

The seal of the Louisiana Department of Education is a large, light gray circular emblem in the background. It features an eagle with spread wings perched on a banner that reads "CONFIDENCE". The outer ring of the seal contains the text "STATE OF LOUISIANA" at the top and "DEPARTMENT OF EDUCATION" at the bottom, separated by two stars.

**School Improvement Plan
Template for**

★ *W.W. Lewis Middle School*

Louisiana Department of Education

Submission Date: *August 2008*

W.W. Lewis Middle School

6 – 8

1752 Cypress Street

Sulphur, Louisiana 70663

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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
- LINCS
- 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 (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)

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

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Michael Dougherty	Principal
Dan Sylvest	Assistant Principal
Lucie Mesuch	8 th Grade Math Teacher/Continuous Learning Coach
Joni Harrington	8 th Grade Social Studies Teacher/Continuous Learning Coach
Lee Richard	Counselor
Linda Lueckenhoff	Counselor
Karen Baldwin	Librarian
Patricia Dupree	8 th Grade Teacher/Math Content Coach
Stacey Blanchard	7 th Grade Teacher/ELA Content Coach
Connie Duffy	8 th Grade Teacher/Social Studies Content Coach
Craig Richardson	6 th Grade Teacher/Science Content Coach
Claire Sylvest	Parent
Shannon Patin	Parent
Keri Beth Racca	8 th Grade Student
Carl Vincent	Partner-in-Ed State Farm Insurance
Chad Guidry	Calcasieu Parish School Board Member

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 69

Date: August, 2008

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	Karen Baldwin	Librarian		
2	Robert Barrentine	Assistant Principal		
3	Beth Benoit	Teacher		
4	Mandy Benoit	Teacher		
5	Stacey Blanchard	Teacher		
6	Florica Boti	Teacher		
7	Emily Bridge	Teacher		
8	Lynn Broussard	Paraprofessional		
9	William Clark	Teacher		
10	Asella Daigle	Teacher		
11	Lauren Daigle	Teacher		
12	Rochelle Darby	Paraprofessional		
13	Tracy Domingue	Teacher		
14	Michael Dougherty	Principal		
15	Connie Duffy	Teacher		
16	Tiffany Duhon	Teacher		
17	Cheryl Dunnells	Teacher		
18	Patricia Dupree	Teacher		

19	Linda Dupuis	Teacher		
20	Walter Eubanks	Teacher		
21	Anne Farrar	Teacher		
22	Julie Field	Teacher		
23	Ingrid Fontenot	Teacher		
24	Kari Fontenot	Teacher		
25	Pat Franks	Paraprofessional		
26	Michael Fultz	Teacher		
27	Arturo Garcia	Teacher		
28	Joni Harrington	Teacher		
29	Maria Heal	Teacher		
30	Paul Henry	Teacher		
31	Staci Henry	Teacher		
32	Kim Holmes	Teacher		
33	Beverly Hooks	Teacher		
34	Roxanne Kirby	Teacher		
35	Janice Kounter	Teacher		
36	Jean Ann LaGrappe	Teacher		
37	Cheryl LeBoeuf	Teacher		
38	Angela Leger	Paraprofessional		
39	Linda Lueckenhoff	Counselor		

40	Theresa Marlin	Teacher		
41	Tiffany Mays	Teacher		
42	Ocie McGuire	Teacher		
44	Tami McGuire	Teacher		
45	Tim McMillen	Teacher		
46	Lucie Mesuch	Teacher		
47	Cindy Morse	Paraprofessional		
48	Olga Mounicou	Teacher		
49	Raymond Pena	Teacher		
50	Sue Pickett	Teacher		
51	Tana Pike	Paraprofessional		
52	Pamela Pruitt	Teacher		
53	Lee Richard	Counselor		
54	Craig Richardson	Teacher		
55	Donna Rochester	Paraprofessional		
56	Melissa Semb	Teacher		
57	Lisa Serice	Teacher		
58	Tammy Smith	Paraprofessional		
59	Don Soileau	Teacher		
60	Robin Stutes	Teacher		
61	Dan Sylvest	Assistant Principal		

62	Denise Terro	Teacher		
63	Janice Theriault	Teacher		
64	Faith Vallette	Teacher		
65	Robbin Vincent	Teacher		
66	Robert Vizena	Teacher		
67	Allison Waite	Teacher		
68	Kathy Walsh	Teacher		
69	Paige Williams			

MISSION STATEMENT FOR W.W. LEWIS MIDDLE SCHOOL

To prepare all students for academic success and for life long learning.

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

Name	Title/Occupation
Lucie Mesuch	8th Grade Math Teacher/Continuous Learning Coach
Joni Harrington	8th Grade Social Studies Teacher/Continuous Learning Coach
Dan Sylvest	Assistant Principal
Craig Richardson	6th Grade Science Teacher/Science Content Coach
Lee Richard	Counselor
Keri Beth Racca	8th Grade Student
Barrett Tinker	8th Grade Student
Shannon Patin	Parent
Claire Sylvest	Parent
Carl Vincent	Partner in Education – State Farm Insurance
Jeff Davis	Partner in Education – City Savings Bank

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

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

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Career to Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	X	<u>5</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
La GEAR-UP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	X	<u>10</u>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
School-to-Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
The Strategic Instruction Model (SIM)	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Teacher Advancement Program (TAP)	X	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>
Click Here to Enter	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>

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

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	8/16/2007	X Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	8/16/2007	X Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	8/16/2007	X Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	8/16/2007	X Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/74	8/17/2007	X Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	8/16/2007	X Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	Enter Date	Yes	No
Transition Plan for Pre-School Children	§ 1115/Title I	N/A		

School Partnerships (Type the name of each partner in the space provided)	
University	McNeese State University
Technical Institute	
Feeder Schools	Frasch Elementary, W.T. Henning Elementary, R.W. Vincent Elementary, Vincent Settlement Elementary
Community	Sulphur City Council
Business/Industry	Carl Vincent State Farm Insurance Agency, Chemical Waste Management, City Savings Bank
Private Grants	
Other	Southwest Daily News

Supporting Source #1
Instrument: SACS-CASI Parent Survey
Data Type: Attitudinal
Findings: 79.8% of parents indicated a good parent/school relationship existed at Lewis Middle School

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: SACS-CASI Student Survey
Data Type: Attitudinal
Findings: 68.8% of the students indicated there was support for student learning at Lewis Middle School

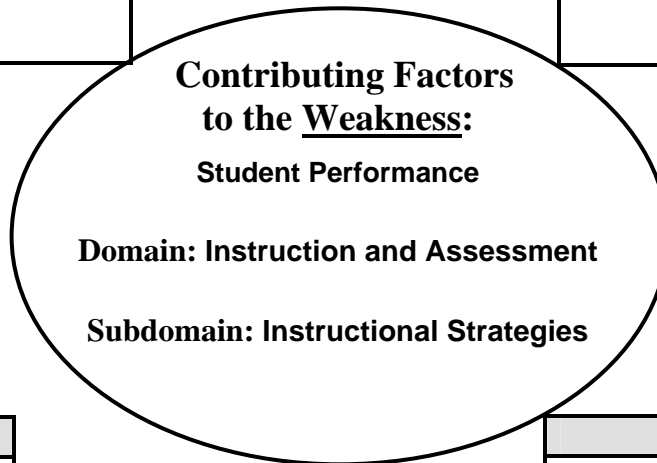
**Contributing Factors
to the Strength:**
High Expectations for Students
Domain: School Climate
Subdomain: Student Expectations

Supporting Source #3
Instrument: SACS-CASI Teacher Survey
Data Type: Attitudinal
Findings: 90.8% of the teachers indicated support of student learning existed at Lewis Middle School

Supporting Source #1
Instrument: Whole School SPS CRT Scores
Data Type: Archival
Findings: Overall ELA index scores have dropped

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Whole School SPS CRT Scores
Data Type: Student Performance
Findings: ELA and math academically disadvantaged subgroup continues to perform below acceptable standard



Supporting Source #3
Instrument: Whole School SPS CRT Scores
Data Type: Archival
Findings: Overall social studies index scores have continued to remain below the index scores of the other three academic index scores
Math index scores continue to waffle throughout the grades
Louisiana Department of Education

DATA COMPREHENSIVE

Supporting Source #4
Instrument: TAP Observation Summary Report
Data Type: Behavioral
Findings: Three highest areas of refinement needed:
1. Questioning (40)
2. Lesson Structure and Pacing (34)
3. Standards and Objectives

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. Dropout Index has been at goal from 2004-05 to 2007-08	Dropout Data on SPS
2. 8 th grade science LEAP index scores has increased from 86.2 to 98.7 from 2004 to 2008	Whole School SPS CRT (LEAP) Trend Data
3. Math 8 th grade LEAP index scores have increased from 84.6 to 97.5 from 2005 to 2008	Whole School SPS CRT (LEAP) Trend Data
4. 6 th Grade math iLEAP index scores increased from 100.0 in 2007 to 104.5 in 2008	Whole School CRT (iLEAP) Trend Data
5. 7 th Grade social studies iLEAP index scores increased from 94.4 in 2006 to 114.9 in 2008	Whole School CRT (iLEAP) Trend Data

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. Social Studies 8 th grade LEAP index scores have been the lowest index scores for three consecutive years.	Whole School SPS CRT (LEAP) Trend Data
2. Students with disabilities subgroup have significantly scored below all students and white students subgroups in ELA	Subgroup % Proficient Trend Data
3. Students with disabilities subgroup have significantly scored below all students and white students subgroups in math	Subgroup % Proficient Trend Data
4. 7 th Grade math iLEAP index scores declined 12.4 points for 2008 (108.8 to 96.4)	Whole School CRT (iLEAP) Trend Data
5. 8 th Grade LEAP ELA index scores declined 2.9 points for 2008 (94.6 to 91.7)	Whole School SPS CRT (LEAP) Trend Data

The identified weaknesses will lead to the goals and objectives.

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. High academic expectations for student learning	SACS-CASI Surveys
2. Orderly learning environment	SACS-CASI Surveys
3. Teacher observation scores improved	PAMS data

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. Instructional strategies	TAP Observations
2. Student behavior	Number of Office Referrals
3. Parent communication	SACS-CASI Surveys
4. High Number of Questioning Refinements	TAP Rubric Totals

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

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 2007 : 100.5	School Growth SPS 2008 :	School GT 2009 :
School Baseline SPS 2006 : 98.8	School Growth SPS 2007 : 3.7	School GT 2008 : 2.6
School Baseline SPS 2005 : 93.5	School Growth SPS 2006 : -0.2	School GT 2007 : 2.5
School Baseline SPS 2004 : 98.7	School Growth SPS 2005 : 0.7	School GT 2006 : *

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

STRATEGY PLANNING WORKSHEET

GOAL 1: By 2013-2014 all students in grades 6 – 8 will reach high standards attaining proficiency or better in English Language Arts
GOAL 2: By 2013-2014 all students in grades 6 – 8 will reach high standards attaining proficiency or better in Mathematics
GOAL 3: By 2013-2014 regular education students in grades 6 – 8 will reach high standards attaining proficiency or better in Social Studies

OBJECTIVE(S) 1a: To increase 6th grade regular education ELA iLEAP index score from 91.3 to 96.1 by Spring 2008
 1b: To increase 7th grade regular education ELA iLEAP index score from 103.5 to 106.5 by Spring 2008
 1c: To increase 8th grade regular education ELA LEAP score from 94.6 to 98.8 by Spring 2008
 1d: To increase 6th - 8th grade Students With Disabilities ELA proficiency percentage score from 36.2 to 47.4 by Spring 2008
 2a: To increase 6th grade regular education Math iLEAP index score from 100.6 to 103.8 by Spring 2008
 2b: To increase 7th grade regular education Math iLEAP index score from 108.8 to 110.7 by Spring 2008
 2c: To increase 8th grade regular education Math LEAP index score from 93.4 to 97.8 by Spring 2008
 2d: To increase 6th - 8th grade Students With Disabilities Math proficiency percentage score from 35.3 to 41.8 by Spring 2008
 3a: To increase 6th grade Social Studies iLEAP index from 99.2 to 102.7 by Spring 2008
 3b: To increase 7th grade Social Studies iLEAP index from 102.0 to 105.0 by Spring 2008
 3c: To increase 8th grade Social Studies LEAP index from 87.3 to 92.7 by Spring 2008

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Meaningful Engaged Learning Model from the North Central Educational Laboratory (NCREL) <http://www.ncrel.org>

Bibliographic Notation:

Jones, B. F., Valdez, G., Nowakowski, J., & Rasmussen, C. (1994). Designing learning and technology for educational reform. Oak Brook, IL: North Central Regional Educational Laboratory.
 Jones, B. F., Valdez, G., & Rasmussen, C. (1994). Toward redefining technology effectiveness in education. Oak Brook, IL: North Central Regional Educational Laboratory.
 Sweet, J. R., Rasher, S. P., Abromitis, B. S., & Johnson, E. M. (2004). Case studies of high-performing, high-technology schools: *Final research report on schools with predominantly low-income, African-American, or Latina student populations*. Naperville, IL: Learning Point Associates. Retrieved June 7, 2005, from <http://www.ncrel.org/tech/hpht/hpht.pdf>

Brief Summary of Research: Researchers at NCREL developed eight specific indicators of engaged learning. These indicators can inform instructional decisions by helping educators understand what MEL looks like in the classroom. The indicators are:

1. Vision of Engaged Learning – Students are responsible for and energized by learning. They are strategic and collaborative.
2. Tasks for Engaged Learning – Learning tasks are challenging, authentic, and integrative.
3. Assessment of Engaged Learning – Assessment tasks are performance-based, involves students in generating their own performance, and are aligned with curriculum and instruction. Equitable standards are employed to evaluate performance.
4. Instructional Models and Strategies for Engaged Learning – Instruction actively engages learners and encourages them to construct and produce knowledge in meaningful ways.
5. Learning Context for Engaged Learning – The classroom is a collaborative and empathetic learning community that resists

fragmentation and competition.

6. **Grouping for Engaged Learning** – To ensure equitable access to learning for all students, heterogeneous groups are configured and reconfigured according to the purposes of instruction.
7. **Teacher Roles for Engaged Learning** – The role of the teacher in the classroom is that of facilitator, guide, and learner/investigator.
8. **Student Roles for Engaged Learning** – Students explore the physical world in order to discover concepts and apply skills. They observe and apply thinking processes used by practitioners. They are producers of knowledge as they integrate what they have learned.

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 research citations support the need to increase effective teaching strategies and use Meaningful Engaged Learning techniques in order to positively affect student learning. We are a school that has demonstrated limited growth over the last several years as indicated by the state accountability reports, school report cards, and subgroup performance levels. The treatment schools have some of the same characteristics of our student population.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:
Our Students with Disabilities subgroup scored significantly lower than our whole school subgroups or our white students' subgroup. The use of these learning strategies will provide those students with skills necessary to understand basic facts, connect them to each other, categorize them, manipulate them, and put them together to problem solve.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Comparison of Scantron Performance Series Scores from September 2007 and April 2008 in ELA and math for all students, and iLEAP and LEAP test scores in sixth through eighth grade social studies from March 2007 and March 2008. Monitoring implementation of MEL strategies through teacher observations during the 2007-2008 school year.

ACTION PLAN

Activity 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?)
<p>* Teacher collaborative meetings will be held during common planning times once every other week for all subject teachers and paraprofessionals, both regular education and special education and vertical teams of subject related teachers and paraprofessionals, both regular and special education, will meet every other week to teach strategies in use of Thinking Maps as tools to make learning meaningful and to improve thinking skills and constructive response in order to transfer thinking processes, integrate learning, literacy strategies, and continually assess progress in all core content subjects. These meetings will be conducted by targeted teachers.</p> <p>Persons Responsible for staff development: Dan Sylvest – Curriculum Assistant Principal Lucie Mesuch – Continuous Learning Coach Joni Harrington – Continuous Learning Coach</p>				<p>Teachers increase use of Thinking Map strategies to promote utilization of meaningful engaged learning in the classroom. Students will select and implement thinking maps for meaningful engaged learning in all core subjects.</p>	<p>Teachers will demonstrate knowledge of strategy through classroom instruction monitored four times during the school year by the school leadership team made up of administrators, continuous learning coaches and content lead teachers. Post conference meetings will address areas of weakness for teachers needing assistance. Documentation will be kept in MEL observation instruments, log books, and teachers IGP's. Students will demonstrate daily to their teacher's knowledge of the activity through constructed response items on assessment instruments.</p>
<p>## Positive Behavior Support Activity - At the end of each six weeks special dress days will be held for students if they have received no office referrals within that time period. This will support student's positive behavior. These rewards will be determined by the disciplinary assistant principal. Teachers have developed, and annually review and revise grade level student discipline ladders.</p>				<p>The number of office referrals should decrease due to students complying with policy, procedure, rules and guidelines.</p>	<p>Statistics based on the number of office referrals will be used to compare to the previous six week period in order to recognize changes in student behavior. This data will be maintained in the Student Plus database and shared with teachers at the end of each six weeks.</p>

<p>** Family and Community Involvement Activities:</p> <ol style="list-style-type: none"> 1- Orientation Nights - in August prior to school starting for all students. This allows students and parents to acquaint themselves with class schedules, teachers, the school campus, PBS, school policies and procedures. (8/11-12/2008) 2- Parent coffee with the teachers - On this day parents can come to the school library during their child's team planning period to meet their teachers. GLE's and other information will be presented to parents by core content teachers. (10/7/2008) 3- LEAP Night for Parents – During the 4th six weeks the administration and the 8th grade teachers will host an evening meeting. Parents and students will learn what the state requirements are for the LEAP test and how the teachers are addressing the student needs. (1/27/2009) 4- This year will be the 50th anniversary of the opening of W. W. Lewis Middle School. Alumni, parents, students, former and present faculty, distinguished guests, community members, and family of W. W. Lewis will be invited. Details of this are to be arranged at a later date. (3/10/2009) 5- The school's homework hotline (583-9585) will be available everyday for parents to check on team content subject homework assignments. (8/18/2008-5/29/2009) 6- School web site is kept up to date for parents to electronically access teacher and school information. (Year round) 7- Veteran's Day Assembly recognizes and honors veterans from throughout our community with student led activities. (11/7/2008) 			<p>Annual stakeholder surveys should show an increase in the number of stakeholders satisfied with the community involvement activities scheduled by the school.</p>	<ol style="list-style-type: none"> 1- The transition for students who are new to Lewis Middle School will be as smooth as possible. Parents and students will follow the established policies and procedures. 2- Positive relationships and communication between parents and teachers will be established and maintained throughout the year. 3- Understanding of LEAP requirements will be demonstrated by parents and students during this question and answer period. Parents will be provided information on how they can support their child's education as the LEAP test approaches. 4- Pictures will be taken and submitted to the Southwest Daily News along with a news article detailing the event. 5- Availability of homework assignments allows parents to assist in seeing homework is completed. 6- Availability of web site allows parents to be kept up to date on school and classroom activities. 7- Allowing veterans to be recognized by school and students creates a real-life situation for students with people that have participated in things they have only studied in books.
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TOTAL SCHOOL BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Indicate the total funds per Funding Source, per object category. See *SAM 2000* for clarity on operational definitions.

FUNDING SOURCES*	TITLE I	CSRP	EEF	IDEA	K-3	LINCS	OTHER	TITLE II	TOTAL
SALARIES (100)									\$0
EMPLOYEE BENEFITS (200)									\$0
PURCHASED PROFESSIONAL and TECHNICAL SERVICES (300)									\$0
PURCHASED PROPERTY SERVICES (400)									\$0
OTHER PURCHASES SERVICES (500)									\$0
SUPPLIES (600)									\$0
INDIRECT COSTS (If applicable)									\$0
PROPERTY (700)									\$0
OTHER OBJECTS (800)									\$0
OTHER USES OF FUNDS (900)									\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

FEDERAL FUNDING

TITLE I, PART A EXPENDITURES (Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title I, Part A Expenditures	\$

TITLE I, PART B EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title I, Part A Expenditures	\$

TITLE I, PART D EXPENDITURES (N & D)	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title I, Part D Expenditures	\$

TITLE I, PART F EXPENDITURES (CSRP)	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title I, Part F Expenditures	\$

OTHER TITLE I EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Other Title I Expenditures	\$

TITLE II EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title II Expenditures	\$14,190

TITLE IV EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title IV Expenditures	\$

TITLE V EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title V Expenditures	\$

K-3 INITIATIVE EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL K-3 Initiative Expenditures	\$

OTHER FUNDS	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Other Funds	\$