

School Improvement Plan



Building Bridges, Making Connections

Dolby Elementary

2009-2010

**School Improvement Plan
Template for
*Dolby Elementary***

Louisiana Department of Education

Submission Date: *2009-2010*

Dolby Elementary
PreK through 5th Grade
817 Jefferson Drive
Lake Charles, Louisiana 70605
Pamela Quebodeaux, Principal
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pam.quebodeaux@cpsb.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: Enter Name of the Grant

Contact Person: Enter Contact Person's Name

Phone: Enter Contact's Phone Number

E-mail: Enter Contact's Email Address

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 or DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (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 and strategies to attract and keep high quality teachers
 - Plans for transitioning pre-school children to local elementary school programs
 - Family and community involvement activities aligned with assessed needs
 - Evaluation strategies that include methods to measure progress of implementation
 - Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
 - An action plan with timelines and specific activities for implementing the above criteria
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent's signature (in blue ink)

Principal's signature (in blue ink)

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

Chair, School Improvement Team (in blue ink)

District Assistance or School Support Team Members (original signatures in blue ink)

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

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Tara Fritzinger	Teacher
Trudy Phelps	Teacher
Bonnie Ramsey	Teacher
Tita Robertson	Teacher
Heather Hoover	Teacher
Ellen Martel	Teacher
Cottie Mouton	Teacher
Kathie Istre	Numeracy Coach
Bobbie Fletcher	Support Staff
Sandy Stevens	Counselor
Ethopia Kennison	Parent
Missy Bushnell	Assistant Principal
Pam Quebodeaux	Principal

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 52

Date: 9-10-2009

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	Tara Fritzing	PK Teacher		
2	Jordan Rupert	PK Teacher		
3	Amie Houston	K Teacher		
4	Linda Ferguson	K Teacher		
5	Trudy Phelps	K Teacher		
6	Tammy Stephens	K Teacher		
7	Marcy Barras	1 st gr Teacher		
8	Leslea Mudd	1 st gr Teacher		
9	Bonnie Ramsey	1 st gr Teacher		
10	Lacey Billedeaux	2 nd gr Teacher		
11	Patricia Fetter	2 nd gr Teacher		
12	Hollie Renfro	2 nd gr Teacher		
13	Brandi Soileau	2 nd gr Teacher		
14	Willene Bonnette	3rd gr Teacher		
15	Heather Hoover	3rd gr Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
16	Liz Miller	3rd gr Teacher		
17	Kate Valentine	3rd gr Teacher		
18	Kate Cooper	4 th gr Teacher		
19	Rebecca Faul	4 th gr Teacher		
20	Christi Fuselier	4 th gr Teacher		
21	Chelsey Shackelford	4 th gr Teacher		
22	Jana Guidry	5 th gr Teacher		
23	Mark Hayes	5 th gr Teacher		
24	Cottie Mouton	5 th gr Teacher		
25	Misty Witherwax	5 th gr Teacher		
26	Carole Chavanne	Special Ed Teacher		
27	Suzanne Hinton	Special Ed Teacher		
28	Ellen Martel	Special Ed Teacher		
29	Pam Grueber	Speech Teacher		
30	Michele McGee	PE Teacher		
31	Beth Ferguson	Librarian		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
32	Wava McClain	Music Teacher		
33	Ethopia Kennison	Enrichment Teacher		
34	Majorie Bonnet	French Teacher		
35	Tita Robertson	SPARK Teacher		
36	Rhonda Young	SPARK Teacher		
37	Jackie Shortridge	SPARK Teacher		
38	Della Pearce	SPARK Teacher		
39	Mikie Ferguson	SPARK Teacher		
40	Danette McManus	SPARK Teacher		
41	Laura Guillory	SPARK Teacher		
42	Amy Hymel	Tutor		
43	Sherry Vidrine	Tutor		
44	Melissa Fritzingler	Tutor		
45	Ericka Ringo	Tutor		
46	Hanadi Taha	Tutor		
47	Valerie Dixon	Special Ed Paraprofessional		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
48	Michal Sanchez	Special Ed Paraprofessional		
49	Bryan Trahan	Special Ed Paraprofessional		
50	Kathie Istre	Numeracy Coach		
51	Sandy Stevens	Counselor		
52	Missy Bushnell	Assistant Principal		
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MISSION STATEMENT

To Achieve Academic Excellence through Quality Education

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

Name	Title/Occupation
Tom Hatfield	PPG Industries
Joy Breaux	Bank One
Jeremy Griffith	Student
Lisa Dietz	Teacher
Theresa George	Parent
Martha Shorts	Teacher
Karyl O'Banion	Central Office
Terry Romero	Teacher
Hattie White	Teacher
Pam Quebodeaux	Principal

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

(Place a check or X in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Career to Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program/ Americorps	<input checked="" type="checkbox"/>	<u>17</u>	<input type="checkbox"/>	<input type="checkbox"/>
LaSip	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input checked="" type="checkbox"/>	<u>11</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input checked="" type="checkbox"/>	<u>9</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LINCS	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
School-wide Positive Behavior Interventions and Support (PATHS)	<input checked="" type="checkbox"/>	<u>5</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input checked="" type="checkbox"/>	<u>9</u>	<input type="checkbox"/>	<input type="checkbox"/>
Multi-Sensory Structured Language Program (Project Read)	<input checked="" type="checkbox"/>	<u>14</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program	<input checked="" type="checkbox"/>	<u>7</u>	<input type="checkbox"/>	<input type="checkbox"/>
Quality in Education	<input checked="" type="checkbox"/>	<u>9</u>	<input type="checkbox"/>	<input type="checkbox"/>
DIBELS	<input checked="" type="checkbox"/>	<u>5</u>	<input type="checkbox"/>	<input type="checkbox"/>
DARE	<input checked="" type="checkbox"/>	<u>17</u>	<input type="checkbox"/>	<input type="checkbox"/>
K-3 Reading/Math Initiative	<input checked="" type="checkbox"/>	<u>11</u>	<input type="checkbox"/>	<input type="checkbox"/>

<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> • 1st Grade After School Tutoring, Voyager 2nd Grade Tutoring, iLEAP Third Grade Tutoring, and LEAP21 4th Grade Tutoring
<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 #	Date revised	Copy on file at school?	
			X Yes	<input type="checkbox"/> No
Crisis Management (emergency/evacuation plan)	§ 339/741	9/2009	X Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	8/2009	X Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	9/2009	X Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	ongoing	X Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	9/2009	X Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	8/2009	X Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	ongoing	X Yes	<input type="checkbox"/> No
Transition Plan for Pre-School Children	§ 1114/Title I	ongoing	X Yes	<input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	McNeese State University
Technical Institute	Enter Partner name
Feeder School(s)	SJ Welsh Middle School, FK White Middle School
Community	Chase Bank, State Farm/ Dale Bernard, Mike Papania, , Waste Management, Home Furniture Company, Sandra Bridges Fournet Real Estate Company
Business/Industry	Dyn McDermott, Chamber Southwest, PPG Industries
Private Grants	Drew Grant, Unsung Heroes, LA heritage Foundation, Wal-Mart, Target, Sam's Club, Bank One, 8(g) Grant, Best Buy, Jordan Fundamentals
Other	Ensuring Numeracy for All Initiative

Supporting Source #1
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

**DATA
TRIANGULATION**

NO LANA

Supporting Source #2
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Contributing Factors to the Strength:

Enter Factor

Domain: School Climate

Subdomain: Enter Sub Domain

Supporting Source #3
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #4
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Select year and enter score.)	Growth SPS (Select year and enter score.)	Growth Target (Select year and enter target.)
School Baseline SPS 2004: 113.3	School Growth SPS 2004: 116	School GT 2004: 2
School Baseline SPS 2005: 114.3	School Growth SPS 2005: 121.7	School GT 2005: 2
School Baseline SPS 2006: 109.7	School Growth SPS 2006: 123.9	School GT 2006: 2
School Baseline SPS 2007: 115.6	School Growth SPS 2007: 114.8	School GT 2007: 2
School Baseline SPS 2008: 115.1	School Growth SPS 2008: 111.5	School GT 2008: 2
School Baseline SPS 2009: 113	School Growth SPS 2009: 111.7	School GT 2009: 2

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

STRATEGY PLANNING WORKSHEET

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

Bibliographic Notation:

Boudett, Kathryn Parker, et al., eds. *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. 2005
Datnow, A. & Stringfield, S. (2000). Working together for reliable school reform. *Journal of Education for Students Placed At Risk*, 5(1&2).
Doyle, D. (2002). Moving beyond intuition through data-laced wisdom leading to informed actions. *The School Administrator*, December 2002.
Johnson, J.H. (May 1996). Data-Driven School Improvement. *OSSC Bulletin Series*. Eugene, OR: Oregon School Study Council, 38 pages.
Wallace, R.C., Jr. (1996). *From vision to practice: The art of educational leadership*. Thousand Oaks, CA: Corwin Press.

Brief Summary of Research: The *McREL Balanced Leadership Framework* (2004) defines school improvement as using data to identify areas of student learning that need attention, understanding how students learn the knowledge or skills associated with that particular area of need, determining how to ensure that students' academic needs are met, monitoring school progress toward identified goals, and collectively learning from the actions taken (p.1). According to NCLB, schools are required by law to use data to change organizational and individual behavior and to change academic outcomes. The use of data informs administrators and teachers and allows them to make leadership as well as instructional decisions to guide the process of continuous improvement.

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 strategy of data driven decision-making was chosen because of the changing needs of our students and the access to real-time data that we have. This strategy provides ongoing information to us in both formative and summative format and allows us to make leadership as well as instructional decisions that are in the best interest of our students. Our implementation of Quality based on the Malcolm Baldrige Framework for Performance Excellence has provided a structure for our utilization of data on a daily basis.

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

Using the strategy of Data Driven Decision Making addresses the needs of all subgroups at Dolby Elementary.

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

Student performance on I-LEAP, LEAP, and grade level unit assessments will be analyzed during strategic planning in June 2010 to determine goal attainment for all four goals. Ongoing progress is analyzed throughout the school year.

GOAL 1:
To achieve high academic standards in mathematics

OBJECTIVE(S) : 1. Move 3rd grade index from 118 to 118.4 2. Move 4th grade index from 99.5 to 103.6 3. Move 5th grade index from 116.2 to 116.9 4. Move Whole School Students with Disabilities percent proficient from 65.6% to 72.5%.

ACTION PLAN

Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working?)
Through participation in ENFA, teachers will meet as learning teams weekly (substitutes will be hired) for the purpose of planning, curriculum mapping, creating assessments, and analyzing student work. They will utilize standards-based practice assessments and workbooks to help prepare students for LEAP/I-LEAP. The administrative team as well as teachers and staff will meet in June for the purpose of strategic planning.	Title I ENFA				Schedules and agendas of meetings; assessment binders; Scantron results; development of strategic plan
A Math coach will be hired to assist with aligning curriculum and coaching through PLC process. Tutors will be hired to address individual needs of students.	ENFA CPSB Title I				Improvement in math achievement
Numeracy Coach and teachers will be trained in math strategies and techniques. School-wide math strategies (Singapore Math, 8 step model drawing process) will be developed and implemented through all grade levels. Teachers and students will use various strategies to strengthen basic Math Facts skills in all grade levels	ENFA Title I				List of math strategies; classroom displays; improvement in math achievement

<p>Teachers and staff will be trained in a variety of ways to meet the needs of students and to increase student engagement: Kagan cooperative learning structures, Quality training, technology training, brain research training, curriculum training, Thinking Maps, Inclusion strategies, Successmaker, Positive Behavior Support, and Response to Intervention.</p>	<p>ENFA Title I Admin</p>				<p>Professional trip documentation; lesson plans; improved student achievement</p>
<p>Teachers will meet with parents in individual conferences before school begins. Student-led conferences will be held mid-year to allow students to share individual progress with their parents. Parents will be invited to grade level family math nights (K-2, 3-5) for participation and increased knowledge of skill requirements for students.</p>	<p>ENFA Title I</p>				<p>Agendas; sign-in sheets; plus/delta; feedback from parents</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)

GOAL 2:
To achieve high academic standards in ELA

OBJECTIVE(S) : 1. Move 3rd grade index from 118 to 118. 4 2. Move 4th grade index from 113.7 to 115 3. Move 5th grade index from 106.2 to 108.9 4. Move Whole School Students with Disabilities percent proficient from 71.9% to 77.5%.

ACTION PLAN

Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working?)
Teachers will utilize STARS workbooks to strengthen comprehension skills of all students in grades 1-5. They will implement Project Read, Spalding, reading groups, and Successmaker for students who are below level in reading as based on DIBELS assessments for the purpose of implementing RTI to meet the needs of students.					Lesson plans and RTI logs; improved student achievement
Teachers will meet with parents in individual conferences before school begins. Student-led conferences will be held mid-year to allow students to share individual progress with their parents. Parents will be invited to grade level family reading nights (K-2, 3-5) for participation and increased knowledge of skill requirements for students. Renaissance Home Connect will be utilized to assist parents in helping their child with Accelerated Reader.					Agendas; sign-in sheets; plus/delta; feedback from parents
Teachers will provide daily language activities aligned with state assessments. DOL and grade level writing prompts will be implemented, scored according to the LEAP rubric, and reported through teacher collaboration. A school-wide writing process will be implemented (Four Square) and training provided.					Lesson plans; training agendas; improved student achievement

<p>Teachers will meet as learning teams (grade level) weekly for the purpose of planning, curriculum mapping, creating assessments, and analyzing student work. They will administer assessments aligned with LEAP and I-LEAP to monitor and assess student progress.</p>					<p>Schedules and agendas of meetings; assessment binders; Scantron results</p>
<p>Teachers and staff will be trained in a variety of ways to meet the needs of students and to increase student engagement: Kagan cooperative learning structures, Quality training, technology training, brain research training, curriculum training, Thinking Maps, Inclusion strategies, Successmaker, Positive Behavior Support, and Response to Intervention.</p>					<p>Professional trip documentation; lesson plans; improved student achievement</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 appli

GOAL 3: To achieve high academic standards in science
OBJECTIVE(S) : (1) Move 3rd grade index from 103.9 to 107.1 (2) Move 4th grade index from 105.5 to 108.4 (3) 5th grade index is at goal

ACTION PLAN

Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working?)
School-wide science activities will be provided targeting GLEs for all grades. Teachers will utilize standards-based practice assessments and workbooks to help prepare students for LEAP/I-LEAP. A 5 th grade science fair will be held involving school-wide presentations via KIDS TV and a scavenger hunt for students. Classroom field trips will focus on science.					Improved student achievement
Teachers will attend science workshops and conferences to learn new strategies for integrating curriculum. Teachers will use technology resources (United Streaming, KIDS TV) and community members to act as “Partners in Science” for engaging student learning. The science lab will house equipment and materials needed by all grade levels.	Title I Admin				Professional trip forms; lesson plans; science lab schedule

GOAL 4: To achieve high academic standards in social studies
OBJECTIVE(S): 1) Move 3rd grade index from 100 to 104 (2) Move 4th grade index from 93.4 to 98.7 (3) Move 5th grade index from 113.1 to 114.5

ACTION PLAN

Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working?)
Schoolwide social studies activities and technology enhanced lessons will target GLEs for all grades levels (guest speakers, KIDS TV, Wax Museum of Famous Americans, Patriotic events, Unitedstreaming, etc). Teachers will utilize standards-based practice assessments and workbooks to help prepare students for LEAP/I-LEAP.Each grade will plan field trips aligned to specific social studies GLEs.					Schedules; lesson plans; improved student achievement
A 3 rd , 4 th , and 5 th grade social studies fair will be held that will involve school-wide presentations. Teachers will invite guest speakers in to engage students in learning curriculum. Teachers will use maps studies and Daily Oral Geography to enhance map skills of students in all grade levels as well as resources specific to Louisiana.	Title I				Schedules; lesson plans; improved student achievement