

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.

**School Improvement Plan
Template for
*Vincent Settlement Elementary***

Louisiana Department of Education

Submission Date: *September 10, 2009*

Vincent Settlement
PreK-5th grade
1072 Vincent Settlement Rd.
Sulphur, La. 70665
Pam LeDoux
337.583.4148
pam.ledoux@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 S
- Distinguished Educator
- Reading First School
- Grant Application

Name of Grant: Ensuring Literacy for All

Contact Person: Pam LeDoux

Phone: 337.583-4148

E-mail: pam.ledoux@cpsb.org

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
Pam LeDoux	Principal
Kashia Askew	Assistant Principal
Trudi Mays	Pre-Kindergarten Teacher
Elizabeth DeWoody	Kindergarten Teacher
Stephanie O'Quinn	1st Grade Teacher
Stella Ivey	2nd Grade Teacher
Jill LeBato	3rd Grade Teacher
Angela Whitman	4th Grade Teacher
Julie Richard	5th Grade Teacher
Vernett Miller	Special Education Teacher
Theresa Drost	Speech Therapist
Julee Spann	Literacy Coach
Tracey Churchman	Counselor

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 53

Date: September 3, 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	Pam LeDoux	Principal		
2	Kashia Askew	Assistant Principal		
3	Julee Spann	Literacy Coach		
4	Tracey Churchman	Counselor		
5	Stacie Mays	Pre-K Teacher		
6	Trudi Mays	Pre-K Teacher		
7	Yvette Lormand	Pre-K Teacher		
8	Elizabeth DeWoody	Kindergarten Teacher		
9	Dusty Coward	Kindergarten Teacher		
10	Glenda Carson	Kindergarten Teacher		
11	Jennifer Benton	Kindergarten Teacher		
12	Stephanie O'Quinn	1 st Grade Teacher		
13	Jolene Sonnier	1st Grade Teacher		
14	Aimee Miller	1st Grade Teacher		
15	Diana Young	1st Grade Teacher		
16	Cindy Henry	1 st Grade Teacher		
17	Stella Ivey	2 nd Grade Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
18	Allyson Weidner	2 nd Grade Teacher		
19	Trina Gann	2 nd Grade Teacher		
20	Phoebe Pruett	2 nd Grade Teacher		
21	SarahJane Eakin	3 rd Grade Teacher		
22	Paullette Szymanski	3 rd Grade Teacher		
23	Cindy Pool	3 rd Grade Teacher		
24	Jill LeBato	3 rd Grade Teacher		
25	Christine Watzlavik	3 rd Grade Teacher		
26	Libby Ford	4 th Grade Teacher		
27	Angela Whitman	4 th Grade Teacher		
28	Kayla Gibson	4 th Grade Teacher		
29	Rebecca Dupuy	4 th Grade Teacher		
30	Jill Fills	5 th Grade Teacher		
31	Laura Bowers	5 ^h Grade Teacher		
32	Jaclyn Ware	5 th Grade Teacher		
33	Julie Richard	5 th Grade Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
34	Amy LeLeux	5th Grade Teacher		
35	Tina Harris	DDP Teacher		
36	Mary Hood	Self-Contained SPED Teacher		
37	Vernett Miller	Resource/Inclusion Teacher		
38	Nancy Norman	Resource/Inclusion Teacher		
39	Roxana Carriere	Resource/Inclusion Teacher		
40	Teresa Giles	Librarian		
41	Cendrine Paillard	French Teacher		
42	Kathy Trahan	P.E. Teacher		
43	Sheila Chisholm	P.E. Teacher		
44	Lori Young	Music Teacher		
45	Theresa Drost	Speech Therapist		
46	Michelle Whitfield	Paraprofessional		
47	Sandy Granger	Paraprofessional		
48	Lydia Dougherty	Paraprofessional		
49	Elizabeth Kinney	Paraprofessional		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
50	Mary Beth Horton	Paraprofessional		
51	Kayla Cornes	Paraprofessional		
52	Carol Longenbaugh	Paraprofessional		
53	Megan McCullor	Reading Interventionist		
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MISSION STATEMENT

The Vincent Settlement Family will work together as a team to become lifelong learners.

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

Name	Title/Occupation
Pam LeDoux	Principal
Kashia Askew	Assistant Principal
Stacie Mays	Pre-K Teacher
Jennifer Benton	Kindergarten Teacher
Aimee Miller	1st Grade Teacher
Phoebe Pruett	2nd Grade Teacher
Cindy Pool	3rd Grade Teacher
Libby Ford	4th Grade Teacher
Laura Bowers	5th Grade Teacher
Vernett Miller	Special Education Teacher
Lori Young	Music Teacher
Tracey Churchman	Counselor
Julee Spann	Literacy Coach
Dena Phillips	Parent
Kelli Bridges	Parent
Gwen Poole	Partner in Education
Andrew Eakin	Student

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>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
DARE	<input checked="" type="checkbox"/>	<u>13</u>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input checked="" type="checkbox"/>	<u>13</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input type="checkbox"/>	<u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
K-3 Reading Initiative	<input checked="" type="checkbox"/>	<u>14</u>	<input type="checkbox"/>	<input type="checkbox"/>
La GEAR-UP	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input checked="" type="checkbox"/>	<u>7</u>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
The Multisensory Structured Language Program	<input checked="" type="checkbox"/>	<u>11</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program (s)	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
School-Wide Positive Behavior Interventions and Support	<input checked="" type="checkbox"/>	<u>4</u>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish Immersion	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
The Strategic Instruction Model (SIM)	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Ensuring Literacy for All	<input checked="" type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: TAP	<input type="checkbox"/>	<u>3</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"> • Click Here to Enter
List the Distance Learning (i.e., web-based, satellite) courses provided for your students: <ul style="list-style-type: none"> • Click Here to Enter

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
Crisis Management (emergency/evacuation plan)	§ 339/741	8/20/09	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	8/2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	Enter Date	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	8/20/09	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	8/20/09	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	8/20/09	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	Enter Date	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Transition Plan for Pre-School Children	§ 1114/Title I	Enter Date	<input type="checkbox"/> Yes	<input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	McNeese State University
Technical Institute	
Feeder School(s)	W.W. Lewis Middle School
Community	Recycling projects, Operation Christmas Child
Business/Industry	Targa, Brookshire Brothers, Westlake Group, Cameron State Bank, Cameron Communications,
Private Grants	
Other	Calcasieu Arts Council

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

**DATA
TRIANGULATION**

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

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

**DATA
TRIANGULATION**

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

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

**DATA
TRIANGULATION**

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

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

**DATA
TRIANGULATION**

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

**Contributing Factors
to the Weakness:**

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

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

**DATA
TRIANGULATION**

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

**Contributing Factors
to the Weakness:**

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

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

**DATA
TRIANGULATION**

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

**Contributing Factors
to the Weakness:**

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

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. 3 rd Grade Math (133.5)	iLeap
2. 3 rd Grade Subgroup-Students with Disabilities (ELA-100%)	iLeap
3.	
4.	

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. 5 th Grade Subgroup-Students with Disabilities (ELA-58.3%)	iLeap
2. 5 th Grade Science (96.9)	iLeap
3.	
4.	

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, archival, and cognitive data of the previously identified strengths:

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
2. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
3. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
4. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
5. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell

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

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
2. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
3. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
4. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell
5. Click to Enter Data; Tab to Move to Next Cell	Click to Enter Source; Tab to Move to Next Cell

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

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 Transition Baseline SPS2005: 100.8	School Growth SPS 2005: 116.7	School GT 2006: 2.0
School Baseline SPS 2006: 108.0	School Growth SPS 2006: 110.9	School GT 2007: 2.0
School Baseline SPS 2007: 109.1	School Growth SPS 2007: 111.3	School GT 2008:: 2.0
School Baseline SPS 2008:	School Growth SPS 2008:	School GT 2009: 2.0
School Baseline SPS	School Growth SPS	School GT: 2.0
School Baseline SPS	School Growth SPS	School GT: 2.0
School Baseline SPS 2008-09 Click to Enter	School Growth SPS ____: Click to Enter	School GT 2009: 2.0

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

STRATEGY PLANNING WORKSHEET

GOAL #: by 2013-2014, all students will reach high standards, attaining proficiency or better in ELA.

- OBJECTIVE(S) #:**
- 1. To maintain or increase the 3rd grade ELA score of 130.2**
 - 2. To increase the 4th grade ELA score of 119.1 to 119.3 by 2010.**
 - 3. To increase the 5th grade ELA score of 105.5 to 107.5 by 2010.**
 - 4. To increase the 5th grade Students with Disabilities ELA percent proficiency from 58.3%-66.6%**

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) - **Meaningful Engaged Learning**

Bibliographic Notation: <http://www.schlechtycenter.org/index/asp>

Brief Summary of Research: 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. Phillip Schlechty advocated meaningful, engaged learning within a larger framework of school reform, which is based on theories of change and of engagement. The Theory of Engagement focuses on student motivation and strategies needed to incorporate engaging tasks into instruction. The Theory of Engagement is the basis of the Working on the Work framework espoused by Dr. Schlechty. Schlechty views the likelihood that students will learn as linked directly to the level of student engagement. Teacher must focus on designing learning tasks that increase engagement and must continuously assess the level of engagement in their classrooms. Schlechty states that the “core business of schools is to provide students with high content engaging school work: work that is challenging to students, work with which students persist when they experience difficulty, and work from which students gain a sense of satisfaction. To this end, qualities of highly engaging tasks address:

- **Product focus**
- **Clear and compelling product standards**
- **Protection from adverse consequences for initial failures**
- **Affirmation of the significance of performance**
- **Affiliation**
- **Novelty and variety**
- **Choice**
- **Authenticity**
- **Organization of knowledge**
- **Content and substance**

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? Based on CRT data, students at Vincent Settlement Elementary would benefit from the opportunity to become highly engaged in strategies that will address ELA deficiencies. Highly engaging tasks that offer

novelty and variety, provide choices for students, and focus on affirming the significance of performance would work toward changing students' abilities to understand ELA content standards more clearly. The needs and population in our school are similar to those addressed in the research. Therefore, utilization of this strategy should prove to have a positive effect on achievement levels of students at Vincent Settlement.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Students with Disabilities have a need for instruction to be differentiated to meet their individual learning style needs and exceptionalities. This strategy will allow teachers to use a variety of engaging teaching methods to meet the individual needs of their students in every content area. The quality of protection from adverse consequences for initial failures is particularly appealing for students with disabilities. Therefore this strategy will uniquely serve to meet the needs of this group of students.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Upon receipt of scores, the School Improvement Team will analyze iLEAP and LEAP scores from 2009-2010 and CRT trend data analysis will be used to determine if the strategy was successful in meeting goal and objectives.

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?)
<p>*1a. Initial PD: The principal will provide training for all instructional staff at Vincent Settlement to attend a one day training in October, 2009 on the use of Thinking Maps[®]. The focus will be to train teachers in methods of using visual patterns to organize information visually and transfer that information for specific thinking processes.</p> <p>Person Responsible: Principal</p>	<p>Ensuring Literacy for all Grant</p>	<p>100 600</p>	<p>\$2,294.00 \$6,300.00</p>	<p>All instructional staff will become proficient in the use of Thinking Maps[®] in instruction.</p>	<p>Teachers will sign in on the day of their training. Teachers will complete self- assessments during the training to analyze their understanding of Thinking Maps[®] and the links to literacy. The instruments will be used by teachers to formulate strategic plans for implementing the use of Thinking Maps[®] into their literacy instruction.</p>

<p>*1b. Follow-up/Job Embedded PD: Each of the Thinking Maps will be reviewed during weekly Professional Learning Community (PLC) meetings from October, 2009 to May, 2010. The focus of the PLC's will be to assist teachers in incorporating the use of Thinking Maps® into the teaching of a variety of literacy skills as well as addressing the teaching of specific Grade Level Expectations in all grade levels.</p> <p>Persons Responsible: Literacy Coach Principal/Assistant Principal</p>					<p>Student work products of Thinking Maps® will be analyzed at weekly PLC meetings. Teachers will discuss the effectiveness of the use of Thinking Maps® as tools for teaching literacy skills and address any modifications needed in follow-up implementation of the maps. Weekly PLC meeting records will reflect strategy analysis by the teachers. Administrators will conduct snapshot and formal observations of lessons using Thinking Maps® and provide written feedback to teachers.</p>
<p>**2. . The faculty and staff at Vincent Settlement will have a Promethean Premiere Day in December, 2009. The focus will be to invite parents into the school during prime instruction time to allow students to partner with their teachers to demonstrate the mastery of ELA grade level expectations using the Promethean board. The Premiere Day will showcase students' connection to the Meaningful Engaged Learning strategy using technology.</p> <p>Persons Responsible: Administrators and the Vincent Settlement Leadership Team</p>				<p>Families will visit the classroom and view literacy lessons demonstrating students' mastery of math skills using the Promethean boards</p>	<p>Parents will sign in to verify attendance at the Promethean Premiere Day in December, 2009. In addition, the administrators and Vincent Settlement Leadership Team will create a rubric for all parents in attendance to complete to evaluate the lessons observed. The administration and Leadership Team will analyze and compile results of the rubric scores. The rubric scores will be distributed to all staff members in January, 2010 and used to evaluate effectiveness of the MEL strategy.</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: By 2013-2014, all students will reach high standards, attaining proficiency or better in mathematics.

OBJECTIVE(S) #: To increase or maintain the 3rd grade Math score of 133.5 by 2010.
To increase the 4th grade Math score of 117.6 to 118.1 by 2010.
To increase the 5th grade Math score of 113.3 to 114.6 by 2010.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) -- **Meaningful Engaged Learning**

Bibliographic Notation: <http://www.schlechtycenter.org/index/asp>

Brief Summary of Research: 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. Phillip Schlechty advocated meaningful, engaged learning within a larger framework of school reform, which is based on theories of change and of engagement. The Theory of Engagement focuses on student motivation and strategies needed to incorporate engaging tasks into instruction. The Theory of Engagement is the basis of the Working on the Work framework espoused by Dr. Schlechty. Schlechty views the likelihood that students will learn as linked directly to the level of student engagement. Teacher must focus on designing learning tasks that increase engagement and must continuously assess the level of engagement in their classrooms.

Schlechty states that the “core business of schools is to provide students with high content engaging school work: work that is challenging to students, work with which students persist when they experience difficulty, and work from which students gain a sense of satisfaction. To this end, qualities of highly engaging tasks address:

- Product focus
- Clear and compelling product standards
- Protection from adverse consequences for initial failures
- Affirmation of the significance of performance
- Affiliation
- Novelty and variety
- Choice
- Authenticity
- Organization of knowledge
- Content and substance

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?

Based on CRT data, students at Vincent Settlement Elementary would benefit from the opportunity to become highly engaged in strategies that will address Math deficiencies. Highly engaging tasks that provide choices for students, assist students in organizing their knowledge in a highly engaging manner and focus on the substance of the content would challenge students' thinking and help them to understand Math content standards more clearly. The needs and population in our school are similar to those addressed in the research. Therefore, utilization of this strategy should prove to have a positive effect on Math achievement levels of students at Vincent Settlement.

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

Procedures for Evaluating the Goal, Objective(s) and Strategy: Upon receipt of scores, the School Improvement Team will analyze iLEAP and LEAP scores from 2009-2010 and CRT trend data analysis will be used to determine if the strategy was successful in meeting goal and objectives.

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?)
<p>*1a. The Principal/Assistant Principal will provide training during weekly PLC meetings in the use of Exemplars to strengthen constructed response instruction in Math. The focus is to reinforce training for teachers already trained and provide initial training for new teachers in methods of writing constructed response answers in math.</p> <p>Person Responsible: Principal/Assistant Principal</p>				<p>Teachers will gain knowledge in using Exemplars to teach constructed response.</p>	<p>Teachers will sign in for all PLC meetings. Teachers will work in grade levels to make strategic plans for implementing Exemplars strategies with their students. Teachers will complete a Plus/Delta to indicate strengths as well as areas that need strengthening. Administrators and PLC instructional leadership will analyze the Plus/Deltas in order to plan for any modifications in future professional development.</p>
<p>*1b. Follow-up/Job Embedded PD: Principles of using Exemplars strategies will be delivered during weekly Professional Learning Community meetings from November, 2009 to May, 2010. The focus of these PLC meetings will be to assist teachers in incorporating methods of using Exemplars in math problem solving with a focus on the writing of constructed response answers.</p> <p>Person Responsible: Principal/Assistant Principal</p>				<p>Instructional staff will participate in PLC meeting and implement RICE and Exemplars math strategies in their classrooms.</p>	<p>Student work products and results from the use of chosen strategies will be analyzed at PLC meetings. Teachers will develop and use rubrics to score students' constructed response answers and address any modifications needed in follow-up instruction. Weekly meeting records will reflect strategy analysis by the teachers. Administrators will conduct snapshot and formal observations of lessons using Exemplars and provide written feedback to 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)

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

FUNDING SOURCES*	ELFA	Click to Enter	Click to Enter	Click to Enter	Click to Enter	Click to Enter	Click to Enter	Click to Enter	Click to Enter	TOTALS
SALARIES (100)	\$2,294.00	\$	\$	\$	\$	\$	\$	\$	\$	\$2,294.00
EMPLOYEE BENEFITS (200)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
PURCHASED PROFESSIONAL and TECHNICAL SERVICES (300)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
OTHER PURCHASES SERVICES (500)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
SUPPLIES (600)	\$6,300.00	\$	\$	\$	\$	\$	\$	\$	\$	\$6,300.00
INDIRECT COSTS (If applicable)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
PROPERTY (700)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
OTHER OBJECTS (800)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
OTHER USES OF FUNDS (900)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
TOTALS	\$8,594.00	\$	\$	\$	\$	\$	\$	\$	\$	\$8,594.00

*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 & D), Part F (CSR); 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.

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

TITLE IV EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$
• 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 *	\$
• 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 *	\$
• 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 *	\$
• Substitute Salaries	\$2,294.00\$
• Thinking Maps	\$6,300.00
• 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	\$ 8,594.00