analysis (2008)
3. Gap in achievement between SWD & Whole group in Math	iLEAP/GEE Data Trend Analysis (2008)
4. Gap in achievement between SWD, Hispanic & Whole group in ELA	iLEAP/GEE Data Trend Analysis (2008)
5. 9 th grade iLEAP Math(56.1) is the weakest at Tara	iLEAP/GEE Data Trend Analysis (2008)
6. Gap in achievement between SWD, Hispanic & Whole group in Science and Social Studies.	

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. A variety of positive motivational incentive to encourage achievement	Teacher Survey, QST Survey, Teacher/Student focus groups, Report Card, Deep CRT
2. The overall climate of the campus is positive & facilitates learning	QST Exit Survey, eWalk, Parent Survey, Dashboard, Deep CRT
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. Lack of differentiated instruction to meet students needs	QST classroom observations, GEE, iLEAP & eWalk
2. Data is not used to allow students to master skills/content that is missed on Benchmark/GEE/iLEAP	EduSoft, GEE, Teacher survey
3. Students do not have high expectations for themselves or others	Dashboard, Expulsion/Suspension infractions, attendance, student survey
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>2004 - 2005</u> : <u>80.4</u>	School Growth SPS <u>2004 - 2005</u> : <u>84.2</u>	School GT <u>2004 - 2005</u> : <u>3.8</u>
School Baseline SPS <u>2005 - 2006</u> : <u>76.5</u>	School Growth SPS <u>2005 - 2006</u> : <u>81.1</u>	School GT <u>2005 - 2006</u> : <u>4.6</u>
School Baseline SPS <u>2006 - 2007</u> : <u>65.9</u>	School Growth SPS <u>2006 - 2007</u> : <u>72.3</u>	School GT <u>2006 - 2007</u> : <u>6.4</u>
School Baseline SPS <u>2007-2008</u> : <u>67.7</u>	School Growth SPS <u>2007-2008</u> : <u>62.3</u>	School GT <u>2007-2008</u> : <u>8.3</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 to 100% proficiency by the end of the 2013-2014 school year

Objective(s):

Increase percent proficient on...

- Whole School ELA from 47.3% in 2009 to 52% in 2010.
- iLEAP ELA from 40% in 2009 to 46% in 2010.
- GEE ELA from 57% in 2009 to 63% in 2010.

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

Data-Driven Decision Making
Meaningful Engaged Learning

Bibliographic Notation:

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
- Calhoun, 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.

Meaningful Engaged Learning

- Alvermann, D. E. (2003). Seeing themselves as capable and engaged readers: Adolescents and re/mediated instruction. Naperville, IL: Learning Point Associates. Retrieved June 7, 2005. from <http://www.ncre.org/reading/reading/re3ders.pdf>
- Blachowicz, C., & Ogle, D. (2001). *Reading comprehension: Strategies for independent learners*. New York: Guilford Press.
- Blackford, L. (2002). Secondary school reading. *The School Administrator*. 59(1). Retrieved June 7, 2005, from http://www.aasa.org/publications/sa/2002_01/blackford.htm
- Boston Plan for Excellence. (2002). Introduction to CCL: Collaborative coaching & learning. Retrieved June 7, 2005, from <http://www.bpe.org/pubs/ccl/Getting&20Started&20CCL.pdf>
- Boston Plan for Excellence. (2002). *Work with schools 2002-2003*. Retrieved June 7, 2005, from <http://www.bpe.org/lexl/workwithschools.aspx>
- Ciesemier, K., Coughlin, E., & Williamson, J. (1997). Area One Learning Technology Hub: Engaged learning with technology. [Online]. Available: <http://www.lth1.k12.il.us/engaged>

Brief Summary of Research:

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.

Current research supports the role of engaged learning as important to student achievement. Students learn when they are highly involved in meaningful tasks. Student motivation is one aspect of MEL; however, motivation is more than a quality within students. Motivation is a quality that can be profoundly affected by the attitudes and actions of educators. The three models discussed below provide an overview of meaningful, engaged learning.

The work of Mike Muir of McMEL has identified a model for meaningful engaged learning focusing on four key components and nine essential elements. These components and essential elements are outlined below.

- Environment: Relationship and Rapport
 - > Student/Teacher Relationship - positive attitude, fun, sense of humor, physically and emotionally safe, belonging and respect
 - > Helping Students Succeed - high expectations, confidence in abilities
- Experience
 - > Hands-On - doing things, activities, experiential learning, learning = patterns from experience
 - > Learning Styles - multiple intelligences, differentiated instruction
- Motivation
 - > Interest - novelty, mystery, curiosity, "blood and guts," fantasy, driven by students' questions
 - > Autonomy - choices, decision-making, planning, designing, creating
 - > Avoid Rewards
- Meaning
 - > Connections - to previous learning, relates to students' lives, the "Velcro mind"
 - > Context - making personal meaning, real world work or audience, metaphors and mental frameworks, how used or useful

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? Data driven instruction has been proven effective at all types of schools and is an appropriate strategy for Tara to use in order to focus on student weaknesses and provide interventions. Meaningful engaged learning is a strategy that has been proven effective for all students and falls in line with Rigor and Relevance training that Tara has previously been through

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Research indicates that data driven instruction and meaningful engagement will increase student achievement for all students

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: These strategies will address the individual needs of all students

Procedures for Evaluating the Goal, Objective(s) and Strategy: Teachers will focus on refining lesson plans to include a variety of instruction activities (follow Madeline Hunter lesson cycle) and focus on making instruction Rigorous and Relevant. Teachers will be expected to use benchmark assessment aligned to state standards to measure student performance. This data should be analyzed and intervention activities should be provided to students in order to master content expectations. Teachers will also use released test items from iLEAP/GEE, benchmark exams, and focus learning lessons from state department as bell ringers. Teacher will attend content area conferences and receive training on data driven instruction and a variety of engagement strategies to apply within their content areas. Teachers will also have access to a literacy coach that will provide them with job embedded professional development on bringing literacy and active engagement strategies into the classroom. Computers will be provided to allow teachers easy access to a variety of data. Observed in lesson plans, team meeting agendas, walk throughs, redelivery of conference materials, benchmark data binder.

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? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>Activity: School administrators establish a consistent lesson plan template containing the following components: Introduction, Modeling, Guided Practice, Independent Practice, Intervention or Enrichment, Accommodations, Assessment, Closure</p> <p>Training will be provided by district content trainers on the lesson cycle in August.</p> <p>Follow-up training on Rigor and Relevance will be provided to faculty and component will be added to lesson plan format for documentation purposes.</p> <p>Persons Responsible: Principal, Assistant Principal, Faculty, Content Trainers</p> <p>Target Audience and Timeline : Entire Faculty -Trainings in August -Follow up training monthly</p>	Title I 1003a	600	\$1,550.00 (Kagan Structures Teachers Workbooks)	<p>Teacher lesson plans reflect the use of the appropriate lesson cycle.</p> <p>Student work is reflective of implementation of teachers lesson plans</p> <p>Increase in % proficient on Benchmark test scores</p> <p>Increase in % proficient on GEE</p> <p>Student are actively engaged in meaningful activities</p>	<p>Starting in August 2009, the school administration will check lesson plans weekly for appropriate content that contains all components of the lesson cycle.</p> <p>Walk throughs will be conducted weekly by the leadership team to ensure lessons are implemented and students are engaged</p> <p>Walk through data will be analyzed monthly as a whole school and by individual departments.</p> <p>Leadership team will compare iLEAP/GEE Scores in May 2010</p> <p>Pre/Post and Unit Benchmark Scores will be analyzed by teachers in benchmark binders and checked by leadership team</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>Target Audience:</p> <p>Released iLEAP and GEE items will be used in 9th-10th grade academy.</p> <p>Released Gee Science & Social Studies will be used to target 11th grade.</p> <p>Released ACT, NAEP, & SAT items will be used to target 11th and 12th grade students.</p> <p>Activity:</p> <p>Starting in September 2009 school administrators require teachers to use of state released (i.e., LEAP, iLEAP, GEE, EOC) and nationally released (i.e., ACT, NAEP) assessment items to make connections between the content and what students must do with that content for accountability.</p> <p>Release test items will be used during the lesson to make connections between the learning and the requirements of application on the state and national assessments.</p> <p>Teacher will use released items as well to informally assess and the create classroom assessments.</p>				<p>Increase in % proficient on Benchmark test scores</p> <p>Increase in % proficient on GEE</p> <p>Student are actively engaged in meaningful activities</p>	<p>Lesson plans will be evaluated to ensure missed items are used and reteaching strategies are documented.</p> <p>Leadership classroom walk throughs will be conducted to ensure implementation of activity.</p> <p>Benchmark data will be analyzed by content areas and grade levels to determine if overall improvement is made.</p> <p>iLEAP/GEE Scores in May 2010</p> <p>Pre/Post and Unit Benchmark Scores analyzed in benchmark binders and checked by leadership team</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>Beginning September 2009 teacher will analyze district benchmark data to provide students with intervention materials to help master GLEs missed throughout each unit. Administrators will ensure additional computers will be provided in order for teachers to access benchmark data and remediation tools. Content areas will analyze data and collaborate to create intervention activities.</p> <p>Person Responsible: Administration, Faculty</p> <p>Targeted Audience and Timeline: All students.</p> <p>Teachers will use bellringers as iLEAP and GEE test prep from Aug-May</p> <p>Parental Involvement: Students benchmark data will be posted on Home Access Center for parents to check and conferences will be set up through guidance office.</p>				<p>Department and grade level agendas showing data digs.</p> <p>Increase in number of students scoring proficient on benchmark exams.</p> <p>Lesson plans will show use of computers and document GLE intervention based on benchmark scores</p>	<p>Students will test bi-weekly.</p> <p>Benchmark data will be analyzed bi-weekly to chart increase in level of student proficiency.</p> <p>Teachers and coordinators will analyze data bi-weekly to ensure student progress is achieved.</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>** Administrators use mail out, call out program, and Home Access Center (allows parents to view class grades, attendance, discipline, transcript information) will be utilized to keep parents informed about school activities and student progress.</p> <p>** School Calendar on school website will be updated by webmaster to inform parents of school programs and events.</p> <p>** Student/Parent Handbook will be mailed out on September 1st.</p> <p>** Monthly PTO meeting</p> <p>Aug. 2009 parent and school representatives will work collaboratively to address academic and discipline issues.</p> <p>Person Responsible: Guidance Counselors, Principal, Assistant Principal, & Teachers</p> <p>Targeted Audience and Timeline: Grades will be updated and posted weekly by all faculty members</p> <p>Passwords will be mailed out by Guidance Counselors for HAC in August and a callout reminder will go home as well.</p> <p>Students will be trained on HAC by mentor program through Trojan Time in August</p> <p>School Calendar will be updated by webmaster weekly on Website</p>	<p>Title I PI</p> <p>Title I ARRA-PI</p> <p>Title I PI</p> <p>Title PI ARRA</p> <p>Title I PI</p> <p>Title I PI ARRA</p>	<p>500</p> <p>500</p> <p>500</p> <p>500</p> <p>600</p> <p>600</p>	<p>\$1,000.00 (Postage)</p> <p>\$1,000.00 (Postage)</p> <p>\$1,500.00 (Handbook)</p> <p>\$1,500.00 (Newsletter)</p> <p>\$1,391.20 (materials and supplies)</p> <p>\$3,628.70 (materials and supplies)</p>	<p># of students passing course will increase</p> <p># of incidents, suspensions, and expulsions will decrease</p> <p>Student attendance will improve</p> <p>Parental involvement will increase</p>	<p>Administrators will analyze failure rate reports in eSchool plus to determine if failure rate increases or decreases by semester</p> <p>Administrators will analyze incident report monthly to determine if incidents, suspensions, and expulsions decrease as the year progresses.</p> <p>Administrators will run attendance reports from eSchool monthly to track improvements in attendance.</p> <p>Administrators will monitor sign in sheets at PTO meetings and after school functions to identify prospects for parental involvement.</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>* Collaboration and professional development in the content areas. 2 English teachers and 1 administrator will attend NCTE, November 19-22, 2009, Philadelphia, PA, and redeliver to departments and whole faculty at January 2010 faculty inservice</p> <p>Person Responsible: 2 English Teachers, Administration</p> <p>Targeted Audience and Timeline: English Teachers will redeliver strategies from conference to entire English Department and share 1 strategy with entire faculty 1 month after trip. Administration will observe English Department implementing strategy within 1 month after training</p> <p>Family Involvement: ELA teachers will share conference experience through Article in 3rd quarter parent newsletter.</p>	Title I SW	500 100 200	\$4,000.00 (conference expenses) \$2,250.00 82.13 (subs and benefits)	<p>Teacher will redeliver strategies learned to entire English department.</p> <p>English department will implement strategies to promote student engagement learned from professional development in the classroom.</p> <p>Increase in % proficient on Benchmark test scores</p> <p>Increase in % proficient on GEE</p> <p>Student are actively engaged in meaningful activities</p>	<p>eWalk (walk throughs) by school leadership team will be analyzed monthly to monitor student engagement in the English classrooms</p> <p>Lesson plans will be monitored by API weekly to ensure strategies are implemented in planning.</p> <p>iLEAP/GEE Scores in May 2010 will be analyzed by leadership team</p> <p>Pre/Post and Unit Benchmark Scores will be analyzed by teachers and checked by leadership team</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>*** IMT training and redelivery is ongoing. One representative from the English Department will attend monthly district meetings and redeliver content and content strategies to support curriculum implementation.</p> <p>Persons Responsible & Timeline: School Administration, District and Curriculum and Accountability Directors, IMT—all core teachers;</p> <p>Agendas from team meetings will be checked weekly/monthly by Administrator. Leadership team will conduct walk-throughs weekly to ensure curriculum implementation as well as implementation of strategies redelivered.</p>				<p>Increase in % proficient on Benchmark test scores</p> <p>Increase in % proficient on GEE</p> <p>Student are actively engaged in meaningful activities</p>	<p>eWalk (walk throughs) by school leadership team will be analyzed by Administration to monitor curriculum implementation in the English classrooms</p> <p>Lesson plans will be monitored by API weekly to ensure curriculum implementation is evident in planning.</p> <p>Leadership team will compare iLEAP/GEE Scores in May 2010 to scores from 2009</p> <p>Pre/Post and Unit Benchmark Scores analyzed in benchmark binders and checked by leadership team</p> <p>IMT members will keep agendas for department meetings and redelivery 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)
	<p>Librarians will maintain a computer lab to be used in the core curricular areas to supplement instruction in the core curriculum.</p> <p>Computers and a mobile laptop station will be purchases to increase student engagement and allow student to utilize numeracy and literacy software in Math and ELA classes.</p> <p>Persons Responsible: Librarians Watts and Wroten, Teachers</p> <p>Target Audience and Timeline: All students – Daily, beginning August 10, 2009</p>	<p>Title I SW</p> <p>Title I 1003g</p> <p>Title I 1003a</p>	<p>600</p> <p>600</p> <p></p>	<p>\$22,069.00 (classroom computers)</p> <p>3,235.87 (classroom materials & supplies)</p> <p>\$12,100.00 (classroom computers)</p> <p>\$33,494.09 (mobile laptop wireless lab)</p> <p>262.92 (dictionaries, manipulatives)</p>	<p>Technology will be incorporated into daily lessons across the curriculum</p> <p>Student engagement and use of technology will increase in Math and ELA classes</p>	<p>Data from sign in sheet kept in the library on file by the librarian. Leadership team will analyze walk-through data to verify use of technology.</p> <p>API will check for documentation of technology in weekly lesson plans.</p> <p>Walk through data</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>Department chairs will coordinate Testing tutoring from January to April testing date.</p> <ul style="list-style-type: none"> • Departments will analyze data from Benchmark exams and practice tests to determine areas of student's weakness. • Departments will create content-specific tutoring lesson for tutoring <p>Persons Responsible: Department Chairs</p> <p>Target Audience and Timeline: All students – Fall and Spring Semesters</p> <p>Family Involvement: Teachers of GEE students will use test data to target students in need of additional test preparation. Notification of need will be sent home to parents.</p>				Increased test scores on iLeap and GEE21.	<p>Department chairs will keep sign-in sheets for tutoring on file.</p> <p>Teachers will keep list of students referred for tutoring on file.</p> <p>Department chair will keep agenda and minutes for department planning meetings 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)
	<p>Four Teachers and four members of leadership team will attend Model Schools Conference, June 28 – July 1, 2009, Atlanta, GA, to learn best practices and implement throughout all departments. Assistant principal will attend International Center for Leadership in Education Fall Symposium, October 23-25, 2009, San Diego, CA.</p> <p>Teacher will redeliver material in September faculty meeting</p> <p>Persons Responsible: 4 Teachers 4 Members of Leadership Team</p> <p>Target Audience and Timeline: -All student in core classes -January 2009 attend conference -Feb. 2009 redeliver information to faculty -March 2009 observe implementation</p> <p>Family Involvement: Teachers will report on strategies and ideas in 1st parent newsletter following start of school</p>	Title I SW	500	\$16,000.00 (conference expenses)	<p>Increase in student engagement</p> <p>Increase in % proficient on iLEAP and GEE</p> <p>Increase in % proficient on Benchmark Exams</p> <p>Implementation of strategies</p>	<p>Lesson plans will be monitored by API weekly to ensure implementation of strategies</p> <p>eWalk data will be analyzed by leadership team monthly to ensure implementation</p> <p>Leadership team will compare iLEAP/GEE Scores in May 2010 to scores from 2009</p> <p>Pre/Post and Unit Benchmark Scores will be analyzed by core departments in benchmark binders and checked by leadership team quarterly.</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>Principal will purchase 25 licenses (credit recovery) in July will be purchases to provide software that will help low achieving students master challenging curriculum and meet state standards in core academic subjects.</p> <p>Training will be provided in August and January during the school year to teacher utilizing the software and monitoring student progress.</p> <p>Principal will purchase computers to provide classroom and lab computers for students to use software.</p> <p>Students will have access to computer labs beginning August 10, 2009 which will provide additional course work for Math and ELA.</p>	<p>Title I 1003a Title I 1003g Title I 1003a Title I SW</p>	<p>600 600 300 100 200</p>	<p>\$22,800.00 5,700.00 (credit recovery software licensing) \$850.00 (professional development) 4,000.00 714.00 (extended time plus benefits)</p>	<p>Graduation rate will increase. Student promotion rate will increase</p>	<p>Student data from credit recovery management system will be analyzed by NovaNET teacher and utilized for tracking student progress daily/weekly (as student progress toward course completion and graduation).</p> <p>Data will be analyzed at the end of each unit by credit recovery teachers.</p>

* 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 to 100% proficiency by the end of the 2013-2014 school year

Objective(s):

Increase percent proficient on:

- Whole school Math from 45.5% in 2009 to 50% in 2010.
- iLEAP Math from 42% in 2009 to 48% in 2010.
- GEE Math from 50% in 2009 to 56% in 2010.

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

Data-Driven Decision Making
Meaningful Engaged Learning

Bibliographic Notation:

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
- Calhoun, 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.

Meaningful Engaged Learning

- Alvermann, D. E. (2003). *Seeing themselves as capable and engaged readers: Adolescents and re/mediated instruction*. Naperville, IL: Learning Point Associates. Retrieved June 7, 2005. from <http://www.ncrel.org/viito/eb/readfrs/re3ders.pdf>
- Blachowicz, C., Sogle, D. (2001). *Reading comprehension: Strategies for independent learners*. New York: Guilford Press.
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- Boston Plan for Excellence. (2002). *Work with schools 2002-2003*. Retrieved June 7, 2005, from <http://www.bpe.org/lexl/workwithschools.aspx>
- Ciesemier, K., Coughlin, E., & Williamson, J. (1997). *Area One Learning Technology Hub: Engaged learning with technology*. [Online]. Available: <http://www.lth1.k12.il.us/engaged>

Brief Summary of Research:

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.

Current research supports the role of engaged learning as important to student achievement. Students learn when they are highly involved in meaningful tasks. Student motivation is one aspect of MEL; however, motivation is more than a quality within students. Motivation is a quality that can be profoundly affected by the attitudes and actions of educators. The three models discussed below provide an overview of meaningful, engaged learning.

The work of Mike Muir of McMEL has identified a model for meaningful engaged learning focusing on four key components and nine essential elements. These components and essential elements are outlined below.

- Environment: Relationship and Rapport
 - > Student/Teacher Relationship - positive attitude, fun, sense of humor, physically and emotionally safe, belonging and respect
 - > Helping Students Succeed - high expectations, confidence in abilities
- Experience
 - > Hands-On - doing things, activities, experiential learning, learning = patterns from experience
 - > Learning Styles - multiple intelligences, differentiated instruction
- Motivation
 - > Interest - novelty, mystery, curiosity, "blood and guts," fantasy, driven by students' questions
 - > Autonomy - choices, decision-making, planning, designing, creating
 - > Avoid Rewards
- Meaning
 - > Connections - to previous learning, relates to students' lives, the "Velcro mind"
 - > Context - making personal meaning, real world work or audience, metaphors and mental frameworks, how used or useful

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? Data driven instruction has been proven effective at all types of schools and is an appropriate strategy for Tara to use in order to focus on student weaknesses and provide interventions. Meaningful engaged learning is a strategy that has been proven effective for all students and falls in line with Rigor and Relevance training that Tara has previously been through

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Research indicates that data driven instruction and meaningful engagement will increase student achievement for all students

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: These strategies will address the individual needs of all students

Procedures for Evaluating the Goal, Objective(s) and Strategy: Teachers will focus on refining lesson plans to include a variety of instruction activities (follow Madeline Hunter lesson cycle) and focus on making instruction Rigorous and Relevant. Teachers will be expected to use benchmark assessment aligned to state standards to measure student performance. This data should be analyzed and intervention activities should be provided to students in order for them to master content expectations. Teachers will also use released test items from iLEAP/GEE and benchmark exams as well as state focus learning lessons from state department as bell ringers. Teacher will attend content area conferences and receive training on data driven instruction and a variety of engagement strategies to apply within their content areas. Teachers will also have access to a literacy coach that will provide them with job embedded professional development on bringing literacy and active engagement strategies into the classroom. Computers will be provided to allow teachers easy access to a variety of data. Observed in lesson plans, team meeting agendas, walk throughs, redelivery of conference materials, benchmark data binder.

ACTION PLAN – GOAL 2

SAP Indicator	<p>Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></p>	Funding Sources	Object Code	Cost	<p>Indicator of Implementation (Observable Change)</p>	<p>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>Activity: School administrators establish a consistent lesson plan template containing the following components: Introduction, Modeling, Guided Practice, Independent Practice, Intervention or Enrichment, Accommodations, Assessment, Closure</p> <p>Training will be provided by district content trainers on the lesson cycle in August.</p> <p>Follow-up training on Rigor and Relevance will be provided to faculty and component will be added to lesson plan format for documentation purposes.</p> <p>Persons Responsible: Principal, Assistant Principal, Faculty, Content Trainers</p> <p>Target Audience and Timeline : Entire Faculty -Trainings in August -Follow up training month</p>				<p>Teacher lesson plans reflect the use of the appropriate lesson cycle.</p> <p>Student work is reflective of implementation of teachers lesson plans</p> <p>Student are actively engaged in meaningful activities</p> <p>Increase in % proficient on Benchmark test scores</p> <p>Increase in % proficient on GEE</p> <p>Student are actively engaged in meaningful activities</p>	<p>Starting in August 2009, the school administration will check lesson plans weekly for appropriate content that contains all components of the lesson cycle.</p> <p>Walk throughs will be conducted weekly by the leadership team to ensure lessons are implemented and students are engaged</p> <p>Walk through data will be analyzed monthly as a whole school and by individual departments.</p> <p>Leadership team will compare iLEAP/GEE Scores in May 2010 to scores from 2009</p> <p>Pre/Post and Unit Benchmark Scores will be analyzed by teachers each unit and checked by leadership team quarterly</p>

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>	Funding Sources	Object Code	Cost	<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>Activity: Starting in September, 2009 school administrators require teachers to use of state released (i.e., LEAP, iLEAP, GEE, EOC) and nationally released (i.e., ACT, NAEP) assessment items to make connections between the content and what student s must do with that content for accountability. Released tests items will be used during the lesson to make connections between the learning and the requirements of application on the state and national assessments. Teacher will use released items as well to informally assess and the create classroom assessments.</p> <p>Target Audience: Released iLEAP and GEE items will be used in 9th grade and 10th grade.</p> <p>Released GEE Science and Social Studies will be used to target 11th grade testers.</p> <p>Releaed ACT, NAEP, & SAT items will be used to target 11th and 12th grade students</p>				<p>Increase in % proficient on Benchmark test scores</p> <p>Increase in % proficient on GEE</p> <p>Student are actively engaged in meaningful activities</p> <p>Increase is school average ACT score</p>	<p>Lesson plans will be evaluated by administrators to ensure missed items are used and reteaching strategies are documented.</p> <p>Leadership classroom walk throughs will be conducted to ensure implementation of activity.</p> <p>Leadership team will compare iLEAP/GEE Scores in May 2010 to scores from 2009</p> <p>Pre/Post and Unit Benchmark Scores analyzed in benchmark binders and checked by leadership team</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>Beginning September 2009 Teacher will analyze district Benchmark data to provide students with intervention materials to help master GLEs missed throughout each unit.</p> <p>Administration will ensure additional computers be provided in order for teachers to access benchmark data and remediation tools.</p> <p>Content areas will analyze data and collaborate to create intervention activities.</p> <p>Person Responsible: Administration, Faculty</p> <p>Targeted Audience and Timeline: Teachers will use bellringers will be used as test prep from Aug-May</p> <p>Family Involvement: Student benchmark data will be posted on HAC for parent's information.</p>	Title I 1003g	600	\$497.44 (calculators)		

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>* Department chairs will facilitate Collaboration and professional development in the content areas on weekly basis. Two math teachers will attend NCTM, November 4 – 6, 2009, Minneapolis, MN, and redeliver to departments and whole faculty</p> <p>Person Responsible: Two math teachers & Department chairs</p> <p>Targeted Audience and Timeline: Math teachers who attended conference will redeliver strategies from conference to entire Math Department and share one strategy with entire faculty at December faculty meeting.</p> <p>Math Department will be observed implementing strategies at the start of the 2nd semester by Administration.</p>	Title I SW	500	\$4,000.00	<p>Teacher will redeliver strategies learned to entire Math department.</p> <p>Math department will implement strategies to promote student engagement learned from professional development in the classroom.</p> <p>Increase in % proficient on Benchmark test scores</p> <p>Increase in % proficient on GEE</p> <p>Students are actively engaged in meaningful activities. Level of student engagement will increase.</p>	<p>Administration & leadership team eWalk (walk throughs) data leadership team will be analyzed by leadership team to monitor student engagement in the math classrooms</p> <p>Lesson plans will be monitored by API weekly to ensure strategies are implemented in planning.</p> <p>Leadership team will compare iLEAP/GEE Scores in May 2010 to scores from 2009</p> <p>Pre/Post and Unit Benchmark Scores analyzed by teachers in benchmark binders and checked by leadership team quarterly</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>IMT training and redelivery will begin August 2009. One representative from the Math Department will attend monthly district meetings and redeliver content to department members to support and facilitate curriculum implementation by August 12, 2009</p> <p>Persons Responsible & Timeline: School Administration, District and Curriculum and Accountability Directors, IMT—all core teachers;</p> <p>Agendas from team meetings will be checked weekly/monthly by Administration.</p> <p>Leadership team will conduct walk throughs will be conducted weekly to ensure curriculum implementation as well as implementation of strategies redelivered.</p>				<p>Increase in % proficient on Benchmark test scores</p> <p>Increase in % proficient on GEE</p> <p>Student are actively engaged in meaningful activities</p>	<p>eWalk (walk throughs) by school leadership team will be analyzed by Administration to monitor curriculum implementation in the Math classrooms weekly</p> <p>Lesson plans will be monitored by API weekly to ensure curriculum implementation is evident in planning.</p> <p>Leadership team will compare iLEAP/GEE Scores in May 2010 to scores from 2009</p> <p>Pre/Post and Unit Benchmark Scores analyzed in benchmark binders and checked by leadership team</p> <p>IMT members will keep agendas for department meetings & redelivery on file.</p>

* 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 3

GOAL 3: Increase student achievement in Science and Social Studies

Objective(s):

Increase percent proficient on:

- GEE Science from 42.68% to 50%.
- GEE Social Studies from 58.33% to 65%.

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

Data-Driven Decision Making
Meaningful Engaged Learning

Bibliographic Notation:

Data-Driven Decision Making

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

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Brief Summary of Research:

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.

Current research supports the role of engaged learning as important to student achievement. Students learn when they are highly involved in meaningful tasks. Student motivation is one aspect of MEL; however, motivation is more than a quality within students. Motivation is a quality that can be profoundly affected by the attitudes and actions of educators. The three models discussed below provide an overview of meaningful, engaged learning.

The work of Mike Muir of McMEL has identified a model for meaningful engaged learning focusing on four key components and nine essential elements. These components and essential elements are outlined below.

- Environment: Relationship and Rapport
 - > Student/Teacher Relationship - positive attitude, fun, sense of humor, physically and emotionally safe, belonging and respect
 - > Helping Students Succeed - high expectations, confidence in abilities
- Experience
 - > Hands-On - doing things, activities, experiential learning, learning = patterns from experience
 - > Learning Styles - multiple intelligences, differentiated instruction
- Motivation
 - > Interest - novelty, mystery, curiosity, "blood and guts," fantasy, driven by students' questions
 - > Autonomy - choices, decision-making, planning, designing, creating
 - > Avoid Rewards
- Meaning
 - > Connections - to previous learning, relates to students' lives, the "Velcro mind"
 - > Context - making personal meaning, real world work or audience, metaphors and mental frameworks, how used or useful

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? Data driven instruction has been proven effective at all types of schools and is an appropriate strategy for Tara to use in order to focus on student weaknesses and provide interventions. Meaningful engaged learning is a strategy that has been proven effective for all students and falls in line with Rigor and Relevance training that Tara has previously been through

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Research indicates that data driven instruction and meaningful engagement will increase student achievement for all students

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: These strategies will address the individual needs of all students

Procedures for Evaluating the Goal, Objective(s) and Strategy: Teachers will focus on refining lesson plans to include a variety of instruction activities (follow Madeline Hunter lesson cycle) and focus on making instruction Rigorous and Relevant. Teachers will be expected to use benchmark assessment aligned to state standards to measure student performance. This data should be analyzed and intervention activities should be provided to students in order for them to master content expectations. Teachers will also use released test items from iLEAP/GEE and benchmark exams as well as state focus learning lessons from state department as bell ringers. Teacher will attend content area conferences and receive training on data driven instruction and a variety of engagement strategies to apply within their content areas. Teachers will also have access to a literacy coach that will provide them with job embedded professional development on bringing literacy and active engagement strategies into the classroom. Computers will be provided to allow teachers easy access to a variety of data. Observed in lesson plans, team meeting agendas, walk throughs, redelivery of conference materials, benchmark data binder.

ACTION PLAN – GOAL 3

SAP Indicator	<p>Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></p>	Funding Sources	Object Code	Cost	<p>Indicator of Implementation (Observable Change)</p>	<p>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>Activity: School administrators establish a consistent lesson plan template containing the following components: Introduction, Modeling, Guided Practice, Independent Practice, Intervention or Enrichment, Accommodations, Assessment, Closure</p> <p>Training will be provided by district content trainers on the lesson cycle in August.</p> <p>Follow-up training on Rigor and Relevance will be provided to faculty and component will be added to lesson plan format for documentation purposes.</p>				<p>Teacher lesson plans reflect the use of the appropriate lesson cycle.</p> <p>Student work is reflective of implementation of teachers lesson plans</p> <p>Increase in % proficient on Benchmark test scores</p> <p>Increase in % proficient on GEE</p> <p>Student are actively engaged in meaningful activities</p>	<p>Starting in August 2009, the school administration will check lesson plans weekly for appropriate content that contains all components of the lesson cycle.</p> <p>Walk throughs will be conducted weekly by the leadership team to ensure lessons are implemented and students are engaged</p> <p>Walk through data will be analyzed monthly as a whole school and by individual departments.</p> <p>Leadership team will compare iLEAP/GEE Scores in May 2010 to scores from 2009</p> <p>Pre/Post and Unit Benchmark Scores will be analyzed by teachers each unit and checked by leadership team quarterly</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)
	Persons Responsible: Principal, Assistant Principal, Faculty, Content Trainers Target Audience and Timeline : Entire Faculty -Trainings in August -Follow up training month					

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>	Funding Sources	Object Code	Cost	<p align="center">Indicator of Implementation (Observable Change)</p>	<p align="center">Procedures for Evaluating Indicators of Implementation</p> (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>Activity: Starting in September 2009 school administrators require the use of state released (i.e., LEAP, iLEAP, GEE, EOC) and nationally released (i.e., ACT, NAEP) assessment items to make connections between the content and what student s must do with that content for accountability.</p> <p>Release test items will be used during the lesson to make connections between the learning and the requirements of application on the state and national assessments. Teacher will use released items as well to informally assess and the create classroom assessments.</p> <p>Target Audience: Released iLEAP & Math items will be used in 9th-10th grade. Released GEE Science and Social Studies will be used to target 11th grade testers Released ACT, NAEP & SAT items will be used to target 11th and 12th grade students</p>				<p>Increase in % proficient on Benchmark test scores</p> <p>Increase in % proficient on GEE</p> <p>Increase in school average ACT score</p>	<p>Lesson plans will be evaluated by administration to ensure missed items are used and reteaching strategies are documented.</p> <p>Leadership team classroom walk throughs will be conducted to ensure implementation of activity.</p> <p>Leadership team will compare iLEAP/GEE Scores in May 2010 to scores from 2009</p> <p>Pre/Post and Unit Benchmark Scores analyzed by teachers in benchmark binders and checked by leadership team</p>

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>	Funding Sources	Object Code	Cost	<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>Beginning September 2009 teacher will analyze district Benchmark data to provide students with intervention materials to help master GLEs missed throughout each unit.</p> <p>Administration will ensure additional computers will be provided in order for teachers to access benchmark data and remediation tools.</p> <p>Content areas will analyze data and collaborate to create intervention activities.</p> <p>Person Responsible: Administration, Faculty</p> <p>Targeted Audience and Timeline: Teachers will bellringers will be used as test prep from Aug-May</p> <p>Family Involvement: Students benchmark data will be posted on HAC for parent's information</p>					

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>Department chairs will facilitate collaboration and professional development in the content areas on a weekly basis. Two science teachers and two social studies teachers will attend National Science Teachers Association annual conference, March 18-21, 2010, Philadelphia, PA, and National Council of Teachers of Social Studies annual conference, November 13 – 15, 2009, Atlanta, GA, and redeliver to departments and whole faculty.</p> <p>Teachers will redeliver strategies learned to entire Science and Social Studies department in Department meetings following return</p> <p>Science and Social Studies department will implement strategies to promote student engagement learned from professional development in the classroom by January.</p>	Title I SW	500	\$8,000.00 (conference expenses)	<p>Increase in % proficient on Benchmark test scores</p> <p>Increase in % proficient on GEE</p> <p>Level of student engagement will increase.</p>	<p>Administration & leadership team eWalk (walk throughs) data will be analyzed by leadership team to monitor student engagement in the Science and Social Studies classrooms</p> <p>Lesson plans will be monitored by API weekly to ensure strategies are implemented in planning.</p> <p>Leadership team will compare iLEAP/GEE Scores in May 2010 to scores from 2009</p> <p>Pre/Post and Unit Benchmark Scores will be analyzed by teachers in benchmark binders and checked by leadership team Quarterly</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)
	Person Responsible: 2 Science Teachers 2 Social Studies Teachers Targeted Audience and Timeline: Science and Social Studies teachers will redeliver strategies from conference to entire Science and Social Studies Department and share 1 strategy with entire faculty one month after trip. Science and Social Studies Department will observed implementing strategy by January after training by Administration.					

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>***IMT training and redelivery is ongoing. One representative from the Science and Social Studies Department will attend monthly district meetings and redeliver content and content strategies to support curriculum implementation.</p> <p>Persons Responsible & Timeline: School Administration, District and Curriculum and Accountability Directors, IMT—all core teachers;</p> <p>Agendas from team meetings will be checked weekly/monthly by Administration Leadership team will conduct walk throughs will be conducted weekly to ensure curriculum implementation as well as implementation of strategies redelivered.</p>				<p>Increase in % proficient on Benchmark test scores</p> <p>Increase in % proficient on GEE</p>	<p>eWalk (walk throughs) by school leadership team will be analyzed by Administration to monitor curriculum implementation in the Science and Social Studies classrooms</p> <p>Lesson plans will be monitored by API weekly to ensure curriculum implementation is evident in planning.</p> <p>Leadership team will compare iLEAP/GEE Scores in May 2010 to scores from 2009</p> <p>Pre/Post and Unit Benchmark Scores analyzed in benchmark binders and checked by leadership team</p> <p>IMT members will keep agendas for department meetings and redelivery on file</p>

* 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	PI	PI ARRA	SI 1003a	SI 1003g						Total
100 Salaries	61,250.00	0	0	0	0						61,250.00
200 Benefits	16,613.63	0	0	0	0						16,613.63
300 Purchased Professional Services	0	0	0	850.00	5,000.00						5,850.00
400 Purchased Property	0	0	0	0	0						0
500 Other Purchased Services	34,000.00	2,500.00	2,500.00	0	0						39,000.00
600 Materials & Supplies	27,729.37	1,391.20	3,628.70	24,612.92	53,791.53						111,153.72
Indirect Costs (if applicable)	0	0	0	2,817.29	6,504.87						9,322.16
700 Property	0	0	0	0	0						0
800 Other Objects	0	0	0	0	0						0
900 Other Uses of Funds	0	0	0	0	0						0
Total	139,593.00	3,891.20	6,128.70	28,280.21	65,296.40						243,189.51

*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*	\$233,867.35
Non SIP Expenditures (list)	
	9,322.16
Total Title I, Part A, Expenditures	\$243,189.51

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	